Preface

The primary intent of the Policies and Procedures of the undergraduate and graduate programs in the WellStar School of Nursing is to provide information to new faculty members and to serve as a reference for all faculty and staff members. It is a supplement to the Kennesaw State University Policies and Procedures. In case of any divergence from or conflict with this publication, the latter shall prevail. Also, the materials presented represent the present state of affairs, which is subject to change.

June, 1994
Revised: 1/95, 12/97, 7/98, 7/99, 6/00, 5/05, 7/06, 07/07, 07/08, 07/09, 7/10, 12/10, 7/11, 7/12, 7/13, 7/14, 7/15
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  Undergraduate Clinical Placement Administrative Specialist
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AMERICAN NURSES ASSOCIATION
CODE OF ETHICS FOR NURSES

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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Updated 7/15
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

Mission of the WellStar School of Nursing  

The Mission of the School of Nursing is in accordance with the missions of the WellStar College of Health and Human Services and the University. The commitment delineated in the School’s mission statement is threefold:

1. to create and sustain exemplary undergraduate and graduate nursing programs that promote academic excellence;

2. to serve as leaders and as a community resource in the provision of services to consumers and agencies in collaboration with other disciplines; and

3. to participate in research and other scholarly pursuits.

This commitment seeks to promote an environment that is consistent with quality teaching significant service, and meaningful scholarship programs.

Adopted 10/22/01,  
Reviewed Spring 2011, 7/13, 7/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

WellStar School of Nursing Goals

The WellStar School of Nursing at Kennesaw State University functions to:

1. Provide programs of high quality in undergraduate and graduate nursing education.

2. Support an environment conducive to personal and professional growth, scholarship, and creative activity.

3. Demonstrate leadership in providing service and professional practice within the university and the community.
WellStar School of Nursing Faculty Goals

The following goals illustrate the expectations of the faculty within the WellStar of Nursing. The faculty of the WellStar School of Nursing will:

- Demonstrate a commitment to innovative, effective teaching, and learning, supervision and mentoring by engaging students, peers and others in activities that facilitate learning and educational advancement.

- Participate in scholarly and creative work to enhance instructional effectiveness, and in applied research in selected areas of institutional strength or in areas of need, according to rank and academic preparation.

- Actively contribute to service at the institutional, University System, professional or community levels, according to rank and academic preparation.

These basic categories of faculty activity are known throughout academia as "teaching", "research", and "service". Kennesaw State University uses four categories to refer to these goals of faculty performance as:

- Teaching, Supervision, and Mentoring,
- Research and Creative Activity,
- Professional Service, and
- Administration and Leadership

These basic categories are clearly elaborated in Kennesaw State University 2013-2014 Faculty Handbook, "Review and Evaluation of Faculty Performance" and the WellStar School of Nursing Tenure and Promotion Guidelines (February 2013).

Reviewed 7/14, 7/15
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

**Philosophy**

Faculty members of the WellStar School of Nursing are in agreement with the mission statements of the University and the WellStar College of Health and Human Services, and accept the rights and responsibilities to provide professional nursing education. The WellStar School of Nursing contributes to the purpose of the University by preparing students within a liberal and democratic educational environment to achieve their personal and professional goals, and become responsible citizens and lifelong learners. Faculty members of the WellStar School of Nursing believe that the statement of philosophy and purpose of the programs in nursing are supportive of that of Kennesaw State University. The WellStar School of Nursing's philosophy reflects the faculty's beliefs about nursing, health, human beings, and the environment. In addition, the philosophy reflects the faculty’s beliefs about the teaching-learning process, nursing education, and the roles of the baccalaureate nurse and master’s prepared nurse.

Nursing is the art and science of caring. The focus of nursing is to provide a caring presence and to create an environment that facilitates healing of individuals, families, groups, communities, and populations. Caring, as the essence and central focus of nursing, is what makes persons, their environments, and interpersonal concerns meaningful. Caring in action consists of philosophical, interpersonal, and technical components that interface to facilitate caring interactions and caring environments. Professional nurse caring combines cognitively and culturally learned behaviors, actions, and techniques that enable the creation of healthy, healing environments for nurses, patients, and colleagues. The ethics of care and responsibility involves moral agency, interdependence, and professional integrity. This focus is research and evidence-based to enhance the science of nurse practice.

Nursing is committed to the promotion of holistic health of individuals, families, groups, communities and populations. Holistic health is encouraged through health promotion, disease prevention, education, advocacy, and facilitation of behaviors and lifestyles that support well-being. Health is a
dynamic, evolving process that encompasses an ongoing integration of mind, body, and spirit in interactive harmony with the environment. This holistic process is individually perceived, multidimensional in focus, and behaviorally unique to each human being throughout the life span, including end-of-life.

Humans are unique thinking, feeling, sensing, social beings who are motivated toward meeting human needs; they are complex, multifaceted persons, who embody physical, mental, emotional, social, and spiritual dimensions. Humans exist as individuals and as members of families, groups, communities, and populations sharing commonalities yet maintaining diversity. Human diversity includes, but may not be limited to, considerations of age, gender, religion, race, ethnicity, culture, lifestyle, socioeconomic class, and sexual orientation. A patient is a person who is in need of nursing care and may be vulnerable either as an individual or as a member of a group(s). Patients possess rights and responsibilities and are entitled to autonomy, privacy, dignity, respect, and justice.

All humans influence and are influenced by the political, social, cultural, economic, technologic, genetic, and ecologic conditions that constitute their internal and external environments. The environment affects one's ability to maintain a healthy lifestyle and to cope with episodes of illness. Environmental concerns are no longer restricted by regional, national, or international boundaries. Heightened global consciousness, increased international mobility, advanced information and communication technologies, and changing relationships among persons impact the health and welfare of the world’s citizenry. Cognizant of this global responsibility, nurses have the potential to positively influence the environments of individuals and communities. Nursing education prepares nurses to understand health care delivery systems as shaped by health care policy, financial and regulatory environments, and societal norms and expectations.

As society and the health needs of humans evolve, the role of the professional nurse must also evolve and expand. These changes influence the educational needs of undergraduate and graduate nursing students. Critical examination of health care issues and practices encourage reasoning, reflection, intuition, application, creativity, and the consideration of alternatives with respect for differing points of view. The ability and freedom to make independent and interdependent judgments and to evaluate experiences in a
variety of health care situations is essential to the development of competent, caring professionals prepared
to meet the challenges of the future.

Faculty members believe that undergraduate nursing education prepares nurse generalists and is best
accomplished in an institution of higher learning where the natural sciences, social sciences, arts, and
humanities form a foundation that supports and enriches nursing education. These various disciplines
provide a theoretical knowledge base necessary for understanding the meaning of experiences for human
beings. In addition, liberal education promotes critical thinking, and encourages the effective articulation
of ideas in written and spoken forms.

Baccalaureate nursing education provides a broad, diversified knowledge base on which to build a
safe, comprehensive professional practice. The nurse prepared at the baccalaureate level uses critical
thinking, clinical judgment, and communication skills to assist patients to achieve an optimal level of health
in a wide variety of health care settings. In order to achieve this, the faculty identified six interrelated roles
or processes of the baccalaureate degree nurse as adapted from *The Essentials of Baccalaureate Nursing
Education for Professional Nursing Practice* (AACN, 2008), *Nursing: Scope and Standards of Practice*
(ANA, 2010), and *Nursing’s Social Policy Statement* (ANA, 2010). These six processes include provider
of care, communicator, educator, manager, researcher, and member of a profession. Based upon nursing
and related principles, concepts and theories, baccalaureate education also provides the foundation for
graduate study.

Graduate education builds on the knowledge and competencies of baccalaureate education in
nursing and provides for the attainment of advanced knowledge and advanced practice of nursing. Graduate
education expands on the broad, diversified knowledge base of baccalaureate nursing education and is
distinguished from basic nursing practice by “autonomy to practice at the edges of the expanding boundaries
of nursing’s scope of practice” (ANA, 2010, p. 125), greater complexity of decision-making, and greater
skill in managing organizations, and environments. In order to achieve this, the faculty adhere to the
graduate nursing core and the specialty curriculum focus in *The Essentials of Master’s Education in Nursing*
(AACN, 2011) to provide the organizing framework and serve as the foundation for learning opportunities appropriate to the master’s level nursing student. The *Domains and Competencies of Nurse Practitioner Practice* as defined by the National Organization of Nurse Practitioner Faculties (2006) adds further delineation for the master’s level nurse practitioner student. The domains are clusters of competencies and reflect the scope and practice of the nurse practitioner. Specific competencies are embedded within each domain. These domains describe the performance of the nurse practitioner as the following: manager of the patient health/illness status; facilitator of the nurse-patient relationship; enabler of the teaching-coaching function; a professional; manager and negotiator of health care delivery systems; monitor and insurer of the quality of the health care practice; and, provider of culturally sensitive nursing care.

Master’s prepared nurses use critical thinking and clinical judgment to make interdependent and independent clinical decisions as they transition into the advanced practice role. As advocates, leaders, and direct providers of care, they are accountable to the patient, themselves, and the profession for their practice. The nurse prepared at the master’s level employs therapeutic and professional communication techniques in consultation, care management, and other practice situations. Emphasis is placed on the promotion of health, the prevention of disease, and the facilitation of appropriate self-care. Nursing actions are culturally congruent, holistic, and are intended to guide master’s prepared nurse practice to facilitate beneficial outcomes for the patient, family, and/or identified populations.

Doctor of nursing science (DNS) education builds upon Master’s level education and is designed to prepare scholars for leadership roles in nursing education, health policy related to vulnerable populations, and research. DNS graduates function as nurse leaders with expertise in nursing and healthcare phenomena related to evidence-based practice, the investigative skills of a nurse researcher, and the leadership skills for influencing health care systems, particularly related to population-based health disparities. The curriculum focuses on nursing education and health policy within the context of health disparities and population based healthcare. Doctor of nursing science education prepares graduates to systematically
evaluate and influence nursing practice and healthcare delivery systems, and to educate the next generation of nurses through various faculty roles.

Faculty members of the WellStar School of Nursing believe that learning is an active, dynamic and lifelong process, and are committed to providing educational mobility for all levels of professional nursing. This can be accomplished in part by offering flexible and innovative instructional modalities and strategies. Personal and professional growth is enhanced through the experience of learning and exposure to various peoples, information, cultures, modes of thought, ways of being, and ideas. The learning process encourages the emergence of and respect for diverse perspectives, attitudes and feelings, and promotes change in behavior and thought. Learning is individualistic: persons learn in a variety of ways that are responsive to creative, diverse, and participant-engaging activities. These activities include the student as teacher and the teacher as learner as they strive for increasing immersion into the knowledge, information, and wisdom of the theory and practice that is nursing. Learning is encouraged in an atmosphere of interpersonal interaction fostered by a trust relationship between the teacher and learner. Faculty functions as facilitators, planners, supervisors, communicators, role models, mentors and colleagues. The environment of education is enhanced by a mutually supportive, caring, and respectful atmosphere where the participants guide each other toward increasing independence, self-knowledge, and knowledge of the art and science of nursing. Learning is enhanced by a climate of shared responsibility and ongoing personal and collective evaluation, which fosters individual and professional growth.
References


Revised Spring 2011

Reviewed 7/13, 6/14, 7/15
The faculty of Kennesaw State University BSN Program has developed a conceptual framework organized around the concepts of caring, professionalism/ethics, and holistic health. The curriculum of the Bachelor of Science in Nursing Program operationalizes the concepts by addressing competence, respectful communication, moral agency, cultural/aesthetic sensitivity and analytical thinking/decision making. All of these abilities are directed toward the healing of persons, families, groups, and communities. Healing, described as promoting holistic health, involves caring nursing actions centered upon disease or injury prevention, health promotion, health restoration, and health maintenance throughout the lifespan (American Association of Colleges of Nursing, 2008).

A variety of nursing conceptual models/theories are used to assist students to organize their beginning practice. Nursing conceptual models offer a way to view the world and human beings in the context of their culture, and each model/theory provides a unique frame of reference for nursing practice. While a number of models are available to guide practice, one particular model or theory might be more applicable to some nurse-patient interactions than others. Therefore, the faculty assists baccalaureate students to select the most suitable nursing conceptual model for a given situation. This choice is based on each patient’s contextual situation and guides the successful implementation of the nursing process.

**Caring**

The entire curriculum revolves around the belief that nursing is the art and science of caring. Caring forms the foundational concept that supports attention to persons, families, groups, communities, and environments. Skill and competence, practical wisdom, caring attitude and critical judgment are all examples of caring in practice. Caring supports the emphasis in the curriculum on holistic health and is the compelling force behind the development of professionalism and ethics. Acknowledging multiple ways of knowing, caring is also an important factor in faculty-student relationships and the use of creative learning strategies in classroom and clinical throughout the curriculum.
The American Nurses Association (2010a), with endorsement by a host of specialty organizations, developed *Nursing: Scope and Standards of Practice* which describes the scope of nursing practice and standards of professional nursing practice. "Scope of practice" relates to the identification of roles and boundaries that govern professional practice. The “standards of professional nursing practice” depict the minimum level of competence expected of nurses while acknowledging that practice is context laden. The individual standards of professional practice coincide with elements of the matrix of the nursing process. The standards of professional performance reflect the competent level of behavior expected of a professional nurse which emphasizes ethics, ongoing education, quality, communication, collaboration, evaluation, resource utilization and environmental health.

The "Standards" are utilized as a structure in each baccalaureate nursing course to teach the promotion of a caring and healing environment which facilitates holistic health of patients as individuals, families, groups, or communities. Caring, as the essence and central focus of nursing, permeates all aspects of inquiry and education in nursing, fostering expectations for excellence and providing guidance for personal behavior and professional practice. Philosophical, interpersonal, and technical components of caring are learned and reaffirmed as the student attends to the processes of nursing. The concept of caring is taught in the first nursing course (NURS 3209) and is addressed throughout clinical and didactic courses within the curriculum.

**Professionalism/Ethics**

Professionalism is desired and expected of those who enter nursing. It is characterized by learning, knowledge and competence gained through higher education, a commitment to the welfare of society, an orientation to serve and adherence to a professional ethic. Professionalism is demonstrated through expertise, analysis, responsibility, accountability and autonomy. Knowledge is gained throughout the educational process that addresses current science, clinical evidence, information management, leadership, quality and patient care technology. It includes being accountable for upholding the codes of nursing ethics (American Nurses Association, 2010; International Council of Nurses, 2002), standards of nursing practice and legal parameters of the profession. It is also demonstrated in attitude, demeanor and methods of respectful patient and inter- and intra-professional communication and collaboration.

Nursing ethics, the exercise of discernment and critical judgment using moral norms and theory to resolve practical moral issues, derives from the values inherent in the profession of nursing: respect for persons,
compassion, altruism, autonomy, human dignity, integrity, justice and caring. Striving for the dignity, privacy, safety and autonomy of patients is paramount. Recognizing one’s own and others’ humanity with attention to the interrelatedness of persons and persons with their environment, culture, and spiritual background, the nurse demonstrates attention to relationships, care and concern. The nurse works to exhibit caring by avoiding harm, doing good and serving as advocate for the patient. Particular attention and care is rendered to populations who are underserved and vulnerable (see ANA, 2010b).

The inculcation of professional identity is a developmental process therefore professionalism and ethics are in all courses in the curriculum. They are discussed in the first nursing course (NURS 3209) and are the focus of NURS 3302, Professionalism and Ethics, during the second semester. Using this foundation students continue to discuss and deliberate issues of ethics and professionalism throughout the curriculum for example in nursing research (NURS 4402), parent child nursing (NURS 3318), mental health nursing (NURS 3314), community health (NURS 4412) and leadership (NURS 4416).

**Holistic Health**

Health is viewed from a holistic perspective that recognizes the influence of biological, psychological, sociological and spiritual factors on the well-being of individuals, families, groups, communities and populations. This perspective recognizes the unique thinking, feeling, and sensing capabilities of each person, the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. Nursing actions that enhance holistic health of patients involve those that are restorative, supportive, and promotive in nature. These constructs of holistic health are articulated in the curriculum as health promotion and disease and injury prevention, clinical prevention and population –focused nursing (Stanhope & Lancaster, 2010)

Health promotion is comprised of those activities and behaviors that sustain or enhance well-being. Health promotion activities provide opportunities for individuals to adopt behaviors and life-styles that obtain and maintain their optimal potential. Optimal potential is different and unique for each person and is influenced by the environment. Disease and injury prevention are activities designed to protect persons from actual or potential health threats be they environmental, situational, or personal. Disease and injury prevention encompass health seeking and health promoting behaviors in which each person has the opportunity to avoid illness or injury and to maximize health.
Clinical prevention activities address the needs of individuals and have as their goal thwarting the spread of disease and disability. Clinical prevention addresses interventions for the general population as well as those in particularly vulnerable or high-risk groups.

Population-focused nursing is designed to address the health promotion needs of groups, communities and populations. It involves culturally sensitive monitoring, surveillance and design of programs.

All levels of prevention serve as springboard for the role that prevention plays in health today as typified by Healthy People 2010 (2000) and Healthy People 2020 (2010). These documents have set the agenda for the way prevention is addressed from a national perspective. Nursing has reformulated the concepts of prevention to address nursing actions that promote holistic health. The faculty is committed to encouraging holistic health of patients as individuals, families, groups and communities.

All levels of prevention are incorporated into holistic health. Prevention activities are utilized within each course in baccalaureate nursing. A variety of therapeutic nursing interventions are articulated within each to achieve knowledge, skill and practice in health promotion and disease and injury prevention, clinical prevention and population-focused prevention.
References


Revised: 3/22/11
Reviewed 7/13, 6/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Baccalaureate of Science in Nursing Program
Program Outcomes

The purpose of the Kennesaw State University Baccalaureate Degree Nursing Program is to prepare graduates for generalist nursing practice. The Bachelor of Science in Nursing Degree program will:

1. Demonstrate quality by maintaining both professional accreditation through the Commission on Collegiate Nursing Education (CCNE) and acceptable performance of graduates on the National Council State Boards of Nursing License Exam (NCLEX).

2. Provide a learning environment that ensures meeting the program benchmark for graduation rates.

3. Prepare graduates for success in attaining employment in the nursing profession.

Reviewed 7/14, 7/15
The purpose of the Kennesaw State University Baccalaureate of Science in Nursing Program is to prepare graduates for generalist nursing practice. Graduates will be prepared to practice with patients including individuals, families, groups and populations across the lifespan and across the continuum of healthcare environments. Upon completion of the Baccalaureate Degree Nursing Program, graduates will:

1. Synthesize knowledge from a liberal education including social science, natural science, nursing science and the art and ethics of caring as a foundation for providing holistic nursing care.

2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.

3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.

4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.

5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.

6. Identify the significance of local, state, national, and global healthcare policies including financial and regulatory environments.

7. Demonstrate effective communication skills with an interdisciplinary healthcare team including collaboration, negotiation and conflict management.

8. Employ principles of health promotion, and disease/injury prevention in providing care to individuals and populations.

9. Assume responsibility and accountability for professionalism, including lifelong learning, and the inherent values of altruism, autonomy, human dignity, integrity and social justice in the practice of nursing.

Accepted 4/27/10
Reviewed 7/13, 7/14, 7/15
KSU Program Outcomes and Student Learning Outcomes
Masters of Science in Nursing: WellStar Nurse Practitioner Program

Program Outcomes:
The WellStar Primary Care Nurse Practitioner program will:

1. Synthesize knowledge from nursing, related sciences, and humanities, including culturally appropriate concepts, in the implementation of advanced practice nursing to improve health care outcomes in primary care settings.
2. Integrate social, economic, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of potential and actual health care problems for individuals and families across the lifespan.
4. Apply professional and collaborative communication skills to improve patient self-care and to expedite the coordination of services and interprofessional referrals across a variety of settings.
5. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals and families.
6. Employ leadership and advocacy skills in the implementation of ethical and critical collaborative decision-making to improve quality and safety outcomes for individuals and families in a variety of settings.
7. Translate evidence-based knowledge into practice by applying research outcomes to influence health care policy health care delivery, and care outcomes in a variety of practice settings.

Student Learning Outcomes:
1. Provide culturally competent age specific primary care to diverse clients based on a strong theoretical and research foundation thereby improving health care delivery and client care outcomes.
2. Use critical thinking, clinical judgment skills and ethics to make safe independent and interdependent clinical decisions, incorporating principles of health promotion, assessment, diagnosis and management of client potential and actual health care problems in a variety of settings.
3. Utilize therapeutic and professional communication techniques with clients, colleagues and other health care professionals in order to facilitate client self-care, coordinate services, secure consultations and referrals by using advanced information and communication technologies when appropriate.
4. Assume the role of the advanced practice nurse by demonstrating accountability for the quality of one’s own practice, engaging in professional activities, advocating for change and working effectively in interdisciplinary relationships.
5. Demonstrate leadership in roles as divergent as clinician, educator, advocate, and manager in a variety of areas such as education, practice and community health programs by influencing health care delivery systems as shaped by healthcare policy and societal norms and expectations.

Adopted 2015
PROGRAM OUTCOMES:

1. Synthesize knowledge from nursing, related sciences, and humanities in the implementation of advanced nursing roles.
2. Integrate social, economic, organizational, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of care for individuals, families, and populations.
3. Employ organizational and systems leadership skills in the implementation of quality improvement change processes to improve care outcomes for individuals, families, populations, and organizations.
4. Translate evidence-based knowledge into practice by applying research outcomes within educational and practice settings.
5. Employ advocacy strategies at the system levels to influence health policy processes for the improvement of care for individuals, families, populations, and organizations.
6. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals, families, populations, and organizations.
7. Apply inter-professional collaboration, communication, and leadership skills in the management and coordination of care to improve outcomes for patients and populations.

STUDENT LEARNING OUTCOMES:

Upon successful completion of the ACML program, students will be able to:

1. Apply theoretical frameworks and technology in implementation and management of program in advanced nursing roles.
2. Analyze the impact of social, economic, ethical, legal, and cultural influences on advanced nursing roles and practice.
3. Employ critical thinking and collaborative strategic planning skills in the implementation of change processes to improve quality care outcomes.
4. Apply knowledge of research utilization and the research process related to improving nursing practice.
5. Apply knowledge of health policy development process to improve health care outcomes.
6. Demonstrate the ability to practice in an advanced nursing role.
7. Produce a level of scholarship in support of preparation for doctoral study.

Approved by faculty: 2015
The Doctor of Nursing Science (DNS) is designed to prepare nurse educators and scholars for leadership roles in nursing education, health policy related to vulnerable populations, and applied research. The graduate will function as a nurse leader with expertise in nursing and healthcare phenomena related to evidence-based practice, the investigative skills of an applied researcher, and the leadership skills for influencing health care systems, particularly related to population-based health disparities. The curriculum focuses on nursing education and health policy within the context of health disparities and population based health care. Coursework will prepare the graduate to evaluate and influence nursing practice and health care delivery systems, and to educate the next generation of nurses through various faculty roles.

Upon successful completion of the DNS program graduates will be able to:

- Synthesize knowledge of the theoretical foundations of nursing and related fields.

- Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education and practice-based solutions to health and health care problems.

- Advance the body of nursing knowledge by identifying gaps in the knowledge base of practice, conducting applied research and evaluation of nursing interventions and health care outcomes, and disseminating evidence-based solutions to problems within health care.

- Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of population-based health care models and health care responses to health disparities locally and globally.

- Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of innovative and outcome focused nursing curriculum models incorporating nursing, philosophy, and education theories to facilitate student learning and success.

Approved
Reviewed 7/13, 7/15
WELLSTAR School of Nursing
Organizational Chart

Director
WellStar School of Nursing (WSON)

Associate Director WSON
Graduate Nursing Programs

Coordinator Nurse Practitioner Program
Coordinator Nurse Educator Track
Coordinator Nurse Administration Track
Coordinator Doctor of Nursing Science Program

Academic Associate I: Graduate Student Services Coordinator
Administrative Associate I

Assistant Director of Undergraduate Programs
RN-BSN Coordinator
Faculty Liaison to Clinical Sites & Part-time Faculty Coordinator
Accelerated Program Coordinator

Coordinator Learning Resource Center
Simulation Coordinator
Technology Assistant II

WSON Nursing Faculty

Administrative Associate II

Administrative Associate I

Clinical Placement Administrative Specialist
Administrative Associate I - Specialist in Student Records
Assistant Director Under-Graduate Enrollment Services

Administrative Associate I Nursing Advising Receptionist
Student Services Associate I

Revised 7/14
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

JOB DESCRIPTIONS

Director, WellStar School of Nursing

1. Provide input to Dean regarding issues related to the WellStar School of Nursing.
2. Provide input, allocate and monitor expenditures of budgetary resources.
3. Coordinate faculty assignments and clinical affiliations.
4. Serve as ex-officio member on all teaching teams and committees.
5. Supervise and evaluate secretarial support services.
6. Maintain lines of communication between Dean and faculty.
7. Generate reports according to the Evaluation Plan.
8. Provide leadership in all matters pertaining to curriculum.
9. Perform faculty evaluations and participate in reviews for promotion and tenure according to University guidelines.
10. Other duties as delegated by the Dean.

Associate Directors of WellStar School of Nursing

1. Provide input to Director regarding issues related to the WellStar School of Nursing.
2. Serve as ex-officio member on all teaching teams and committees.
3. Supervise and evaluate secretarial support services.
4. Maintain lines of communication between Director and faculty.
5. Provide input, allocate and monitor expenditures of budgetary resources.
6. Coordinate faculty assignments and clinical affiliations.
7. Participate in the advisement of current and potential students.
8. Serve as first-line referral for faculty and student issues.
9. Participate in new faculty and student orientation.
10. Generate reports according to the Evaluation Plan.
11. Provide leadership in all matters pertaining to curriculum.
12. Perform faculty evaluations and participate in reviews for promotion and tenure according to University guidelines.
13. Other duties as delegated by the Director.

Assistant Director of Undergraduate Program

1. Assists the Associate Director in the performance of all duties related to the WellStar School of Nursing.
2. Collaborates as a member of the WellStar School of Nursing leadership team.
3. Analyze and update policies of WSON as needed for approval by administration and faculty.
4. Serves on committees as needed.
5. Performs other duties as delegated by the Associate Director.
Coordinator: Primary Care Nurse Practitioner Program

1. The primary responsibility is maintaining the Nurse practitioner curriculum.
2. Evaluate clinical agencies with respect to appropriate placement of students.
3. Assist with making clinical site visit assignments for the faculty.
4. Serve as an advisor for the nurse practitioner students.
5. Assist students with clinical site placements.
6. Share in planning and implementation of the FNP orientation.
7. Serve as a resource for the FNP faculty.
8. Recruit and train all part-time NP faculty members on Clinical Evaluation forms and Clinical Site Visits.
9. Provide oversight for students encountering difficulties in their clinical experiences.

Coordinators: Nursing Education Leadership Track & Nursing Administration/Health Policy Track*

1. Reports to the Associate Director of the MSN Programs and the Director of the WellStar School of Nursing
2. Monitor & maintain the track curriculum.
3. Review clinical agency evaluations with respect to appropriate placement of students.
4. Serve as an advisor for the Nursing Education or Nursing Administration students.
5. Assist faculty and students with clinical site placements as needed.
6. Share in planning and implementation of the new student orientation.
7. Serve as a resource for the faculty.
8. Provide oversight for students encountering difficulties in their clinical experiences as needed.
9. Assists in student recruitment activities.
10. Tracks student progression through the program.

*This is not a recognized administrative role within the University. In lieu of an administrative stipend one course release per semester can be negotiated.

Course Coordinator

1. Fulfill all functions as faculty member.
2. Provide leadership for the team members in course matters.
3. Schedule and preside at planning sessions to establish schedules and prepare syllabi and course materials.
4. Schedule team meetings each semester based on needs of students and faculty.
5. Divide the workload among the team members.
6. Assist team members with any problem.
7. Designate responsibility for scheduling of special experiences including on-campus lab and follow-up on completion.
8. Orient new faculty to the course.
9. Prior to the commencement of clinical, verify with Administrative Secretary that all records as outlined in the health policy have been obtained.
10. Present a course report at the end of the semester to the Department faculty, including any recommendations.
11. Relay information to and from the Director/Associate Director.
12. Generate reports according to the Evaluation Plan.
13. Be available via cell phone/email to students as necessary.
14. Facilitate student evaluations of faculty and of the course according to University guidelines (Digital Measures).
15. Coordinate clinical affiliations and faculty assignments in collaboration with Clinical Placement Coordinator.
16. Collect student clinical evaluation forms at end of each semester from clinical faculty and submit them to Administrative Secretary.
17. Facilitate student/faculty dialogue(s).
18. Maintain class rolls according to Kennesaw State University Policies and Procedures.
19. Adhere to grading and attendance according to Kennesaw State University Policies and Procedures, Nursing Faculty Handbook and the Nursing Student Handbook.
20. Provide for examinations according to Kennesaw State University Policies and Procedures.
21. Maintain the storage of student papers and examinations for one calendar year from the posting of final course grade.

Faculty Member

1. At the beginning of each semester initiate and conduct a meeting with the agency to which assigned for clinical regarding:
   a. orientation program, if needed;
   b. areas available for pre- and/or post-conference;
   c. dates and time schedule of clinical experiences;
   d. number of students, names, rotation schedule;
   e. experiences needed to correlate with theory;
   f. syllabus and objectives;

2. Be responsible for assigned teaching activities, such as lecture preparation, test construction, grading of papers and completion of clinical evaluation tools.
3. Inform Course Coordinator of low academic or clinical performance of any students in group as soon as identified.
4. Conduct assigned duties in regard to advisement and registration.
5. Fulfill duties as delegated by Director, Associate Director, and/or Course Coordinator.
6. Attend faculty meetings of the WellStar College of Health and Human Services, School of Nursing and Kennesaw State University. Inform Chair if unable to attend, giving reason.
7. Participate on appointed and elected committees: Undergraduate or Graduate Nursing Programs, WellStar School of Nursing, College of Health and Human Services and Kennesaw State University.
8. Comply with the policies and procedures of the WellStar School of Nursing, Kennesaw State University, and the Board of Regents.
9. Arrange for clinical relief when possible, to permit faculty attendance at meetings, workshops, etc. (Request relief in writing to the WellStar School of Nursing, Director, at least TWO weeks PRIOR to relief date.)
10. Generate reports according to the Evaluation Plan.
11. Complete travel requests and expense reports according to Kennesaw State University Policies and Procedures by designated deadline dates. For faculty that have an office on campus commuter miles will be deducted from any travel on work days that originates from or finishes at a home address.
Learning Resource Center Coordinator (LRC)

1. Fulfill all functions as a faculty member.
2. Provides leadership for faculty in all Learning Resource Center (LRC) matters.
4. Maintains LRC and its equipment.
5. Orders supplies and equipment for LRC.
6. Teaches nursing skills.
7. Coordinates evaluation of students' performance of skills in the laboratory.
8. Assists clinical nursing faculty by remediating students in nursing interventions in the Learning Resource Center.
9. Maintains and secures audio visual materials, computer assisted programs, and simulation equipment.
10. Coordinates student usage of computer assisted learning activities.
11. Coordinates the development of teaching modules for basic skills and simulation scenarios.
12. Assists in developing LRC policies and procedures.
13. Participates in selection and supervision of LRC student assistants.
14. Serves as a member of nursing faculty meetings, committees, and functions.
15. Generates reports according to the Evaluation Plans of the School of Nursing.
16. Update list of Nursing AV, computer software, and simulation holdings.

Assistant Director - Undergraduate Enrollment Services

Advise and counsel nursing students and those within the community with an interest in nursing. Recruit, market and promote the WellStar Nursing Program on campus, through web-based outlets, and within the community. Process and analyze applicants each semester for acceptance into Program. Work cooperatively with administrators, faculty, and staff to develop and enhance recruitment, advising, admissions and progression strategies. Possess outstanding interpersonal, verbal, public speaking, and writing skills. Work independently and confidentially within a diverse population.

1. ADMISSIONS:
   • Handle application process from inquiry to enrollment, providing assistance to students as needed.
   • Evaluate student applicants per semester to determine eligibility for program.
   • Design and implement software program to enhance applicant selection process.
   • Oversee correspondence to applicants and students within nursing program.
   • Develop reports for Dean, Director, Associate Director, faculty and administration regarding application information.

2. RECRUITMENT
   • Design WellStar School of Nursing display board and information brochures to attract candidates and supply most current and accurate information.
   • Exhibit at career fairs, professional conferences, and educational forums to attract high-quality candidates locally and regionally.
   • Attend campus orientations to encourage students to select career in nursing and to educate students in nursing process.
   • Manage and improve web information as recruitment tool.
3. ADVISEMENT
   - Advise student nursing pool, including those currently attending program and students striving toward nursing program.
   - Serve as liaison to Office of Admissions, Office of the Registrar, campus academic department administrators, Office of Development, and Financial Aid.
   - Analyze student progression to ensure completion of program requirements.
   - Provide advising networking through active participation in Campus Advising Council.
   - Analyze course substitution requests and process paperwork.

4. RELATED TASKS
   - Chair of Scholarship Committee for WellStar School of Nursing. Handle scholarship process, form committees, evaluate scholarship requirements, and determine applicant eligibility.
   - Evaluate student requests for exception to ineligibility rule as member of Admissions and Progression Committee.
   - Assist in forming new orientation for incoming students.
   - Assist in determining format for interview process.
   - Teach KSU 1101
   - Other tasks as assigned.

5. MEMBERSHIP
   - KSU Academic Advising Committee
   - Chair, Nursing Scholarship Committee
   - Nursing Admission and Progression Committee
   - Golden Key National Honor Society

Systems Support Specialist I

1. Provide basic support in the installation and maintenance of operating systems, networks and computer hardware.
2. Provide educational technology training and consultation in support of the students and faculty.
3. Analyze and resolve operational problems as needed.
4. Update list of AV and computer software holdings.

Administrative Associate II

1. Provide administrative/secretarial support to the Director and Associate Directors.
2. Analyze and resolve operational problems as required.
3. Provide information on health services available and respond to questions from faculty and students when requested.
4. Responsible for clerical work (letters, reports, and related correspondence).
   a. Responsible for handling requisitions for the WSON's department (conferences, and purchase items)
6. Coordinate in the request of supplies and materials and office installation for new faculty.
7. Operates personal computer, various software packages, FAX, calculator, copier, multi-line telephone, and printers.
8. Serve as backup in the front desk as required.
Administrative Associate I

1. Provide clerical support to the Director, Associate Directors, and faculty in the undergraduate and graduate nursing programs.
2. Input scheduling data into the computer system.
3. Coordinate the collection and maintenance of student and faculty health records.
4. Attend the public as a receptionist.
5. Answer student inquiries.
6. Prepare correspondence and other program materials.
7. Assist faculty members with the preparation of course materials.
8. Maintain filing system.
10. Work on independent projects for the Director, Associate Directors, and Faculty.
11. Performs related tasks as required.
12. Operates personal computer, various software packages, fax, calculator, copier, multi-line telephone, and laser jet printers.
13. Serve as backup as required.

Academic Associate I (Graduate Student Services Coordinator)

1. Maintain graduate students and preceptor records.
2. Assist graduate students in negotiating for appropriate clinical sites.
3. Initiate, coordinate, and follow up contract negotiations with potential clinical preceptors (NPs, MDs, PAs).
4. Maintain ongoing contact with current preceptors via phone, fax, voice mail, e-mail and written correspondence.
5. Maintain database of preceptor contacts for the graduate program.
6. Maintain files of all contracts and agreements with clinical agencies used by the WellStar School of Nursing graduate programs.
7. Coordinate site visitor assignments with FNP Program Coordinator.
8. Provide graduate student advisement and serve on the KSU advising council for graduate programs.
9. Manage graduate student applications, collate all documents and prepare materials for the admissions and progression committee.
10. Maintain health records, CPR, and licensure data on all students, and send reminders when these need to be updated.
12. Participate in student recruitment activities, including development of marketing materials. Coordinate recruitment activities with program coordinators.
13. Community outreach to providers to build relationships between KSU and potential preceptors.

Undergraduate Clinical Placement Administrative Specialist

This individual will coordinate the negotiation and maintaining of clinical placements for undergraduate nursing students by providing support to the Associate Director of the School of Nursing for Undergraduate Program.

1. Initiate and follow-up with clinical agencies for undergraduate nursing student clinical placements each semester.
2. Initiate and maintain ongoing contact with clinical agencies for preceptor placements via telephone, fax, voicemail, email and written correspondence.
3. Collect and maintain preceptor qualification forms.
4. Negotiate student requests for particular precepted clinical experiences for undergraduate program in conjunction with University representative, clinical agencies and students.
5. In collaboration with the Faculty Liaison to Clinical Sites & Part-Time Faculty Coordinator serve as liaison to the healthcare community explicating the role of the BSN student, evaluating appropriateness of clinical sites prior to student placement and coordinating periodic campus meetings for clinical agency representatives/faculty/students.
6. Prepare clinical rotation schedule each semester in conjunction with Associate Director - Undergraduate Program, Faculty Liaison to Clinical Site & Part-Time Faculty Coordinator and course faculty.
7. Correspond with students concerning clinical placement preferences and assign students to a clinical site.
8. Maintain contracts and agreement with all clinical agencies used by the undergraduate nursing program.
9. Serve as proctor and administrator for end of semester national clinical assessment.
10. Other duties as assigned.

**RN-BSN Coordinator**

1. Reports to Associate Director of Undergraduate Program and the Director of the WellStar School of Nursing.
2. Organizes and conducts meetings once a semester with Associate Director, Academic Advisor, and Senior Faculty representative.
3. Maintains minutes of meetings and submits a yearly final report.
4. Responsible for RN/BSN notebook which contains minutes of all meetings and final reports.
5. Liaison between unlicensed students and RN students.
6. Works with Assistant Director of Undergraduate Enrollment Services by providing academic counseling to potential and currently enrolled RN-BSN students.
7. Keeps program informed of recommended changes and problems related to RN students.
8. Initiates curriculum changes related to RN students.
9. Orientates RN students to program after they have been accepted during the Bridge course.
10. Performs an annual program survey of RN students.
11. Evaluates survey and recommends changes or additions to faculty.
12. Assists with advertisement and recruitment of RNs.
13. Tracks RN-BSN students to monitor progression in the program.

**Faculty Liaison to Clinical Site & Part-Time Faculty Coordinator**

1. Recruit and hire adjunct faculty.
2. Orient new Adjunct Faculty.
3. Evaluate adjunct faculty.
4. Assist in planning for numbers and types of clinical placements and determine the number of adjunct faculty required – in coordination with the Associate Director of WSON for Undergraduate Programs and the Undergraduate Clinical Placement Administrative Specialist.
5. Serve as Faculty Liaison with Clinical Agencies.
6. Serve as liaison to the healthcare community explicating the role of the BSN student, evaluating appropriateness of clinical sites prior to student placement and coordinating periodic campus meetings for clinical agency representatives/faculty/students.
7. Review clinical rotation schedule each semester in conjunction with Associate Director - Undergraduate Program and course faculty.
8. Coordinate the collection and analyzing of evaluations of clinical agencies by faculty/student-agency member.
9. Collect and distribute student clinical evaluations to clinical instructors at the end of each semester.
10. Coordinate challenge exams for Pharmacology and Health Assessment.
11. Other duties as assigned.

Testing Program Coordinator - Undergraduate Nursing Program

1. Chair, Testing Program Committee.
2. Maintain time line for administration of testing.
3. Orders assessments for each course.
4. Coordinates faculty and student orientation to the testing program each semester.
5. Coordinate efforts with the total testing program company on the administration, reporting and analysis of the tests.
6. Coordinate the collection and analysis of data for programmatic assessment and the writing of reports to the Programs Assessment Committee as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.
7. Assist in reserving appropriate computer lab classrooms each semester with Clinical Placement Administrative Specialist.

Faculty Advisor for Nursing Alumni Club

1. Appointed annually by the Director of the WellStar School of Nursing and the Executive Director of the Kennesaw State University Alumni Association.
2. Ex-officio member with no voting privilege.
3. Provide a communication network between the WellStar School of Nursing and the Alumni Club.
4. Serve as a resource regarding the needs of the WellStar School of Nursing.
5. Meet as required with alumni.

Faculty Advisor for KSU Chapter of Georgia Association of Nursing Students (GANS)

1. Assist with scheduling meetings of GANS chapter.
2. Provide assessment and assistance with planning for Fall and Spring semester nursing luncheons, career fairs, and Senior Recognition programs.
3. Act as liaison with the KSU Student Advisory Board and Activities Council.
4. Coordinate attendance at national and state conventions.

Accelerated Program Coordinator

1. Report to Associate Director - Undergraduate Program and the Director of the WellStar School of Nursing.
2. Organize and conduct meetings once a semester with Associate Director, Academic Advisor, and Senior Faculty representative.
3. Maintain minutes of student meetings and submits a yearly final report.
4. Responsible for Accelerated notebook which contains minutes of all meetings and final reports.
5. Liaison between traditional students and accelerated students.
6. Work with Advising Coordinator by providing academic counseling to potential and currently enrolled accelerated students.
7. Suggest recommended changes and problems related to accelerated students.
8. Initiate curriculum changes related to accelerated students.
9. Assist with orientation of accelerated students to program each semester.
10. Tracks accelerated students to monitor progression in the program.
11. Evaluates accelerated students program progress and successful completion of the NCLEX-RN exam.

Simulation Coordinator

1. Focus on the development, implementation, ongoing evaluation, and management of simulation usage in the WSON.
2. Prioritize resources to ensure that the simulation mission and vision are achieved.
3. Develop, write, and implement policies, procedures, and practice standards for simulation use in the WSON.
5. Maintain accreditation standards for simulation in the WSON.
6. Coordinate simulation operational activities to include marketing, research, and innovation activities.
7. Collaborate with Learning Resource Center Coordinator (LRCC) to coordinate general LRC operations including the allocation and maintenance of equipment, supplies, and physical space.
8. Manage the master simulation calendar for the Learning Resource Center.
9. Collaborate with LRCC to schedule, coordinate, and conduct tours of the center.
10. Prepare simulation performance and utilization reports based on data collected regarding simulation resources and outcomes.
11. Guide and support faculty in the development, implementation, and integration of simulation activities in the undergraduate and graduate curricula.
12. Supervise the day-to-day operations and maintenance of the simulation suites.
13. Support and assist faculty in research projects related to use of simulation in undergraduate and graduate education.
14. Fulfill all functions of a faculty member.

Updated 6/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Nursing Bylaws

PREAMBLE

This organization shall be known as the WellStar School of Nursing (WSON) Faculty of Kennesaw State University (KSU).

These bylaws provide a plan for governance, and procedures for operation, of the WellStar School of Nursing. These bylaws were first adopted by the faculty of the WellStar School of Nursing on November 19, 2001 and amended as indicated.

Purpose

a. Develop, implement and evaluate the philosophy, purposes, and policies of the WSON and operationalize them within the framework of the WellStar College of Health and Human Services (WCHHS) and KSU.

b. Plan and develop an educational environment conducive to promoting the professional growth and development of the faculty and students.

c. Promote and contribute to the improvement of health and health care delivery within the community.

Function

a. Serve as the policy-making body of the Faculty of the WSON.

b. Designate all committees of the WSON.

c. Develop, implement, and evaluate all undergraduate and graduate nursing programs.

d. Cooperate within the WCHHS, and with other colleges, and participate in the activities of the total University faculty.

e. Formulate specific policies for the WSON faculty within the framework of the University policies (i.e., promotion, tenure).

Membership

a. Director of WSON

b. Associate Director WSON for Undergraduate Programs

c. Associate Director Graduate Nursing Programs

d. Assistant Director BSN programs

e. All Full-Time WSON Faculty Members

Director of the WSON or his/her designee shall:

a. Preside at all meetings.

b. Call all special meetings.

c. Appoint special committees and chairpersons of those committees.

d. Prepare and present written agenda prior to the meeting.

e. Delegate duties as necessary.

f. Be an ex-officio member of all committees.
Meetings
a. Meetings will be held at least once during an academic semester excluding Summer. The first meeting during Fall semester will include the Annual Reports presented by their respective committee chairs of the previous year.
b. The Director of the WSON, or two or more faculty members, may call for a special meeting.
c. All full-time faculty members are to attend meetings. Part-time faculty members may attend any WSON meeting.

Article I: Administration

A. Director, WellStar School of Nursing
   a. Provide input to Dean regarding issues related to the WellStar School of Nursing.
   b. Provide input, allocate and monitor expenditures of budgetary resources.
   c. Coordinate faculty assignments and clinical affiliations.
   d. Serve as ex-officio member on all teaching teams and committees.
   e. Supervise and evaluate secretarial support services.
   f. Maintain lines of communication between Dean and faculty.
   g. Generate reports according to the Comprehensive Evaluation Plan.
   h. Provide leadership in all matters pertaining to curriculum.
   i. Perform faculty evaluations and participate in reviews for promotion and tenure according to University guidelines.
   j. Other duties as delegated by the Dean.

B. Associate Directors of WellStar School of Nursing
   a. Provide input to Director regarding issues related to the WellStar School of Nursing.
   b. Serve as ex-officio member on all teaching teams and committees.
   c. Supervise and evaluate secretarial support services.
   d. Maintain lines of communication between Director and faculty.
   e. Provide input, allocate and monitor expenditures of budgetary resources.
   f. Coordinate faculty assignments and clinical affiliations.
   g. Participate in the advisement of current and potential students.
   h. Serve as first-line referral for faculty and student issues.
   i. Participate in new faculty and student orientation.
   j. Generate reports according to the Comprehensive Evaluation Plan.
   k. Provide leadership in all matters pertaining to curriculum.
   l. Perform faculty evaluations and participate in reviews for promotion and tenure according to University guidelines.
   m. Other duties as delegated by the Director.

C. Assistant Director BSN Programs
   a. Assists the Associate Director in the performance of all duties related to the WellStar School of Nursing.
   b. Collaborates as a member of the WellStar School of Nursing leadership team.
   c. Analyze and update policies of WSON as needed for approval by administration and faculty.
   d. Serves on committees as needed.
   e. Performs other duties as delegated by the Associate Director.
Article II. Department Committees

Section 1: Graduate Faculty Committees

A. Graduate Faculty Committee for Doctoral Program

a. Membership: All WSON faculty holding graduate faculty appointments in the Graduate College who are assigned to teach doctoral courses or who supervise dissertations.

b. Function
   1. Develop and implement WSON policies for admission and progression of doctoral students.
   2. Review, approve, and make recommendations to Graduate Policies and Curriculum Committee on all doctoral program curricular issues.
   3. Provide annual informational reports to the WSON Faculty.
   4. Conduct all doctoral program curricular planning, development and evaluation.

B. Graduate Faculty Committee for Master’s Program

a. Membership: All WSON faculty holding graduate faculty appointments in the Graduate College who are assigned to teach MSN level courses or who supervise theses or master’s research projects.

b. Function
   1. Develop and implement WSON policies for admission and progression of MSN students.
   2. Review, approve, and make recommendations to Graduate Policies and Curriculum Committee on all MSN program curricular issues.
   3. Provide annual informational reports to the WSON Faculty.
   4. Conduct all MSN program curricular planning, development and evaluation.

Section 2: Undergraduate Faculty Committee

a. Membership: All WSON who are assigned to teach in BSN courses.

b. Function
   1. Develop and implement WSON policies for admission and progression of BSN students.
   2. Review, approve, and make recommendations to Undergraduate Policies and Curriculum Committee on all undergraduate program curricular issues.
   3. Provide annual informational reports to the WSON faculty.
   4. Conduct all undergraduate program curricular planning, development and evaluation.

Article III: Standing Committees Membership, Function and General Precepts

Section 1: Operation of the Committees

a. The standing committees are designated by these Bylaws. Membership is elected by a majority vote of the WSON faculty. In the event that any individual does not receive a majority, a runoff election between the two individuals with the most votes will be conducted. The individual who has the majority of votes in the runoff will be elected.

b. Committee members elect the Chairperson at the first called meeting of the fall semester.

c. Minutes of all committee meetings should be recorded and filed in the WSON Faculty Resource Room. Minutes shall include the names of all members and guests present as well as a description...
of items discussed. Any committee dealing with personnel issues will only indicate the general nature of the items discussed without revealing names or final decisions.

Section 2: Ad Hoc Committees are formed and dissolved at the discretion of the Director of WSON, BSN Associate Director or MSN Associate director for a specific purpose. Membership is appointed and consists of a designated chairperson and faculty. Ad Hoc Committees comply with the same guidelines for records as standing committees.

Section 3: Functions of committee Chairpersons include:

a. Call meetings as necessary.
b. Conduct meetings and coordinate committee activities.
c. Report on progress of committee work to the WSON faculty.
d. Pass-on information and materials pertaining to committee operations to subsequent chairpersons at the end of term of office.
e. Convene the first meeting in the Fall semester of the upcoming academic year.
f. Inform the Bylaws committee of the name of Chairperson by the end of August or as soon as the Ad Hoc committee is formed.
g. Document all meetings and file minutes in the Faculty Resource Room.
h. Submit an annual written and oral report of the committee's accomplishments to the Director of the WSON and the appropriate faculty members as outlined in the Comprehensive Evaluation Plan.

Section 4: General Precepts

a. Elections by the faculty will be held in April for a term of office beginning in the next Fall Semester. The Bylaws Committee will conduct these elections.
b. Unless the chairperson is designated by statute, the chair from the preceding academic year will call the first meeting in August for the current academic year and facilitate the election of a new chair who will serve for a term of one year.
c. All faculty members are expected to participate in committee work as appropriate for academic rank.
d. Committee members will serve for two years, with staggered terms. Each year, one-half of each committee will be elected. Members may be elected for a second two year rotation.
e. A recorder shall be elected at the beginning of each committee meeting and shall record and maintain on file a copy of minutes in the committee notebook.
f. All committees shall submit an annual written report of their activities to the Director of the WSON and the appropriate faculty by the designated timeline in the Comprehensive Evaluation Plan.
g. All committee meetings will be open except for those times when the committee may request a closed meeting for purposes of maintaining confidentiality.
h. When a new faculty member joins the faculty after elections have been held, the Director of the WSON shall consult with the Bylaws committee to identify open committee openings and need then appoint the same to serve on a committee.
i. Standing committees shall meet as often as necessary to complete their assigned responsibilities. Additional meetings may be called by the Director of the WSON, Committee Chairperson or at the request of one-third of the members.
j. Student participation will be solicited annually in the fall semester and appointed to committees according to availability on a first come first serve basis
k. Students serving on committees will be asked to participate in at least one meeting each semester and may be asked to attend additional meetings at the discretion of the chair.
l. Students will not participate in any activities of any committee which include review of student or faculty performance, records and other issues of confidentiality.
m. Student members of committees will be voting members except for situations described in precepts of “g” and “l”.

Article IV: Standing Committees

Section 1: WSON Standing Committees

Standing committees of the WSON are:
- Bylaws Committee
- Department Faculty Council
- Diversity Committee (Advisory)
- Faculty Development Committee
- Fiscal and Physical Resource Committee
- WSON Tenure and Promotion Committee

A. Bylaws Committee

a. Purpose: To develop and maintain governance policies for the WSON.

b. Responsibilities:
1. Conduct elections for all committees in April for the following academic year.
2. Review and develop proposals for amendment of the WSON bylaws as well as how they relate to University statutes.
3. Review the WSON Faculty and Student Handbook annually and recommend revision(s) to the faculty at large when applicable.
4. Review the WSON Faculty and Student handbooks for consistency with KSU policies.
5. Review and recommend revision in representation on committees as necessary.
6. Review and make recommendations regarding organizational charts of University, College and WSON and the role of faculty, administrators, professional staff, and students in the governance of the WSON according to the Comprehensive Evaluation Plan.
7. Conduct a survey of WSON structure and governance with faculty and professional staff according to the Comprehensive Evaluation Plan.
8. Assess faculty and professional staff input into program decisions to accomplish the WSON mission and goals.
9. Generate reports according to the Comprehensive Evaluation Plan.
10. Annually review committee notebooks for annual report and significant minutes.

c. Membership:
1. At least five (5) Full-Time Faculty Teaching in the WSON
2. One (1) Undergraduate Student
3. One (1) Graduate Student
B. Department Faculty Council (DFC)

a. Purpose: To promote collegiality and effective shared governance of the WSON by increasing the transparency and two-way communication between the faculty and the Director with regard to the development and implementation of policy.

b. Responsibilities:
   1. DFC shall meet once per semester during the regular academic year and as needed. Meetings during the summer semester are as needed.
   2. Provide a line of communication between the faculty of the WSON and the Director.
   3. Promote shared governance between the faculty member and the Director in regard to development and implementation of WSON policy.
   4. DFC will work with the College Faculty Council, or the Dean and/or the Ombuds office to address problems arising in its work that may require external assistance, and should notify the Faculty Senate Executive Committee for information purposes.
   5. The DFC will accomplish its responsibilities related to the regularly scheduled WSON Director Administrative Performance Review. These responsibilities can be found on the KSU Academic Affairs website related to Administrative Review Process and Procedures.
   6. The DFC will elect a Department Evaluation Review Committee (DERC) which will consist of 3 tenured faculty elected from and by the DFC, plus one staff representative elected from and by the staff in the department.

c. Memberships:
   1. Director WSON (ex officio)
   2. At least three (3) WSON faculty*
   3. WSON Senate Faculty Representative

*The majority of the DFC shall be tenured or tenured-track faculty at least one member must be graduate faculty.

C. Diversity Committee (Advisory)

a. Purpose: To establish and maintain communication between WSON faculty and diverse students.

b. Responsibilities:
   1. Assess the needs of diverse students* majoring in nursing in order to improve their admission, retention, and graduation.
   2. Offer support to diverse students majoring in nursing in order to improve their admission, retention, and graduation.

*Diverse students are individuals who differ from dominant nursing population, such as race, ethnicity, religion, gender, socioeconomic status, and sexual orientation.

c. Membership:
   1. At least three (3) WSON Faculty members
   2. One (1) Undergraduate Student
   3. One (1) Graduate Student
D. Faculty Development Committee

a. Purpose: To assist WSON faculty in their professional and personal development.

b. Responsibilities:
   1. Identify topic areas of expertise and/or interest by the nursing faculty that will improve faculty effectiveness in instruction, institutional service, and professional development.
   2. Provide a forum for informal presentations such as research, grants, publications, dissertations, and innovations by nursing faculty.
   3. Identify, plan and evaluate the effectiveness of the faculty development programs for faculty.
   4. Collaborate with WSON Director annually to identify faculty development program needs and create opportunities to facilitate accomplishment of WSON mission and goals.
   5. Generate reports and recommendations according to the Comprehensive Evaluation Plan.

c. Membership
   1. At least four (4) WSON Faculty members

E. Fiscal and Physical Resources Committee

a. Purpose: To maintain communication between faculty of WSON and Administrators of WSON concerning the fiscal and physical resources of the WSON.

b. Responsibilities:
   1. Provide input into WSON budget for planning, implementing, and assessing programs, activities, faculty workload, and equipment related to the WSON-mission, philosophy, and goals.
   2. Review purchase suggestions for equipment and learning materials from faculty and students and make recommendations to appropriate funding source for purchase.
   3. Monitor adequacy of physical resources, space, and equipment and make recommendations for changes.
   4. Review number and utilization of faculty appropriate to WSON mission and goals.
   5. Investigate external funding resources.
   6. Conduct surveys with faculty, professional staff, and students to assess adequacy of physical resources such as offices, equipment, classroom, and laboratory space to enable the accomplishment of WSON mission and goals.
   7. Review faculty and professional staff salary structure and compare with other comparable regional nursing programs for equity and parity.
   8. Generate reports and recommendations according to the Comprehensive Evaluation Plan.
   9. Review the library, computer software, and learning resources for currency, comprehensiveness, and appropriateness in supporting the WSON mission and goals.
   10. Review the accessibility and availability of library and learning resources by faculty and students.
   11. Conduct a survey with the faculty and students as to the resources and services of the library and learning resources center annually.
   12. Review procedures for the selection and purchase of learning resources.
   13. Review library and learning resource center policies to assure the meeting of the majority of the students, faculty, and staff needs.
c. Membership
   1. At least three (3) Faculty members of the WSON
   2. One (1) Undergraduate Student
   3. One (1) Graduate Student
   4. Library Resources Representative (ex officio)
   5. Learning Resource Center Coordinators (ex officio)
   6. Systems Support Specialist
   7. Director of WSON (ex officio)

F. WSON Tenure and Promotion Committee

a. Purpose: To evaluate the portfolios of WSON faculty for promotion and tenure

b. Responsibilities:
   1. Review, evaluate, make recommendations, and provide feedback in view of expectations for
      performance in the particular discipline and program and in accordance with the KSU
      Faculty Handbook and the guidelines contained therein.

c. Membership:
   1. At least two (2) Faculty teaching at the Undergraduate Level*
   2. One (1) Faculty teaching at the Graduate Level*

*Faculty must be full-time permanent tenured faculty elected annually by the tenure track faculty of
the WSON in Spring to serve on this committee.

Section 2: Graduate (MSN) Standing Committees

Standing committees of the MSN Graduate Program are:
   - MSN Admissions, Progression, and Retention Committee
   - Graduate Curriculum and Program Evaluation Committee
   - MSN Student Advisory Committee

A. MSN Admissions, Progression, and Retention Committee

a. Purpose: To establish, apply and evaluate the Admission, Progression and Retention policies for
   the WSON Graduate MSN programs and tracks.

b. Responsibilities:
   1. Review annually and on an as needed basis the admission, progression, and readmission
      policies of each program.
   2. Review statistics on the numbers of applications received, numbers of students accepted, and
      numbers of enrolled and the demographic characteristics of the application pool and those
      accepted for admission.
   3. Review student requests for readmission into the clinical sequence of the program.
   4. Review aggregate data of Graduate MSN cohort classes for meeting completion and
      graduation outcomes.
   5. Review all Admissions & Progression policies of the WSON for accessibility, consistency
      with University policies, and clarity as outlined in the Comprehensive Evaluation Plan.
6. Review all student Admission, Progression, and Retention policies of the University and WSON for their relation to the mission, philosophy, and goals of the WSON and University.

7. Generate reports and recommendations according to Comprehensive Evaluation Plan.

c. Membership:
   1. Associate Director Graduate Nursing Program (ex-officio)
   2. At least three (3) graduate faculty:
      a) Program Coordinator for WellStar Primary Care Nurse Practitioner Program
      b) Program Coordinator for Nursing Administration & Transformational Leadership
      c) Program Coordinator for Nursing Education Leadership
   3. Academic Associate Graduate Student Services (ex officio)

B. Graduate (MSN) Curriculum and Program Evaluation Committee

a. Purpose: The purpose of this committee is to develop, review and evaluate the graduate curricula in accordance with the Graduate MSN program assessment plans and national standards and guidelines.

b. Responsibilities:
   1. Review and approve course and program proposals for the Graduate MSN programs.
   2. Present proposals for curriculum decision making to the WSON faculty.
   3. Assess the Graduate MSN curricula for congruency between the University, College, and WSON philosophy, strategic plan, student learning outcomes and Graduate MSN program outcomes.
   4. Assess WSON philosophy, mission, and goals for consistency with professional nursing standards, guidelines, and the needs of the community of interest, and that courses in each track are logically organized, sequenced, and internally consistent.
   5. Assess the MSN curricula and courses to determine that program objectives are met, courses are built on prerequisites, and course objectives reflect course content.
   6. Evaluate clinical resources for congruence with the WSON philosophy, mission, and goals.
   7. Work in conjunction with the undergraduate program evaluation committee to periodically review the evaluation process for congruency with the comprehensive evaluation plan, the WCHHS and WSON philosophy and strategic plan, and accreditation criteria (CCNE and SACS).
   8. Establish and maintain the timeline for collection, analysis, and reporting of Graduate MSN program evaluation data
   9. Develop and maintain a process for collection and storing of graduate program evaluation data in appropriate databases. Evaluate survey instruments, interview tools, and processes used to collect program data based on the total assessment blueprint.
   10. Participate in program review activities and the compilation of the annual assessment report.
   11. Changes in Curriculum
       New course offerings, course deletions, and changes in requirements or curricula for the Graduate MSN program must go through an approval process as identified by the Graduate Policies and Curriculum Committee (GPCC).
       http://www.kennesaw.edu/gpcc/procedures.html
       a) Faculty of the Graduate MSN nursing program may propose changes.
b) To begin the process, faculty must log in to Curriculog and submit the online information. Prior to gaining access to Curriculog, faculty must complete the online training. Below is the link to information and access to the curriculum management process:
http://www.kennesaw.edu/curriculum/curriculog.html

c) Once information is submitted online, proposals are reviewed by the Graduate Curriculum and Program Evaluation Committee (CPEC).

d) Proposals must be available to CPEC committee members at least one week prior to scheduled meeting for discussion and vote.

e) A majority of voting members of the CPEC is required to approve and adopt proposals.

f) Once CPEC approves a proposal, the curriculum chair will present the course to the graduate faculty for discussion. A majority of eligible voting members of the Graduate MSN faculty are required to approve and adopt proposals.

g) The online process continues with approval from the Director of the WellStar School of Nursing, the WellStar College of Health and Human Services College Curriculum Committee, and the Dean of the WellStar College of Health and Human Services.

h) Once approval is completed by the school and college, approval must be obtained through the Graduate Policies and Curriculum Committee (GPCC). Chair of the Graduate Curriculum Committee is responsible to ensure all steps of the process are completed.

i) The GPCC then obtains final approval from the Provost and Vice President for academic Affairs and President.

c. **Membership:**
   1. At least four (4) graduate faculty (at least one each from the WPCNP and Advanced Care Management and Leadership (ACML), programs.
   2. Associate Director, Graduate Nursing Program (ex officio)
   3. Two (2) graduate students. (one WPCNP and one ACML)

C. **MSN Student Advisory Committee**

a. **Purpose:** To promote dialogue between faculty and students by addressing student concerns and issues related to the WSON Programs.

b. **Responsibilities:**
   1. Organize and conduct annual meetings with Graduate MSN WSON students to elicit input on prospective issues and concerns.
   2. Provide clarification and rationale on issues presented by students during these meetings.
   3. Generate reports and recommendations according to the Comprehensive Evaluation Plan.

c. **Memberships:**
   1. Associate Director Graduate Nursing Programs (ex officio)
   2. At least two (2) Faculty Teaching at the Graduate Level
   3. Academic Associate Graduate Student Services (ex officio)
   4. All Graduate Students are invited
Section 3: Undergraduate Standing Committees

Standing committees of the Undergraduate Programs are:

- Undergraduate Admissions, Progression, and Retention Committee
- Advisory Committee to Faculty on Clinical Performance
- Clinical Advisory Committee
- Undergraduate Curriculum
- New Student Success Program Committee
- Undergraduate Program Evaluation Committee
- Program Testing Committee
- Undergraduate Student Advisory Committee
- Survey Committee

A. Undergraduate Admissions, Progression, and Retention Committee

a. Purpose: To establish, implement and evaluate the Admission, Progression and Retention policies for the WSON.

b. Responsibilities:
   1. Review annually and on an as needed basis, the admission, progression, and readmission policies of each program.
   2. Review statistics on the numbers of applications received, numbers of students accepted, and numbers of enrolled students and the demographic characteristics of the application pool and those accepted for admission.
   3. Review student requests for readmission to the program.
   4. Review aggregate data of undergraduate cohort classes for meeting completion and graduation outcomes.
   5. Review all Admissions and Progression policies of the WSON for accessibility, consistency with University policies, and clarity as outlined in the Comprehensive Evaluation Plan.
   6. Review all student Admission, Progression, and Retention policies of the University and WSON for their relation to the mission, philosophy, and goals of the WSON and University.
   7. Generate reports and recommendations according to the Comprehensive Evaluation Plan.

c. Membership:
   1. Associate Director WSON for Undergraduate Programs (ex officio)
   2. Assistant Director of BSN Programs (ex officio)
   3. Assistant Director of Undergraduate Student Services and Enrollment (ex-officio)
   4. Faculty Liaison to Clinical Sites & Part-time Faculty Coordinator
   5. Accelerated Program Coordinator
   6. RN-BSN Program Coordinator
   7. Learning Resource Coordinator
   8. At least four (4) Faculty Teaching at the Undergraduate level
B. Advisory Committee to Faculty on Clinical Performance

a. Purpose: To review clinical problems and provide suggestions for handling clinical difficulties by objectively reviewing the issues with faculty members.

b. Responsibilities:
   1. Recommend policies pertaining to clinical performance.
   2. Meet as needed to review clinical documentation and presentations of clinical situations in which an unsatisfactory grade is anticipated.
   3. After meeting with and reviewing the clinical situation, written recommendations of an advisory nature will be provided to the faculty member submitting a student clinical problem.
   4. Inform faculty of current and emerging issues regarding clinical evaluation.

c. Membership:
   1. At least three (3) faculty
   2. Two (2) Faculty Teaching in the WSON Undergraduate level
   3. One (1) Faculty Teaching in the WSON Graduate level

d. Process:
   1. Clinical difficulties with a student should first be discussed with the student as soon as performance problems are identified. A prescription for remediation and/or a clinical evaluation contract should be developed in collaboration with and presented to the student. At this same time, the faculty member should inform the student of available counseling and support services. In addition, the clinical problem(s) with a student should be discussed at the team level before approaching the committee.
   2. If a student is unsatisfactory at the midpoint of the clinical rotation or any point thereafter, the faculty member is strongly encouraged to utilize the services of this committee.
   3. Notify the chairperson of the committee in writing of the clinical difficulty.
   4. Faculty will need to submit written documentation addressing the following areas:
      a. Specify the deficiencies as they relate to specific clinical objectives as outlined on the evaluation tool.
      b. An outline of the requirements to remove the deficiencies.
   5. Faculty will meet with the committee for presentation and dialogue of the student clinical situation.
   6. The committee with faculty input will provide written recommendations of an advisory nature to the faculty member.
   7. The faculty member will then proceed in the further evaluation of the student.

C. Clinical Advisory Committee

a. Purpose: To maintain communication between clinical agencies and the WSON BSN faculty.

b. Responsibilities:
   1. Provide a communication network between the Undergraduate Program contracted clinical agencies.
   2. Provide a mechanism for obtaining curriculum input and feedback from clinical agencies.
   3. Determine the extent to which the collaborative relations between the WSON and affiliating clinical/community agencies are mutually beneficial.
   4. Meet annually and as needed.
5. Generate reports and recommendations according to the Comprehensive Evaluation Plan.

c. Membership:
   1. Associate Director WSON for Undergraduate Programs (ex officio)
   2. Faculty Liaison to Clinical Sites & Part-time Faculty Coordinator
   3. Clinical Placement Administrative Associate
   4. All Full-Time Faculty Teaching at the Undergraduate level
   5. Representatives from contracted clinical agencies

D. Undergraduate Curriculum Committee

a. Purpose: To develop, review and evaluate curriculum in accordance with the undergraduate assessment blueprint.

b. Responsibilities:
   1. Review and approve course and program proposals for the WSON BSN Program.
   2. Present proposals for curriculum decision-making to the WSON Faculty.
   3. Review and evaluate the implementation of the curriculum at times designated in the WSON Comprehensive Evaluation Plan.
      a) Determine congruency between University, College and WSON Philosophy and Goals, Undergraduate Conceptual Framework and Student Learning and Program Outcomes.
      b) Determine consistency of philosophy and goals of WSON with professional nursing standards, guidelines for preparation of nursing professionals, and needs and expectations of members within the community of interest.
      c) Determine if courses reflect the WSON Philosophy and Undergraduate Conceptual Framework, and are logically organized, sequenced, and internally consistent.
      d) Identify issues encountered in implementing the curriculum by reviewing course reports and inviting dialogue with faculty annually.
      e) Determine the extent to which courses and program objectives are met.
      f) Determine the extent to which courses are built on prerequisites.
      g) Determine the extent to which course content reflects (or is congruent with) course objectives.
      h) Determine congruence of the clinical resources with the WSON philosophy and Undergraduate conceptual framework.
      i) Review the variety of nursing electives offered each semester.
      j) Review text-books used across the curriculum annually. Faculty using self-authored books for a course must gain approval through the undergraduate curriculum committee.

4. Generate reports according to the Comprehensive Evaluation Plan.

5. Changes in Curriculum
   New course offerings, course deletions, or changes to requirements for the BSN program must go through an approval process as identified by the Undergraduate Policies and Curriculum Committee (UPCC) [http://www.kennesaw.edu/upcc/procedures.html](http://www.kennesaw.edu/upcc/procedures.html)
      a) Faculty of the undergraduate nursing program may propose changes.
b) To begin the process, faculty must log in to Curriculog and submit the online information. Prior to gaining access to Curriculog, faculty must complete the online training. Below is the link to information and access to the curriculum management process.
http://www.kennesaw.edu/curriculum/curriculog.html

c) Once information is submitted online, proposals are reviewed by the Undergraduate Curriculum Committee (UCC).

d) Proposals must be available to committee members at least one week prior to scheduled meeting for discussion and vote.

e) A majority of voting members of the Undergraduate Curriculum Committee is required to approve and adopt proposals.

f) Once UCC approves a proposal, the curriculum chair will present the course to the undergraduate faculty for discussion. A majority of eligible voting members of the undergraduate faculty are required to approve and adopt proposals.

g) The online process continues with approval from the Director of the WellStar School of Nursing, the WellStar College of Health and Human Services College Curriculum Committee, and the Dean of the WellStar College of Health and Human Services.

h) Once approval is completed by the school and college, approval must be obtained through the Undergraduate Policies and Curriculum Committee (UPCC). Chair of the Undergraduate Curriculum Committee is responsible to ensure all steps of the process are completed.

i) The UPCC then obtains final approval from the Provost and Vice President for Academic Affairs and President.

j) A course that is developed as a new elective (N4490) will obtain initial approval through the Undergraduate Curriculum Committee, the Director and Associate Director WSON for Undergraduate Programs. Once the course is taught three (3) times, the course must be converted from a N4490 course to a permanent number. To receive a permanent number, the faculty member will begin the process in Curriculog and the course will go through the approval process outlined above in steps 1-9.

c. Memberships:

1. At least six (6) Faculty Teaching at the Undergraduate level
2. One (1) Undergraduate Student

E. New Student Success Program Committee

a. To provide a program that will promote academic success for new students in the undergraduate nursing program.

b. Responsibilities:

1. Facilitate planning and implementation of the New Student Success Program each semester.
2. Coordinate speakers, food, facilities, registration, and vendors for the event.
3. Review and evaluate effectiveness of the New Student Success Program.
c. Membership
   1. Assistant Director of Undergraduate Student Services (ex officio)
   2. Six (6) BSN Faculty members
   3. One (1) undergraduate student (SNA president)

F. Undergraduate Program Evaluation Committee

a. Purpose: The Undergraduate Program Evaluation Committee (UPEC) is the oversight body that ensures the Total Assessment Blueprint (TAB) is implemented. UPEC shares responsibility with the Graduate Curriculum and Program Evaluation Committee (GCPEC) to ensure implementation of the Comprehensive Evaluation Plan (CEP). As such, the UPEC gathers information from various committees (Survey, Testing, and others) to evaluate and present recommendations for continuous program improvement to the faculty.

b. Responsibilities:
   1. Facilitate the review and evaluation of program outcomes and student learning outcomes.
   2. Review existing assessment practices and measures from collection to analyses, including providing guidelines and recommendations to the faculty for assessment activities.
   3. Establish and maintain the timeline for the collection, analysis and reporting of data as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.
   4. Collaborate with the CPEC to complete activities for which UPEC has oversight responsibility per the CEP.
   5. Complete activities for which UPEC has oversight responsibility per the Total Assessment Blueprint (TAB)
   6. Collaborate with Undergraduate Curriculum Committee to provide feedback and input regarding the KSU Program Assessment Plan.

c. Membership:
   1. Six (6) Faculty Teaching at the Undergraduate level (one from Survey Committee, one from Program Testing Committee, and one from Undergraduate Curriculum Committee)
   2. One (1) Undergraduate Student

G. Program Testing Committee

a. Purpose: The testing program is to evaluate student’s knowledge in relation to the nursing process, critical thinking, and competency skills. The purpose of this program is to reduce student attrition, increase student pass rates on the nursing licensure exam, and ultimately prepare the student for success in practice.

b. Responsibilities:
   1. Review the comprehensive testing program for congruency with the WSON’s philosophy and goals and Undergraduate program and students learning outcomes.
   2. Review and recommend the exams to be administered within the BSN curriculum.
   3. Coordinate faculty and student orientation to the current comprehensive testing program each semester.
   4. Recommend faculty and student policies and procedures with the administration, remediation, and evaluation of the current comprehensive testing program.
5. Collaborate with the vendor agency for comprehensive testing program on the administration, reporting, and analyses of the tests.
6. Coordinate the collection and analyses of data for programmatic assessment and the writing of reports to the Undergraduate Program Evaluation Committee as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.

c. Membership:

1. At least three (3) Faculty Teaching at the Undergraduate Level
2. The Program Testing Committee Chair will serve as the liaison to the Undergraduate Program Evaluation Committee (UPEC).
3. Testing Program Coordinator
4. Two (2) Undergraduate Students

H. Undergraduate Student Advisory Committee

a. Purpose: To promote dialogue between faculty and students by addressing student concerns and issues related to the BSN Programs.

b. Responsibilities:

1. Organize and conduct annual meetings with BSN students to elicit input on prospective issues and concerns.
2. Provide clarification and rationale on issues presented by students during these meetings.
3. Generate reports and recommendations according to the Comprehensive Evaluation Plan.

c. Memberships:

1. Associate Director WSON for Undergraduate Programs (ex officio)
2. At least three (3) Faculty Teaching at the Undergraduate level
3. All Undergraduate Students are invited
4. Assistant Director Undergraduate Student Services and Enrollment (ex officio)

I. Survey Committee

a. Purpose: Through the use of surveys, interviews, and focus groups, faculty can gather information from students about their educational experiences; satisfaction with the academic program and services, values, attitudes, and expectations of the educational program, as well as their reflections on being prepared for a professional career. Likewise, similar information is collected to obtain insights from alumni, employers, preceptors, and other specific audiences. As a result, data will be used to assess program and student learning outcomes and improve the preparation of future graduates.

b. Responsibilities:

1. Establish and maintain the timeline for:
   a) Distribution, collection and analysis of surveys to target groups.
   b) Conduction, collection and analysis of focus group to target groups if indicated.
2. Identify specific target groups such as senior student preceptors, graduating seniors, alumni, and employers for the assessment surveys and/or focus groups.
3. Review and select survey instruments for purpose, content, and response categories that are congruent with the WSON mission, philosophy, goals, program outcomes, and student learning outcomes.
4. Develop a reliable process for the distribution and collection of surveys.
5. Establish the topics and methods for conducting focus groups that are congruent with the WSON mission, philosophy, goals, program outcomes and student learning outcomes.
6. Coordinate the collection and analysis of data for programmatic assessment and the writing of reports to the Undergraduate Program Evaluation Committee as outlined in the Total Assessment Blueprint and Comprehensive Evaluation Plan.

c. Membership:
   1. At least four (4) Faculty Teaching at the Undergraduate Level (one member is a member of Undergraduate Program Evaluation Committee)
   2. The Survey Committee Chair will serve as the liaison to the Undergraduate Program Evaluation Committee (UPEC).
   3. One (1) Undergraduate Student

**ARTICLE V. Voting**

Voting on matters of departmental policy and procedures, degree program changes, academic standards and integrity, academic honors, committee membership, departmental representation, nominations for college and university positions and revision of departmental bylaws shall be determined as follow:

**Section 1.**

Business and action will be subject to the rules of parliamentary procedure described in *Robert's Rules of Order, Newly Revised*.

**Section 2. Eligibility**

a. All faculty who are not part-time or limited term are eligible to vote. Staff may vote for positions in which staff is eligible to be elected.
   b. Absent faculty/staff may vote by written proxy.

**Section 3. Quorum**

a. A quorum shall consist of a simple majority (51%) of those eligible to vote.
   b. Proxies shall not count toward a quorum.

**Section 4. Passage of a Motion**

a. A simple majority of those voting shall be required to pass a motion.
   b. A two-thirds majority of those voting shall be required to pass an amendment to the departmental bylaws.
Section 5. Electronic Voting

a. Voting may be done electronically if approved by a simple majority of the members of a committee or the department. Voting tallies and proposal texts must be recorded in committee minutes and records.

b. Electronic voting must:
   1. be accessible to all members wishing to vote online.
   2. include the text of each proposal presented for voting.
   3. include specific instructions on the voting timeframe and deadline, such that late votes will not be counted in the final tally.
   4. include sufficient information to determine the voter’s identity as a committee member.

Section 6. Summer session

c. If necessary, when school is not in session and during the summer sessions, a simple majority of all those eligible to vote shall be required to pass a motion.

ARTICLE VI. Guidelines for Tenure-Track and Non-Tenure Track Faculty Searches

Section 1. Search Committee Designation

a. The Director WSON or appropriate Department Chair will appoint a search committee or the department faculty will elect the search committee prior to advertising the approved and budgeted faculty position vacancy. The composition of a search committee will depend upon the size and specific needs of the hiring department but should be no less than five (and preferably an odd number of) members. Search committee members may come from on or off campus. The chair of a search committee may or may not be the director of the hiring department for a faculty position. The search committee members cannot be candidates for the search in which they are serving as committee members.

b. The Director WSON or appropriate Department Chair shall appoint a Chair of the search committee. The search committee will follow procedures found on the Faculty Affairs website. Each search committee should be clearly “charged” by the WSON director or designee. The charge should occur in person at the committee’s first meeting.

Section 2. Potential Conflicts of Interest.

Following the closing date, and after initial review of the files of all qualified applicants, if an appointed committee member discovers that one or more applicants is a person or persons with whom the member has had a prior close personal relationship, s/he should make this known to the committee and the Department Chair and discuss whether it is appropriate to be replaced on the committee, in order to avoid the appearance of a conflict of interest.

ARTICLE VII. Summer Session Teaching

The following guidelines shall be used to determine priority for teaching during summer session.
Section 1 Through written solicitation, the Director WSON shall determine which faculty members wish to teach during summer sessions.

Section 2 The following ranked criteria shall be considered when making teaching assignments during summer sessions.
   a. Course demand and faculty specialization.
   b. Budget conditions.
   c. Preference will be given to full-time, tenure-track faculty.
   d. Possession of the terminal degree.
   e. When additional course sections are available after each faculty member who desires to teach has received one section, additional assignments shall be made using the criteria listed above.

ARTICLE VIII. Amendments to Bylaws
Amendments to these Bylaws shall be submitted in writing to the bylaws committee chairperson and shall be approved by two-thirds majority vote at a faculty meeting at which a quorum of voting faculty are present.

ARTICLE IX. Relationship to Other Governing Rules and Regulations
Nothing in these bylaws should be construed to supersede provisions of the statutes of Kennesaw State University as described in the Faculty Handbook and other materials provided by the Office of the Provost and Vice President for Academic Affairs, the College of Health and Human Services and the Board of Regents of the University System of Georgia.
References


Revised and Accepted: 11/19/01
Revised: 07/08, 07/09, 07/10, 10/10, 7/13, 8/14, 4/15
Kennesaw State University Approval Form for Department Bylaws

A copy of this form, completed, must be attached to the department bylaws.

I confirm that the attached bylaws, dated 04/02/2015, were approved by the faculty of the Department of WellStar School of Nursing in accordance with department policies and procedures:

________________________________________________________________________
Name (printed or typed) / Title (DFC chair, etc.) Signature/ Date

Department Chair Approval - I approve the attached bylaws:

________________________________________________________________________
Name (printed or typed) Signature/ Date

College Faculty Council Approval - I approve the attached bylaws:

________________________________________________________________________
Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached bylaws:

________________________________________________________________________
Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached bylaws:

________________________________________________________________________
Name (printed or typed) Signature/ Date
WSON Committees

Admission, Progression, Retention (BSN, GDN)  Report to BSN or MSN Meetings
Advisory Committee to Faculty on Clinical Performance  Report to BSN meetings
BSN Survey Committee  Report to BSN meetings
Bylaws  Reports to WSON meetings
Clinical Advisory Committee (BSN)  Report to BSN meetings
Curriculum (BSN)  Report to BSN meetings
Program Evaluation (BSN)  Report to BSN meetings
Graduate Curriculum & Program Evaluation  Report to MSN meetings
Department Faculty Council  No report
Faculty Development  Report to WSON meetings
Fiscal & Physical Resource  Report to WSON meetings
New Student Success (BSN)  Report to BSN meetings
Program Testing (BSN)  Report to BSN meetings
Student Advisory (BSN, GDN)  Report to BSN or MSN meetings
Student Diversity (BSN)  Report to WSON meetings
WSON Tenure and Promotion  Report to WSON meetings

Updated 7/15
Guidelines for Tenure, Promotion and Post-Tenure Review

I. Introduction

The purpose of this document is to articulate the guidelines and expectations for the appraisal of faculty with respect to tenure, promotion, and post-tenure review within the WellStar School of Nursing (WSON). Specifically, it adheres to the WellStar College of Health and Human Services (WCHHS) Mission. Additionally, the document contains a statement of the alignment with various professional accrediting entities that have unique standards for the professional degree programs offered in the WSON. The document includes specific rubrics that delineate specific descriptions of the evidence required to demonstrate expectations according to the academic ranks as well as outline the minimum requirements faculty meet over a three-year commitment period within professional tracks options of the WCHHS.

II. Alignment of the WSON with the University Mission, College Mission, and Specific Accrediting Entities

The WSON is committed to achieving the Kennesaw State University (KSU) and the WCHHS Mission. In addition, it is committed to pursuing, achieving, and maintaining accreditation standards associated with its degree programs. WSON is accredited by the Commission on Collegiate Nursing Education and is regulated by the Georgia Board of Nursing.

III. General Guidelines for WSON Faculty Performance

The WSON has appropriate, discipline-specific guidelines informing the school’s colleagues and new faculty members assigned to the school of acceptable descriptions of evidence required to demonstrate expectations in each area of faculty performance. These guidelines are consistent with the KSU policies on required review, promotion, and tenure considerations (see KSU Faculty Handbook, Section 5) and adhere to the mission, goals, and philosophy as well as the workload guidelines as approved by KSU. These guidelines are specified at the departmental level to allow for flexibility and differences between WCHHS disciplines. The following are general guidelines for each area of review for faculty performance:

Teaching & Mentoring

Teaching and mentoring effectiveness is considered to be fundamentally essential for continued faculty employment, tenure, and promotion in rank. Faculty teaching and mentoring activities include but are not limited to:

- quality teaching across a variety of instructional settings (classroom, seminar, laboratory, tutorials, etc.).
- clinical supervision or field-based supervision in health care settings including community settings.
- professional student advisement and student career mentorship.
- curricular implementation, evaluation, modification, and development.
- accreditation self-study development, planning, assessment.
- mentorship of student research.
Evaluation of a faculty member’s teaching and mentoring effectiveness will be based upon the evidence that the individual faculty member: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness, c) functions effectively in an advisement and mentoring capacity with students, and d) expands his or her knowledge/skills to improve effectiveness as an ongoing activity to further the instructional capabilities of the WSON.

**Research & Creative Activity**

Scholarship is defined as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. Faculty scholarship activities include but are not limited to:

- applied (quantitative and/or qualitative) research activities with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications, etc.
- related research/scholarly activities which make application of results for instructional enhancement or professional praxis with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications, etc. (scholarship of teaching & application, etc.)
- reviewed research or professional presentations at refereed conferences, consortia, seminars, etc.
- internally and externally funded research or program grant development. Grant development that leads to funding is an important scholarly activity but the faculty recognizes that grant development/writing is a time-consuming process that may or may not achieve funding. Grant development, approval, funding, and/or eventual funding will be considered scholarly activity. Continued grant development that does not result in recognition or funding is not considered adequate as a sole measure of scholarship.
- editorships/reviewer board membership or professional journals or scholarly books/monographs.

Evaluation of a faculty member’s scholarship effectiveness will be based upon the evidence that the individual faculty member has systematic inquiry activities associated with teaching, individual or collaborative scientific research, or service; and, should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, d) be documented and peer reviewed, and e) have significant impact on the profession or discipline.

**Professional Service**

Professional service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. A strong service function is recognized as a fundamental dimension of faculty activity, and necessary to facilitate effective delivery of programs and students services within the university. Faculty professional service activities include but are not limited to:

- leadership and/or significant achievements in substructure activities among professional organizations at the international, national, regional, and state level (boards, standing committees, ad hoc committees, task forces, etc.).
- leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations, agencies, schools, or businesses.
- leadership and/or active participation in university, college, or unit level activities, committees, task forces, etc.
Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise at: a) the local, state, regional, national, or international professional organizations, b) the University community in support of teaching, service, and research functions, and c) to community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

IV. Performance Planning & Evaluation Guidelines for Tenure-Track or Tenured WSON Faculty According to Rank and Tracks

The following section is designed to help faculty members plan their professional activities. These guidelines provide the basis for annual planning and subsequent review with the Department Director. The details affecting expectations are discussed in the following track selection process and are relative to the faculty member’s rank and tenure status.

It is implicitly understood that all faculty will, at times, maintain varying levels of emphasis on teaching, scholarship and service throughout their careers at KSU. Indeed, where tenure and promotion as well as maintenance of employment rank is concerned, faculty must consistently meet the minimum expectations of performance in Teaching and Mentoring, Scholarship, and Professional Service based upon the “track” delineated guidelines set forth in Table I across the years under consideration for tenure or renewal and show evidence required for the particular rank set forth in Table II.

For tenured faculty, promotion of a faculty member is dependent upon KSU eligibility requirements and the individual meeting the performance expectations delineated for the level of rank (see rubric tables) in which the individual is requesting to be promoted. The expectations for promotion to a higher rank may likely exceed the minimum expectations noted in Table I. The differences between professional rank expectations delineated in Table II, is one of substantive scope, depth, and breadth of performance over an appropriate time period in a faculty member’s academic career, and therefore an expectation of exceeding the minimum levels of performance in a particular track (Table I) does exist for faculty under consideration for promotion to a higher professional rank.

Teaching and mentoring, scholarship, and professional service make up the primary components of faculty endeavors. Variations in talents, interests and stage-of-career development imply that different faculty, and possibly the same faculty at different times, will demonstrate different levels and types of accomplishments within these performance areas. This diversity of faculty performance is both expected and encouraged. Faculty rank and unique missions within the WSON, WCHHS, and KSU are other determinants of this diversity.

WCHHS has three separate tracks to recognize variations in talents, interests, and stage-of-career development and to encourage diversity among faculty. The WSON identifies specific minimum criteria/expectations for performance planning and evaluation in both of the tracks. In addition to the professional tracks criteria for performance planning and evaluation, the specific criteria related to faculty rank as outlined in Table II applies to faculty in a specified track option.

A selected track reflects a three-year commitment on the part of the individual faculty member. Selection of a track reflects a long-term, well-articulated self-assessment by each faculty member in consultation with the WSON Director. Within a three-year cycle, a faculty member may be reassigned if his or her
performance does not meet the expectations of the track. The faculty member may request reassignment by the WSON Director if personal or professional situation changes during the three-year commitment period. Failure to perform the responsibilities negotiated in a track assignment is not grounds for changing tracks (moving into another track) in preparation for evaluation for tenure or promotion. Tenure and promotion decisions will be made considering the faculty member’s success in achieving requirements of all their assigned tracks during the evaluation period. The following represent descriptions and expectations associated with each track.

**Balanced Track**

The Balanced Track provides a professional option for faculty with interests and talents in all three professional areas of teaching, scholarship, and service as outlined in Table I of this document. The track provides an opportunity for a teaching focus with a stronger emphasis in either service or scholarship. The faculty member will have a workload of 9-12 contact hours (or equivalency for clinical hours) or 3 to 4 classes per semester for undergraduate faculty members and a teaching load of 9-11 contact hours or 3 classes per semester for graduate faculty members. Advanced practice faculty with national certification may require practice time in their workload. A faculty member teaching full-time in the graduate program will have scholarship as the secondary area. This track is available for tenured or tenure seeking faculty. The criteria for performance and evaluation, including the secondary area of emphasis, will be consistent to the rank of the faculty as outlined in Table II of this document.

**Research Track**

The Research Track provides an opportunity for faculty to concentrate on specific scholarship activities. The normal teaching expectation for this model is 6-9 contact hours or 2-3 classes per semester. To meet performance criteria, in addition to quality teaching and service commensurate with rank, the faculty member is required to meet the expectations outlined in Table I over a three-year commitment period. A faculty member who chooses this track has completed the terminal degree and is tenured or seeking tenure.

V. **Post Tenure Review**

Information about the Post Tenure Review process can be found on the KSU Academic Affairs website. All Post Tenure Review goes directly to the College Promotion and Tenure Committee.
In order to achieve a “meets expectations,” the faculty member must complete activities appropriate to rank as well as the minimal criteria as outlined below and discussed in the preceding descriptions of tracks. Contact hours and courses per semester reflect a per semester load. Teaching, Service and Scholarship reflect productivity over a three-year period. Exceeding Expectations is achieved by exceeding the activities identified in high productivity.

<table>
<thead>
<tr>
<th>Performance Expectations</th>
<th>Balanced Track</th>
<th>Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Hours per week per semester</td>
<td>9-12 hours (or equivalency for clinical hours)</td>
<td>6-9 hours (or equivalency for clinical hours)</td>
</tr>
<tr>
<td>Courses per semester</td>
<td>3-4</td>
<td>2-3 as negotiated with Chair in Annual Review</td>
</tr>
<tr>
<td><strong>Teaching Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for Rank as delineated in Table II</td>
<td>High Quality Performance in teaching, supervision &amp; student mentoring</td>
<td>High Quality Performance in teaching, supervision &amp; student mentoring</td>
</tr>
<tr>
<td><strong>Service Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for Rank as delineated in Table II</td>
<td>With service as secondary emphasis area: one leadership role with substantive involvement at the school, college, &amp; university level and demonstration of formal contributions with professionally related state, regional, or national organization</td>
<td>Leadership and/or active participation at the university, community, state, regional and national/international levels with leadership role demonstrated</td>
</tr>
<tr>
<td><strong>Scholarship Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for Rank as delineated in Table II</td>
<td>3 Units</td>
<td>9 Units</td>
</tr>
<tr>
<td><strong>Number of Required Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Refereed Conference Papers/Posters</td>
<td><strong>Maximum of 2 Units</strong></td>
<td><strong>Maximum of 3 Units</strong></td>
</tr>
<tr>
<td>• State, Regional, National, International Conferences</td>
<td>• Regional, National, International Conferences</td>
<td></td>
</tr>
<tr>
<td>• Refereed/Competitive Process</td>
<td>• Refereed/Competitive Process</td>
<td></td>
</tr>
<tr>
<td>• Poster &amp;/or Podium</td>
<td>• Podium only</td>
<td></td>
</tr>
<tr>
<td>2) Refereed Journal Articles/Grant Proposals</td>
<td><strong>Minimum 1 Unit</strong></td>
<td><strong>Minimum 6 Units</strong></td>
</tr>
<tr>
<td>• Manuscript accepted for publication in a peer reviewed forum</td>
<td>• Manuscript accepted for publication in a peer reviewed forum</td>
<td></td>
</tr>
<tr>
<td>• Internal (KSU) or External funding $1,000 or greater with significant contributions as the author in the conceptualization &amp; writing of the grant that is approved/funded.</td>
<td>• External funding $10,000 or greater with significant contributions as the author in the conceptualization &amp; writing of the grant that is approved/funded.</td>
<td></td>
</tr>
</tbody>
</table>
Table II - Interpretations & Adaptation of the University’s General Criteria in this School by Rank & for Tenure

Implied within this rubric is that faculty in the next rank meets the previous rank’s expectations

<table>
<thead>
<tr>
<th>Rank</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>Establishes self as a highly effective teacher.</td>
<td>Establishes self as a leader in instructional and educational initiatives.</td>
<td>Establish self as a highly effective and highly accomplished teacher, supervisor and mentor.</td>
</tr>
<tr>
<td></td>
<td>Develop a well-stated philosophy of teaching &amp; learning.</td>
<td>Initiate major course or curriculum revisions.</td>
<td>Mentor junior faculty in curricular and instructional activities.</td>
</tr>
<tr>
<td></td>
<td>Document individual contributions to assigned team-taught courses.</td>
<td>Develop new nursing electives.</td>
<td>Serve as a leader in curricular and instructional development, evaluation or reform in department and discipline.</td>
</tr>
<tr>
<td></td>
<td>Experiment with a variety of teaching innovations/incorporate into teaching strategies &amp; methodologies.</td>
<td>Employ new pedagogical strategies.</td>
<td>Receive recognition for teaching excellence from colleagues at the regional, national or international level as evidenced by peer reviewed works in the form of publications, presentations, awards and other measures related to nursing education.</td>
</tr>
<tr>
<td></td>
<td>Analyze/evaluate student evaluations as well as incorporate data in revising teaching strategies and methodologies.</td>
<td>Involve undergraduates in service learning opportunities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate assessment methods to determine student-learning outcomes.</td>
<td>Incorporate undergraduates in research endeavors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop and maintain currency in instructional context and delivery by updating and revising course content and plans.</td>
<td>Promote cultural diversity and culturally congruent care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiate new and meaningful clinical experiences that prepare nursing students for current and future nursing practice.</td>
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<tr>
<td></td>
<td></td>
<td>Receive invitations for guest lecturing and speaking, in areas of expertise.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Engages in formal assessment of student learning outcomes.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Develop mentoring relationships with students. (i.e. portfolio process, honor students, directed studies).</td>
<td></td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Establish foundation for professional service.</td>
<td>Establishes self as a leader in professional service.</td>
<td>Demonstrates leadership roles and initiatives in the area of professional service.</td>
</tr>
<tr>
<td></td>
<td>Contribute to W SON committees.</td>
<td>Contribute in multiple departmental committees or at a college and university level.</td>
<td>Assume leadership roles in committees within the department and beyond.</td>
</tr>
<tr>
<td></td>
<td>Collaborate with others in service learning activities.</td>
<td>Serve as an active member in a professional/ civic organization, such as committee or task force.</td>
<td>Initiate changes in governance and policy issues on campus or within the community.</td>
</tr>
<tr>
<td></td>
<td>Participate in institutional programs/services.</td>
<td>Receive and maintain certification in specialty organization.</td>
<td>Provide leadership to nursing colleagues in professional organizations and civic groups at the national or international level.</td>
</tr>
<tr>
<td></td>
<td>Volunteer in community service organizations/projects.</td>
<td>Engage in professional practice.</td>
<td>Receive recognition for service contributions from colleagues within the community of KSU or beyond.</td>
</tr>
<tr>
<td></td>
<td>Participate in professional organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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<td></td>
</tr>
<tr>
<td>Serve in the role of consultant/professional expert in assisting nursing and non-nursing colleagues in professional and/or community activities. Administer department or programs in a highly effective manner by receiving strong administrative performance evaluations. Plan and/or implement professional development in continuing education programs, symposia, and/or professional meetings.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Establishes a record of productivity in scholarship reflecting mastery of Associate Professor criteria. Sustained demonstration of active engagement in research focus with broad dissemination of results as evident by presentations of poster and paper reflecting national/international recognition, publications in an array of refereed professional journals and other types of refereed scholarly works, and record of external funding for scholarship.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research & Creative Activity** Establishes foundation of a scholarship plan with engagement in research activity by articulating clear plan for achieving scholarship objectives, providing evidence of this plan by presentation of posters or papers at professional meetings, publications, and collaborating with others in scholarship endeavors as well as progression on own activities.

Scholarship plan reflects mastery of Assistant Professor criteria. Continued demonstration of participation in research focus as evident by presentations of poster and papers at meetings beyond the local professional community, documentation of refereed scholarly works published and in progress, and/or external funding proposals submission or actual receipt of internal and external funding.

Establishes a record of productivity in scholarship reflecting mastery of Associate Professor criteria. Sustained demonstration of active engagement in research focus with broad dissemination of results as evident by presentations of poster and paper reflecting national/international recognition, publications in an array of refereed professional journals and other types of refereed scholarly works, and record of external funding for scholarship.

Revised 3/05, 9/05, 8/05, 2/07, 7/15
Reviewed 7/13, 7/14
## Criteria for Clinical Faculty Track Ranks

### RANK: CLINICAL PROFESSOR

Clinical Professors are experienced and senior members of the faculty who have become highly accomplished in their clinical specialty area. They are faculty whose careers have advanced to mature and higher level of effectiveness and productivity. Professors have strong records of contribution to and leadership in clinical specialty areas. These contributions are in on-campus and off-campus work in clinical, educational, industry, and/or professional settings. Clinical Professors are typically characterized as leaders, mentors, and experts, and these accomplishments merit regional, national or international attention and recognition. Clinical professors continue to grow and develop in their clinical specialty area. By policy, the earned doctorate or equivalent in training, ability and/or experience is required for promotion to the rank of professor. Neither the possession of the doctorate nor longevity of service is a guarantee per se of promotion.

### AREAS

1. Teaching:
2. Clinical or practice ability, if applicable. (The term “clinical” may need to be liberally interpreted at times so as to encompass relevant professional experience that may not be of a purely clinical nature, as narrowly defined.)
3. Service to the College and/or the University and to his or her filed of profession;
4. Research, other scholarship or innovative project development is not a requirement but may choose to participate independently or collaboratively upon negotiation in the FPA.

### REQUIREMENTS FOR THE RANK OF CLINICAL PROFESSOR NON-TENURE TRACK

Meets requirements of Associate and Assistant Professor Ranks and:

**Credentials:**
1. Holds the doctorate in the field or a related discipline or the master’s and equivalent in training, ability, and/or experience.

**Teaching:**
1. Consults with other institutions or agencies on educational issues.
2. Assumes a leadership role in innovative curricular modifications.

**Service:**
1. Continues previous professional activities with emphasis on national and international areas.
2. Demonstrates significant leadership in committees at the school, college and/or university levels.

**Scholarship/Creative Activity and Innovative Project Development** is not required but may be negotiated – Can be demonstrated by involvement in one or more of the following:

1. Conducts substantive clinical research or field-based research utilization projects or other innovative projects on an annual basis.
2. Presents clinical papers on research or innovative projects regularly, at least annually.
3. Publishes findings of scholarly work or innovative projects either independently or collaboratively in reputable professional journals in print or online.
<table>
<thead>
<tr>
<th>RANK: CLINICAL ASSOCIATE PROFESSOR</th>
<th>AREAS</th>
<th>REQUIREMENTS FOR THE RANK OF CLINICAL ASSOCIATE PROFESSOR NON-TENURE TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members at this rank make contributions to knowledge as a result of their clinical specialty contributions. These on-campus and off-campus contributions occur in clinical, educational industry, and/or professional settings. The professional identities of clinical associate professors should become more advanced, more clearly defined, and more widely recognized as their careers progress. The faculty member establishes a strong record of clinical accomplishments with broader impact and recognition within and beyond the University.</td>
<td>(1) Teaching; (2) Clinical or field-based practice ability, if applicable. (The terms “clinical” and “field-based) may need to be liberally interpreted at times so as to encompass relevant professional experience that may not be of a purely clinical nature, as narrowly defined.) (3) Service to the College and/or the University and to his or her field of profession; (4) Research, other scholarship or innovative project development is not a requirement but may choose to participate independently or collaboratively upon negotiation in the FPA.</td>
<td>Meets all requirements of the Assistant Professor Rank and:</td>
</tr>
<tr>
<td>Credentials: 1. Master’s degree or doctorate in the discipline or related field. 2. Maintains professional growth by pursuing credit and non-credit offerings.</td>
<td>Teaching: 1. Expands teaching leadership through course development, curricular development or service to accreditation initiatives.</td>
<td></td>
</tr>
<tr>
<td>Service: 1. Provides leadership on School, College or University Committees. 2. Participates and provides leadership and/or consultation for professional organizations, community based agencies, or media at the state or regional levels.</td>
<td>Scholarship/Creative Activity and Innovative Project Development is not required but may be negotiated – Can be demonstrated by: 1. Conducts applied clinical or educational research independently or in collaboration with others. 2. Presents or publishes scholarly works at state, regional or national levels. 3. Initiates scholarship and/or innovative project development with significance and impact.</td>
<td></td>
</tr>
</tbody>
</table>
Faculty members at this rank are adapting to the expectations of the academy and KSU and getting established in the clinical specialty area. A pattern of effective and productive on-campus and off-campus contributions in clinical, educational, industry, and/or professional settings in the disciplinary area begins modestly, perhaps with a limited focus or local significance. These contributions expand in depth, focus, significance and recognition, and productivity in later years.

<table>
<thead>
<tr>
<th>RANK: CLINICAL ASSISTANT PROFESSOR</th>
<th>AREAS</th>
<th>REQUIREMENTS FOR THE RANK OF CLINICAL ASSISTANT PROFESSOR NON-TENURE TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Teaching;</td>
<td></td>
<td>Credentials:</td>
</tr>
<tr>
<td>(2) Clinical, field-based or practice ability, if applicable. (The term “clinical” or “field based” may need to be liberally interpreted at times so as to encompass relevant professional experience that may not be of a purely clinical nature, as narrowly defined.)</td>
<td></td>
<td>1. Master’s degree or doctorate in professional or related field.</td>
</tr>
<tr>
<td>(3) Service to the College and/or the University and to the field and/or profession;</td>
<td></td>
<td>2. Maintains appropriate licenses and certifications if appropriate to practice in the clinical area or field-based areas.</td>
</tr>
<tr>
<td>(4) Research, other scholarship or innovative project development is not a requirement but may choose to participate independently or collaboratively upon negotiation in the FPA;</td>
<td></td>
<td>3. Maintains professional growth by attending continuing education programs in the profession or field of specialty.</td>
</tr>
</tbody>
</table>

Teaching:
1. Mentors students in the classroom, field based settings and clinical settings.
2. If the course is team-taught, serves as a course coordinator on an annual basis.
3. Recognized as an excellent teacher through student and peer evaluations.
4. Responsive to student, peer and administrative feedback.

Service:
1. Develops and maintains positive relationships with clinical or field-based agencies.
2. Participates in committees within the School and College.
3. Actively participates actively in a professional organization on an annual basis.

Scholarship/Creative Activity and Innovative Project Development is not required but may be negotiated – Can be demonstrated by:
1. Participating in the scholarship of teaching through curricular development and teaching innovation.
2. Participating with peers in scholarly projects.
3. Disseminating scholarly works in teaching locally and regionally.
4. Developing significant innovate project development.
<table>
<thead>
<tr>
<th>Performance Expectations</th>
<th>Clinical Track</th>
<th>Balanced Track</th>
<th>Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload Expectations</td>
<td>15-18 Contact hours/week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Courses per semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Expectations</td>
<td>Clinical, Classroom and/or field-based teaching with high quality performance in teaching, supervision and student mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for Rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Expectations</td>
<td>Service is the secondary level of emphasis for Clinical Faculty members. One leadership role with substantive involvement at the school, college and/or university level and demonstration of formal contributions with professionally related state, regional or national organization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for Rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship Expectations</td>
<td>1) Refereed Conference Papers/Posters</td>
<td>If negotiated in FPA</td>
<td></td>
</tr>
<tr>
<td>Appropriate for Rank</td>
<td>2) Refereed Journal Articles/Grant Proposals</td>
<td>If negotiated in FPA</td>
<td></td>
</tr>
</tbody>
</table>

Created April 8, 2013
Reviewed 7/14, 7/15
Guidelines for Review, Promotion and Post-Promotion Review of Lecturer

I. Introduction

The purpose of this document is to articulate the guidelines and expectations for the appraisal of faculty with respect to Lecturer review, promotion to Sr. Lecturer, and post-promotion review within the WellStar School of Nursing (WSON). Specifically, it adheres to the WellStar College of Health and Human Services (WCHHS) Mission. Additionally, the document contains a statement of the alignment with various professional accrediting entities that have unique standards for professional degree programs offered in the WSON. The document includes rubrics that delineate specific descriptions of the evidence required to demonstrate expectations according to the academic ranks as well as outline the minimum requirements faculty must meet over a three-year commitment period within professional tracks options of the WCHHS.

Annual reviews must be conducted for lecturers and senior lecturers according to the following schedule. For lecturers in their first year of service to KSU, the department chair conducts a mid-year review in January for the period of mid-August to December. For lecturers and senior lecturers with two or more years of service to KSU, the annual reviews are conducted in January for the period of January to December of the previous year. Based on annual review feedback, reappointment of a lecturer or senior lecturer will be recommended by the department chair to the dean.

Based on BOR policy (8.3.8.1 and 8.3.8.2), a lecturer after five years of consecutive service will either be promoted to senior lecturer during the sixth year to begin in the seventh year of service or be terminated from the institution if not promoted to senior lecturer during the sixth year.

II. Alignment of the WSON with the University Mission, College Mission, and Specific Accrediting Entities

The WSON is committed to achieving the Kennesaw State University (KSU) and the WCHHS Mission and Outcomes; and, subscribes to the WCHHS Faculty Core Values. In addition, it is committed to pursuing, achieving, and maintaining accreditation standards associated with its degree programs. WSON is accredited by the Commission on Collegiate Nursing Education and is regulated by the Georgia Board of Nursing.

III. General Guidelines for Faculty Performance

The WSON has appropriate, discipline-specific guidelines informing the school’s colleagues and new faculty members assigned to the school of acceptable descriptions of evidence required to fulfill expectations in each area of faculty performance. These guidelines are consistent with the KSU policies on required review and promotion considerations for Lecturer and Sr. Lecturer rank (see KSU Faculty Handbook, Section 5) and adhere to the mission, goals, and philosophy as well as the workload guidelines as approved by KSU. These guidelines are specified at the departmental level to allow for flexibility and differences between WCHHS disciplines. The following are general guidelines for each area of review for faculty performance:
Teaching & Mentoring

Lecturers have as their primary responsibility teaching, supervising, and mentoring of students and therefore are expected to be highly effective in these areas. Teaching and mentoring effectiveness is considered to be fundamentally essential for continued faculty employment, and promotion in rank. Faculty teaching and mentoring activities include but are not limited to:

- quality teaching across a variety of instructional settings (classroom, seminar, laboratory, tutorials, etc.).
- clinical supervision or field-based supervision in health care settings including community settings.
- professional student advisement and student career mentorship.
- curricular implementation, evaluation, modification, and development.

Evaluation of a faculty member’s teaching and mentoring effectiveness will be based upon the evidence that the individual faculty member: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and to further improve teaching effectiveness, c) functions effectively in an advisement and mentoring capacity with students, and d) expands his or her knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the WSON.

Professional Service

Service responsibilities may be limited to the minimum necessary to successfully teach their assigned courses (KSU Section 5), but the expectations within the WSON include attendance at relevant department meetings, participation on appropriate department committees and service to the profession. Professional service involves the application of a faculty member’s academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the department, the institution, the University System, professional associations, or external communities. Specific to WSON, a strong service function is recognized as a fundamental dimension of faculty activity, and necessary to facilitate effective delivery of programs and students services within the university. Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise.

Research & Creative Activity

As indicated by the University (KSU Section 5), there are no expectations for scholarship, unless otherwise set forth in the Faculty Performance Agreement (FPA) and negotiated between faculty and nursing department director.

IV. Performance Planning & Evaluation Guidelines for Lecturer or Sr. Lecturer WSON Faculty

This section is designed to help faculty members plan their professional activities specific for the WSON. Teaching and professional service make up the primary components of this rank.

Additional information for role of Lecturer and Sr. Lecturer can be found at University Tenure and Promotion Guidelines Section 5 Part VI B of the University Faculty Handbook located at https://web.kennesaw.edu/academicaffairs/guidelines.
I - Minimum Requirements to “Meet Expectations” Over a Three-Year Commitment Period

In order to achieve a “meets expectations,” the faculty member must complete activities appropriate to rank as well as the minimal criteria as outlined below and discussed in the preceding descriptions of tracks. Contact hours and courses per semester reflect a per semester load. Teaching, Service and Scholarship reflect productivity over a three-year period. Exceeding Expectations is achieved by exceeding the activities identified in high productivity.

<table>
<thead>
<tr>
<th>Performance Expectations</th>
<th>Lecturer Track</th>
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<tbody>
<tr>
<td><strong>Workload Expectations</strong></td>
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</tr>
<tr>
<td>Contact Hours per week per semester</td>
<td>15/18 hours (or equivalency for clinical hours)</td>
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<tr>
<td>Courses per semester (academic year)</td>
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<tr>
<td><strong>Teaching Expectations</strong></td>
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<tr>
<td>See Table 2 below</td>
<td>High Quality Performance in teaching, supervision &amp; student mentoring</td>
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<tr>
<td><strong>Service Expectations</strong></td>
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<tr>
<td>See Table 2 below</td>
<td>Leadership and/or active participation on committees at school &amp; college level</td>
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<tr>
<td><strong>Scholarship Expectations</strong></td>
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</tr>
<tr>
<td>See Table 2 below</td>
<td>NA</td>
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<tr>
<td><strong>1) Refereed Conference Papers/Posters</strong></td>
<td>NA</td>
</tr>
<tr>
<td><strong>2) Refereed Journal Articles/ Grant Proposals</strong></td>
<td>NA</td>
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</table>
## II. Interpretation and Adaptation of University’s General Criteria for the Rank of Lecturer and Sr. Lecturer

<table>
<thead>
<tr>
<th></th>
<th>Lecturer</th>
<th>Sr. Lecturer</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>• Establishes self as a highly effective teacher.</td>
<td>• Demonstrate a pattern of highly effective teaching and mentoring.</td>
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<td></td>
<td>• Develop a well-stated philosophy of teaching &amp; learning.</td>
<td>• Utilize a variety of teaching innovations/incorporate into teaching strategies &amp; methodologies.</td>
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<td></td>
<td>• Document individual contributions to assigned team-taught courses.</td>
<td>• Mentoring of junior faculty in the Lecturer role.</td>
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<td></td>
<td>• Analyze/evaluate student evaluations as well as incorporate data in revising teaching strategies and methodologies.</td>
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<tr>
<td></td>
<td>• Develop assessment methods to determine course specific student-learning outcomes.</td>
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<tr>
<td></td>
<td>• Develop and maintain currency in instructional context and delivery by updating and revising course content and plans</td>
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</tr>
<tr>
<td><strong>Service</strong></td>
<td>• Establish foundation for professional service.</td>
<td>• Volunteer in community service organizations/projects.</td>
</tr>
<tr>
<td></td>
<td>• Contribute to WSON committees.</td>
<td>• Demonstrate leadership to WSON committees.</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with others in service learning activities.</td>
<td>• Participate in leadership activities in professional organizations.</td>
</tr>
<tr>
<td></td>
<td>• Participate in professional organizations.</td>
<td>• Receive and maintain certification in specialty organization if applicable.</td>
</tr>
<tr>
<td><strong>Scholarship/Creative Activities</strong></td>
<td>• While not an expectation for role, faculty may engage in scholarly activities to contribute to nursing knowledge and could include presentations, publications, or other collaborative efforts with colleagues in creative activities.</td>
<td>• While not an expectation for role, faculty may engage in scholarly activities to contribute to nursing knowledge and could include presentations, publications, or other collaborative efforts with colleagues in creative activities.</td>
</tr>
</tbody>
</table>
V. Portfolio Guidelines
Faculty should follow University established guidelines in the preparation and content of portfolios as indicated in the University Faculty handbook Section 5 Part VII B located at the Academic Affairs web site at https://web.kennesaw.edu/academicaffairs/guidelines. Summary and examples of needed documentation is also located at this site and will be helpful in the development of a portfolio for promotion and review. The WSON requires that faculty submit only Binder 1 for review, but a second binder may be used for student evaluations if necessary. Contents of Binder 1 are outlined in the University Faculty handbook Section 5 Part VII B. In addition to these University requirements, the WSON requires evidence of teaching effectiveness by inclusion of a representative sample of student evaluations received each semester for every course for each year under review.

Approved July 2013
Reviewed 6/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

WellStar School of Nursing Assessment Plan
for the Baccalaureate of Science in Nursing Program
and Graduate Degree Nursing Programs

**Philosophy**

Assessment of program outcomes has always been an expectation of programs of nursing education. The most widely used instruments of assessment have been the registered nurse licensing examination, the National Council Licensing Examination (NCLEX), which all graduates must pass to be employable in the field of nursing; and the nurse practitioner/advanced practice certification exams, such as those sponsored by American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). All nurse practitioner graduates must pass the certification exam in order to be credentialed for advanced nursing practice within the State of Georgia. In Fall 1988, Secretary of Education William Bennett issued an executive order requiring all federally approved accreditation organizations to include in their criteria for accreditation evidence of outcomes (US Department of Education, 1988). As a result, accrediting bodies such as the National League for Nursing (NLN) Accrediting Commission and the Commission on Collegiate Nursing Education (CCNE) outlined criteria for the assessment of program outcomes within their guidelines for the evaluation of nursing programs.

For the purposes of higher education, assessment is the systematic collection, review, and reflection upon educational programs and is focused on improving student learning and development (Hennon, Dugan & Schwartz, 2006; Palomba & Banta, 2001; Palomba & Banta, 1999). The Kennesaw State University (KSU) WellStar School of Nursing (WSON) mission, philosophy, goals, and program outcomes are intimately linked to the WSON’s assessment plan. The primary purpose of the plan is to foster program improvement. The plan directs faculty to ascertain program strengths and areas for improvement in order to enhance program effectiveness in meeting the needs of the student and the community. A secondary purpose of the plan is the continual evaluation and refinement of assessment strategies to assure the most appropriate means of assessment of outcomes.

**Assessment Process**

The assessment process is a collaborative process that involves faculty, staff, students, and the professional community. This process should be regularly examined for utility, feasibility, propriety, accuracy, continuity, and flexibility (Palomba & Banta, 1999). The continuous quality improvement cycle for the KSU WSON Assessment Plan is outlined in Figure A. In spring 2001, the WSON faculty, after an extensive review of the entire curriculum for both the undergraduate and graduate programs in preparation for an accreditation visit, established a comprehensive evaluation plan with evaluation criteria, phases for data collection, analysis and synthesis of recommendation and decision-making. In addition, the “Total Assessment Blueprint” (TAB) for each program was created that revolves entirely around the expected outcomes of graduates from each nursing program. The plan clearly articulates the means of assessment with statements of expectation, the time frame and party responsible for data collection, data analysis and reporting, as well as the use of results for continuous quality improvement.
The Programs Assessment Committee is the oversight body that ensures the plan is being followed and receives information from various committees on surveys, testing program (BSN program only), and other summary and evaluative reports to summarize, evaluate, and present to the faculty with recommendations for continuous quality improvement. Specific responsibilities for the Programs Assessment Committee and various committees are outlined in the WSON Bylaws.

Assessment Methods (Total Assessment Blueprints)

The faculty believes that program outcomes are best assessed by using multiple assessment measures. Program outcomes and the various assessment methods are correlated in Table A for the Baccalaureate Nursing Program, Table B for the WellStar Primary Care Nurse Practitioner Program, Table C for the MSN in Advanced Care Management and Leadership Program, and Table D for the Doctor of Nursing Science Program. The WSON faculty has carefully selected a variety of methods and approaches to assess end of program outcomes.

Annual review of the appropriateness of assessment methods with regard to validity and reliability is an essential part of the continuous quality improvement cycle of the KSU WSON Assessment Plan. The Programs Assessment Committee and its committees review each of the assessment methods annually, or more frequently if necessary, to determine their effectiveness.

Methods Used by Both the Undergraduate and Graduate Master’s Programs
The following assessment methods are common to both undergraduate and graduate programs:

Exit Survey. Undergraduate nursing students who are in their last semester of the nursing program are surveyed electronically by an assessment instrument that has been created by Educational Benchmarking Inc. (EBI). This instrument is based on the American Association of Colleges of Nursing (2008) Essentials for Baccalaureate Education for Professional Nursing Practice. Furthermore, the section of the assessment titled “Learning Outcomes” has been clearly linked to the KSU Undergraduate Program Outcomes. This national benchmarking assessment supports the Commission on Collegiate Nursing Education’s accreditation efforts to show continuous improvement and provides information to effectively make improvements to the program. The standard analysis includes a three-way benchmarking comparative analysis with: six self-selected peer and/or aspirant schools; all schools in the same Carnegie classification; and all participating schools. This information is valuable so comparisons can be drawn not only with subsequent classes, but using the EBI alumni survey; each class self-evaluates the same program outcomes at the one-year post-graduation mark. Results are tabulated by EBI and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

Graduate students who are in their last semester of any one of the master’s programs are assessed with a survey form which is based on the end of program outcomes. Students evaluate their current perceptions and abilities in meeting the outlined program outcomes. This information will be of value so comparisons can be drawn not only with subsequent classes, but using the alumni survey; each class self-evaluates the same program outcomes at the one-year post-graduation mark. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

Alumni Survey. Undergraduate nursing students who are one year post-graduation of the nursing program are surveyed electronically by an assessment instrument that has been created by EBI. Again, this instrument is based on the American Association of Colleges of Nursing (2008) Essentials for Baccalaureate Education for Professional Nursing Practice.
Graduates of all three masters programs are surveyed one year post-graduation with a survey form based on the end of program outcomes. The rationale for surveying alumni is to gain perspective about their professional practice and to ask them to evaluate more realistically their preparation for clinical practice. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

**Employer Survey.** Employers of graduates from the undergraduate program are asked to evaluate the KSU WSON graduate one year post-graduation with a survey form based on the end of program outcomes. The faculty believes that evaluation by the employer provides data regarding overall satisfaction with the WSON program and information about the graduates’ abilities. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

The employers of graduates of all three master’s programs are asked to evaluate the KSU WSON graduate one year post-graduation with a survey form based on the end of program outcomes. The faculty believes that evaluation by the employer or direct supervisor provides data regarding overall satisfaction with the WSON program and information about the graduates’ abilities. Results are tabulated and analyzed by the Survey Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

**Methods Used by the Undergraduate Program**

The following assessment methods are used only by the undergraduate program:

**Senior Medication Calculation Test.** Each student enrolled in the final clinical course (N4417) is required to take the medication calculation test. Students who are not successful on the first attempt have one additional attempt to meet this expected outcome. Unsuccessful completion of the medication calculation test, after a total of two opportunities, results in a failure of the course unless the student withdraws from the course prior to the posted withdrawal date. The course coordinator compiles and reports final data to the Programs Assessment Committee for further analysis based on set criteria listed in the TAB. Results and potential curricular implications are presented to the faculty annually.

**Current Comprehensive Testing Program.** An assessment approach that is being used extensively by the Baccalaureate program and provided by Assessment Technologies Incorporated (ATI).

Students are required to participate in this testing program. ATI testing begins in the first clinical nursing course (NURSING 3209) and continues with testing throughout the program. At the end of the curriculum (Nursing 4417), students take the RN Comprehensive Predictor Exam which provides a predictor of success on the NCLEX-RN exam. The costs for these tests are covered by the student testing fees paid upon entrance to the nursing program.

The purpose of this testing program is to prepare the student for success in practice by providing exercises for applying nursing knowledge and identifying areas appropriate for remediation. The testing program is also intended to reduce student attrition and to increase student pass rates on the licensure exam.

Faculty select various standardized achievement tests to help students prepare for the NCLEX-RN, and guide students on how to interpret test scores and identify areas to review. The ATI exam may be a proctored and/or assigned as a practice test, depending on the course.
Overall class results are reviewed and analyzed by the Program Testing Committee. These results, as well as observations and recommendations, are presented to the faculty annually regarding potential curriculum implications.

**NCLEX Pass Rates.** All graduates must pass the registered nurse licensing examination, the NCLEX, in order to be employable in the field of nursing. Data gathered about demonstrated program achievement include the percentage of graduates successfully completing the NCLEX examination on the first attempt. According to the Rules and Regulations of the State of Georgia (2001), an “acceptable performance on the licensing examination for each nursing education program shall be a passing rate of eighty (80) percent of its first-time writers in any given calendar year” (Regulation 410-3-.08). Results are compiled and examined by the Programs Assessment Committee based on preset criteria listed in the TAB and presented to the faculty annually regarding potential curricular implications.

**Preceptor Survey.** During the last semester of the nursing program, students are enrolled in a clinical capstone preceptorship. Each preceptor is surveyed based on the end of program outcomes. Preceptors evaluate the student’s abilities in meeting the outlined program outcomes. This information is utilized to make comparisons with other classes as well as with the employer survey that is completed at the one-year post-graduation mark. Results are tabulated and analyzed by the Survey Committee and presented to the Programs Assessment Committee for further analysis based on preset criteria on the TAB. Results and potential curricular implications are presented to the faculty annually.

**Methods Used by the Graduate Programs**
The following assessment method is used only by the master’s programs:

**Nurse Practitioner National Certification Examination Pass Rates.** This assessment approach has been used by the WellStar Primary Care Nurse Practitioner Program since inception in 1996. In the State of Georgia, nurse practitioners must submit to a credentialing process that includes reporting a passing score from the examination of one of two nationally recognized certification bodies to the Georgia Board of Nursing. Although both of these certifying bodies, the American Academy of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC), now report aggregate scores to nursing programs, many graduates sit for both exams making aggregate score data difficult to interpret. Therefore, the WellStar Primary Care Nurse Practitioner program must contact each graduate to determine if the graduate passed one or both exams. This information is then verified utilizing data published by the Georgia Board of Nursing and other state boards. A small number of graduates do not elect to take the examinations or are not reachable. For those who we are able to contact and who take the examination, the pass rate on at least one of two of these examinations is 99-100% within one year of graduation. Results are compiled by the administrative team, and examined and presented to the faculty by the Programs Assessment Committee annually to discuss any potential curricular implications.

**Final Examination Scores** This assessment approach has been implemented in the various MSN programs (refer to specific program blueprint for courses using this approach). Mean scores are evaluated to ensure that a grade of B is maintained during specified timeframes during the program. The faculty believes that significant mastery of the content should be achieved at specified levels in the program. Results are examined by the Programs Assessment Committee and presented to the faculty annually regarding potential curricular implications.

**Scholarly Papers/Projects/Research Proposals** This assessment approach has been implemented in the various MSN programs (refer to specific program blueprint for courses using this approach). Because learning principles and concepts are threaded throughout the program’s curriculum, mean scores are
compiled to ensure that the aggregate of students earn a minimum grade of B on scholarly papers, projects, and assignments as outlined in the blueprint. Results are examined by the Programs Assessment Committee and presented to the faculty annually regarding potential curricular implications.

**Methods Used by the DNS Program**

The following assessment methods are used only by the graduate doctoral program:

The Doctor in Nursing Science (DNS) has three approaches of assessment that reflect entry, midpoint, and final outcome benchmarks. The first assessment approach is the **Preliminary Examination** and it evaluates students’ abilities to integrate and synthesize required doctoral course work, critically analyze and synthesize knowledge to articulate meaningful conclusions, and communicate in writing. The midpoint benchmark is the DNS **Comprehensive Examination** that is used to evaluate students’ abilities to demonstrate independence in scholarly work that merits continuation into doctoral candidacy. The final outcome assessed is the **Doctoral Dissertation** and is evaluated on students’ abilities to make an original and significant contribution to the advancement of nursing knowledge through autonomous research and the demonstration of validity of design and methodology, mastery of subject matter and theoretical concepts, as well as demonstrate publication-quality writing with excellent organization and documentation.
Reference


STUDENT LEARNING OUTCOMES & EXPECTED RESULTS¹

THE INSTRUCTIONAL PROGRAM²

ASSESSMENT APPROACHES AND MEASURES
Examples:
- TESTING PROCESS
- SURVEY PROCESS

ADMINISTRATION OF ASSESSMENT APPROACHES YIELDING ACTUAL RESULTS³

DATA ANALYSIS BY FACULTY OF EXPECTED RESULTS VS ACTUAL RESULTS AT SPECIFIED INTERVALS⁴

RECOMMENDATIONS FOR CHANGE⁵
- STUDENT LEARNING OUTCOMES
- EXPECTED RESULTS
- INSTRUCTIONAL PROGRAM

¹ What KSU expects students to know and be able to do when they complete the specified nursing program. Outcome criteria are defined in the total assessment blueprints for each program.

² Classroom, clinical, and other curricular experiences that comprise the students' educational experience in nursing.

³ Selected formative and summative methods of evaluating student and program achievement of outcomes.

⁴ Analysis of collected data (expected results vs. actual results) at specified intervals to determine achievement of outcomes and effectiveness of assessment approaches.

⁵ Adjustments in system based on analysis of data. Minor changes in specific courses based on formative data. Summative data may result in changes in admission criteria or program structure.
# Table A: Undergraduate Program
## Student Learning Outcomes and Assessment Approaches

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Approach</th>
<th>New Graduate Survey</th>
<th>Preceptor Survey</th>
<th>Alumni Survey</th>
<th>Employer Survey</th>
<th>Total Testing Package</th>
<th>NCLEX Pass Rate</th>
<th>Medication Calculation Test</th>
<th>Clinical Skills Checkoff</th>
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# Table B: WellStar Primary Care Nurse Practitioner Program
## Student Learning Outcomes and Assessment Approaches

<table>
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<tr>
<th>Assessment Approach</th>
<th>New Graduate Survey</th>
<th>Alumni Survey</th>
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<th>Certification Exam (NP)</th>
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Revised 7/13
Table C: MSN in Advanced Care Management and Leadership Program
Student Learning Outcomes and Assessment Approaches

### Nursing Education Leadership Track

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### MSN in Advanced Care Management and Leadership Program
Student Learning Outcomes and Assessment Approaches

### Nursing Administration & Health Policy Leadership Track

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Program Outcomes and Assessment Approaches

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Reviewed 7/13, 7/14, 7/15
### 1. MISSION & GOVERNANCE

#### 1. Mission & Philosophy

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<th>PHASE III: DECISION MAKING</th>
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<tbody>
<tr>
<td>1. The mission, goals, and expected student outcomes are congruent with those of the parent institution.</td>
<td>Methodology/Data Source</td>
<td>Person/Committee Responsible</td>
<td>Time w/Frequency</td>
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<td>CCNE I-A</td>
<td>Review: Mission, philosophy, &amp; goals of WSON with mission &amp; goals of College &amp; University</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>1.2 Mission, goals, and expected student outcomes are reviewed p of program are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</td>
<td>Review: Mission, philosophy, &amp; goals of WSON with: - ANA Standards of Clinical Nursing Performance - ANA Nursing’s Social Policy Statement - ANA Code of Ethics for Nurses - AACN Essentials of Baccalaureate Education for Professional Nursing Practice &amp; Essentials of Master’s Education for Advanced Practice Nursing - NONPF Guidelines</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
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<td>PHASE II: DATA ANALYSIS &amp; SYNTHESIS OF RECOMMENDATIONS</td>
<td>PHASE III: DECISION MAKING</td>
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<td>Methodology/ Data Source</td>
<td>Person/ Committee Responsible</td>
<td>Time w/ Frequency</td>
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<td>• ANA Scope &amp; Standards of Advanced Practice Registered Nursing</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
<td>Curriculum Committee</td>
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<tr>
<td>• Criteria for Evaluation of Nurse Practitioner Programs</td>
<td>Bylaws Committee</td>
<td>Every 5 years (2016, 2021)</td>
<td>Bylaws Committee</td>
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<tr>
<td>• Statement on Clinical Nurse Specialist Practice &amp; Education</td>
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<tr>
<td>• NLN Scope of Practice for Academic Nurse Educators</td>
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<tr>
<td>1.3 Share information &amp; solicit input from community of interest (i.e., students, alumni, employers, community advisory board) with regards to mission, philosophy, goals &amp; program outcomes.</td>
<td>Review: Philosophy, Undergraduate conceptual framework, goals, &amp; outcomes with community of interest via group meetings and surveys: • Undergraduate and Graduate Community Advisory Committee</td>
<td>Bylaws Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>2. Organizational Structure</td>
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<tr>
<td>2.1 Organizational charts of the University, College, &amp; WSON identify lines of authority, responsibility, &amp; accountability.</td>
<td>Review: Organizational charts of University, College, &amp; WSON</td>
<td>Bylaws Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>2.2 WSON’s structure facilitates achievement of WSON’s mission, philosophy, &amp; goals.</td>
<td>Survey: “Evaluation of WSON Structure &amp; Governance” given to faculty &amp; professional Staff</td>
<td>Bylaws Committee</td>
<td>Every 5 years (2016, 2021)</td>
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<tr>
<td>3. Qualifications of Dean, WSON Chair &amp; Program Director</td>
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### EVALUATION CRITERIA

#### PHASE I: DATA COLLECTION

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<th>Time with Deadline for Report</th>
<th>Who Decides</th>
<th>Who Implements</th>
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<tr>
<td>Review: WSON Chair’s &amp; Program Director’s academic qualifications &amp; experience</td>
<td>Prospective Faculty Screening Committee</td>
<td>Upon appointment &amp; at the discretion of the University President</td>
<td>Faculty Recruitment Committee</td>
<td>Upon appointment &amp; at the discretion of the University President</td>
<td>University President</td>
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</table>

#### PHASE II: DATA ANALYSIS & SYNTHESIS OF RECOMMENDATIONS

- 3.1 Chief nursing administrator holds a minimum of a Master’s degree in Nursing & an earned doctorate. **CCNE II-C**
- 3.2 Chief nursing administrator has experience in baccalaureate &/or higher degree nursing education.

**4. Governance**

- 4.1 Faculty, administrators, professional staff, & students have clearly defined roles in the governance of the WSON. **CCNE I-D**
- 4.2 Faculty, administrators, professional staff, & students have meaningful input into program decisions to accomplish WSON’s mission and goals.

**II. COMMITMENT & RESOURCES**

#### 1. Fiscal Resources

- **Annually** | **WSON Chair**
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<th>PHASE I: DATA COLLECTION</th>
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<td></td>
<td>Methodology/Data Source</td>
<td>Person/Committee Responsible</td>
<td>Time w/ Frequency</td>
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<tr>
<td>1.1 Fiscal Resources are adequate to support the WSON’s mission &amp; goals.</td>
<td>Review: WSON Budget for adequacy</td>
<td>WSON Chair &amp; Fiscal &amp; Physical Resources Committee</td>
<td>Every other year</td>
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<tr>
<td>CCNE II-A, B</td>
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<tr>
<td>1.2 The chief nursing administrator has the responsibility &amp; authority for planning &amp; allocating resources.</td>
<td>Review: University &amp; College policies &amp; procedures which assure WSON Chair’s input into annual budget</td>
<td>WSON Chair &amp; Bylaws Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>CCNE II-D</td>
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<tr>
<td>1.3 Faculty and professional staff salaries are competitive &amp; comparable to regional nursing programs.</td>
<td>Review: Salary structure with other comparable regional nursing programs by using such documents developed by AACN</td>
<td>WSON Chair &amp; Fiscal &amp; Physical Resources Committee</td>
<td>Every other year (even-years)</td>
</tr>
<tr>
<td>CCNE II-A, B</td>
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<tr>
<td>2. Physical Resources</td>
<td>Survey: WSON survey to assess adequacy of physical resources or space, equipment, &amp; atmosphere to faculty, staff, &amp; students.</td>
<td>Fiscal &amp; Physical Resources Committee</td>
<td>Every 5 years (2016, 2021)</td>
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<td>• Space &amp; support equipment for research activities</td>
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<td>CCNE II-A, B</td>
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<tr>
<td>3.1 Library &amp; learning resources are current &amp; comprehensive to support WSON’s mission &amp; goals.</td>
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<td>CCNE II-A, B</td>
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<tr>
<td>3.2 Library &amp; learning resources are available and accessible to faculty and students.</td>
<td>Review: Itemized listing of new library &amp; learning resource holdings for appropriateness to curriculum and are comparable to other regional universities</td>
<td>Fiscal &amp; Physical Resources Committee</td>
<td>Every 5 years (2016, 2021)</td>
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<td>CCNE II-A, B</td>
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<tr>
<td>3.3 Library &amp; learning resources are acquisitioned with faculty &amp; student input.</td>
<td>Review: Procedures for selecting learning resources for purchase</td>
<td>Fiscal &amp; Physical Resources Committee</td>
<td>Every 5 years (2016, 2021)</td>
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<tr>
<td>Academic Support Services (Advising, counseling, &amp; placement)</td>
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<td>Time w/Frequency</td>
<td>Person/Committee Responsible</td>
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<tr>
<td><strong>4.1</strong> Academic support services support WSON’s mission, philosophy &amp; goals.</td>
<td>Survey: “Academic Support Services” to faculty, professional staff &amp; students</td>
<td>Academic Advising Coordinator &amp; WSON Chair</td>
<td>(2016, 2021)</td>
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<tr>
<td>CCNE II-B</td>
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<tr>
<td><strong>4.2</strong> Academic support services are available and accessible to faculty, staff &amp; students.</td>
<td>Review: University Undergraduate &amp; Graduate Catalogs, Advising Handbook</td>
<td>Academic Advising Coordinator &amp; WSON Chair</td>
<td>Annually</td>
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<td>CCNE II-B</td>
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<tr>
<td><strong>4.3</strong> Academic support policies &amp; procedures meet needs of majority of students, staff &amp; faculty.</td>
<td>Review: University Undergraduate &amp; Graduate Catalogs, Advising Handbook</td>
<td>Academic Advising Coordinator &amp; WSON Chair</td>
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<td><strong>5. Faculty</strong></td>
<td>Review: Student Evaluations of Teaching Effectiveness</td>
<td>WSON Faculty</td>
<td>Each Semester</td>
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<td><strong>5.1</strong> Faculty uphold the mission, philosophy &amp; goals of WSON.</td>
<td>WSON Faculty</td>
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<td>Review: Faculty Annual Review</td>
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<td>CCNE II - D</td>
<td>Review: Faculty files for current licensure</td>
<td>Faculty Recruitment Committee</td>
<td>Upon appointment and at the discretion of the WSON Chair</td>
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<td>5.2 Faculty hold a minimum of a Master’s degree in nursing and maintain expertise in teaching specialty.</td>
<td>Review: WSON Faculty’s academic qualifications &amp; experience</td>
<td>Graduate Program Director &amp; WSON Chair</td>
<td>Biennially</td>
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<tr>
<td>CCNE II - D</td>
<td>Review: Faculty Vitae</td>
<td>Faculty Recruitment Committee</td>
<td>Activated by the discretion of the WSON Chair</td>
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<tr>
<td>5.3 Nursing faculty hold current RN licensure in Georgia for both Programs &amp; advanced nurse practitioner credential for graduate faculty in clinical classes.</td>
<td>Review: Faculty Vitae &amp; Annual Reviews</td>
<td>WSON Faculty</td>
<td>Annually</td>
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<tr>
<td>CCNE II - F, IV – E</td>
<td>Review: Faculty assignments &amp; workloads to establish concordance with Georgia Board of Nursing Rules and Regulations and</td>
<td>Curriculum Committee, Graduate Program</td>
<td>Annually</td>
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<td>5.6 The number and utilization of faculty are appropriate to meet WSON’s mission &amp; goals for both classroom and clinical settings.</td>
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<td>Time w/Frequency</td>
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<td>CCNE II-D</td>
<td>other accrediting/advising bodies</td>
<td>Director &amp; WSON Chair</td>
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<td>5.7 Faculty workload is conducive to fulfilling the roles in teaching, service, scholarship, &amp; professional development as appropriate based on academic rank and experience.</td>
<td>Review: Faculty assignments &amp; workloads for faculty’s ability to fulfill responsibilities</td>
<td>WSON Faculty, Graduate Program Director &amp; WSON Chair</td>
<td>Annually</td>
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<tr>
<td>CCNE II-D, F</td>
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<td>5.8 Funds and/or time are allocated for faculty service, scholarship, &amp; professional development activities.</td>
<td>Review: Workload &amp; budget for adequacy</td>
<td>Fiscal &amp; Physical Resources Committee &amp; WSON Chair</td>
<td>Annually</td>
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<td>CCNE II-A, B</td>
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<td>5.9 Faculty &amp; professional staff policies of University &amp; WSON are accessible, clearly stated, and consistent with each other and implemented equitably. They include:</td>
<td>Review: University &amp; WSON Faculty Handbooks &amp; Classified Employee Policy Manual</td>
<td>Bylaws Committee, WSON Faculty &amp; Staff Senate Representatives</td>
<td>Every 5 years (2016, 2021)</td>
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<td>CCNE I-F, I-G, II-F</td>
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<td>Person/Committee Responsible</td>
<td>Time w/Frequency</td>
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| 5.10 Faculty & professional staff have input into University & WSON policies.  
CCNE I-D, I-F | Review: University & WSON Faculty Handbooks, Classified Employee Policy Manual, & University & WSON Committee Lists & Minutes | WSON Faculty, Bylaws Committee, WSON Faculty Senate Representatives | Every 5 years (2016, 2021) | Bylaws Committee, University Faculty Senate Representatives | Every 5 years by Fall Semester (2016, 2021) | WSON Chair, Dean, University Senate & University President | University President |

### III. CURRICULUM & TEACHING-LEARNING PRACTICES

#### 1. Philosophy/Conceptual Framework

1. Reflects faculty beliefs in relation to undergraduate and graduate nursing education.  
CCNE I-A, B, III-A

Review: Mission, philosophy, & Undergraduate conceptual framework.  
Curriculum Committee  
Every 5 years (2016, 2021)  
WSON Faculty & WSON Faculty

1.2 Reflects current professional nursing standards & guidelines for preparation of undergraduate & graduate nursing professionals.  
CCNE I-A, B, III- B

Review: WSON mission & philosophy & undergraduate conceptual framework with:  
- ANA Standards of Clinical Nursing Performance  
- ANA Nursing’s Social Policy Statement ANA Code of Ethics for Nurses  
- AACN Essentials of Baccalaureate Education for Professional Nursing Practice & Essentials of Master’s Education for Advanced Practice Nursing  
- NONPF Guidelines  
Curriculum Committee  
Every 5 years (2016, 2021)  
WSON Faculty & WSON Faculty
### EVALUATION CRITERIA

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<th>Data Analysis &amp; Synthesis of Recommendations</th>
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<td>ANA Scope and Standards of Advanced Practice Registered Nursing</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
<td>Curriculum Committee</td>
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<tr>
<td>Statement on Clinical Nurse Specialist Practice &amp; Education</td>
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<tr>
<td>Is consistent with University, College, &amp; WSON mission &amp; goals.</td>
<td>Review: Mission, philosophy, &amp; goals of WSON, College, &amp; University for consistency.</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>2. Program Outcomes</td>
<td>Review: WSON philosophy &amp; goals with program outcomes</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>2.1 Reflect mission, philosophy, &amp; goals of WSON &amp; program outcomes</td>
<td>Review: Program outcomes with:</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
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<tr>
<td></td>
<td>• ANA Standards of Clinical Nursing Performance</td>
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<td></td>
<td>• ANA Nursing’s Social Policy Statement</td>
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<tr>
<td>2.2 Describe competencies expected of new registered professional nurses and advanced practice nurses which are based on:</td>
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<tr>
<td>current professional nursing standards</td>
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</table>
## EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>PHASE I: DATA COLLECTION</th>
<th>PHASE II: DATA ANALYSIS &amp; SYNTHESIS OF RECOMMENDATIONS</th>
<th>PHASE III: DECISION MAKING</th>
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</thead>
<tbody>
<tr>
<td>Methodology/Data Source</td>
<td>Person/Committee Responsible</td>
<td>Time w/Frequency</td>
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<tr>
<td>guidelines for the preparation of nursing professionals</td>
<td>ANA Code of Ethics for Nurses</td>
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<tr>
<td>needs &amp; expectations of the clinical community of interest</td>
<td>AACN Essentials of Baccalaureate Education for Professional Nursing Practice &amp; Essentials of Master’s Education for Advanced Practice Nursing</td>
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<tr>
<td>CCNE I-B, III-A, B, C, E</td>
<td>NONPF Guidelines</td>
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<td></td>
<td>ANA Scope and Standards of Advanced Practice Registered Nursing</td>
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<td></td>
<td>Criteria for Evaluation of Nurse Practitioner Programs</td>
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<td>NLN Scope of Practice for Nurse Educators</td>
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<td></td>
<td>Statement on Clinical Nurse Specialist Practice &amp; Education</td>
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<td></td>
<td>Minutes of the Clinical Advisory Committee &amp; Community Advisory Committees</td>
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</table>

### 3. Nursing Curriculum

3.1 Curriculum is logically organized, sequenced, internally consistent, & reflects the Conceptual Framework for Undergraduate program & WSON’s philosophy & goals

<table>
<thead>
<tr>
<th>Review: Each nursing course for content &amp; organization &amp; sequencing within the curriculum, along with overall support to WSON philosophy &amp; program outcomes.</th>
<th>Curriculum Committee</th>
<th>Every 5 years (2016, 2021)</th>
<th>Curriculum Committee</th>
<th>Every 5 years by end of year Spring Meeting (2016, 2021)</th>
<th>WSON Faculty</th>
<th>WSON Faculty</th>
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<tr>
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<td>Person/ Committee Responsible</td>
<td>Time with Deadline for Report</td>
<td>Who Decides</td>
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<td>for both UNDERGRADUATE and GRADUATE programs.</td>
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<tr>
<td>CCNE I-E, F, III-A, B, C</td>
<td>Review: Compliance of course hours for degree with University &amp; Georgia Board policies.</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
<td>Curriculum Committee</td>
<td>Every 5 years by Fall Semester (2016, 2021)</td>
<td>WSON Faculty</td>
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<tr>
<td>3.2 Majority of course work in undergraduate nursing program is in upper-division &amp; meets University residency policy.</td>
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<tr>
<td>CCNE III - B, C</td>
<td>Review: WSON philosophy &amp; program outcomes with:</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
<td>Curriculum Committee</td>
<td>Every 5 years by Fall Semester (2016, 2021)</td>
<td>WSON Faculty</td>
</tr>
<tr>
<td>3.3 Graduate program builds on the competencies of baccalaureate graduates &amp; focuses on advanced nursing roles.</td>
<td>• ANA Standards of Clinical Nursing Performance • ANA Nursing’s Social Policy Statement • ANA Code of Ethics for Nurses • AACN Essentials of Baccalaureate Education for Professional Nursing Practice &amp; Essentials of Master’s Education for Advanced Practice Nursing • NONPF Guidelines • ANA Scope and Standards of Advanced Practice Registered Nursing • Criteria for Evaluation of Nurse Practitioner Programs</td>
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<td></td>
<td></td>
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<tr>
<td>CCNE III-B, C</td>
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<tr>
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<td>Time w/ Frequency</td>
<td>Person/ Committee Responsible</td>
<td>Time with Deadline for Report</td>
<td>Who Decides</td>
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</table>
| ● Statement on Clinical Nurse Specialist Practice & Education  
● The Scope of Practice for Academic Nurse Educators | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
<p>| 3.4 Course objectives relate to end of program outcomes. | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| 3.5 Course objectives reflect course content. | Review: Course syllabi for consistency between objectives &amp; content | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| CCNE III-B | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| CCNE III-B, C | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| 3.6 Course content is relevant, logically organized &amp; based on professional nursing standards &amp; guidelines for practice. | Review: Course syllabi &amp; study guides for consistency with professional standards &amp; for adequacy of classroom &amp; clinical activities for course of study. | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| CCNE III-B, C | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| 3.7 Course outlines reflect expected student behaviors through planned classroom and clinical activities &amp; provide an adequate guide for the respective course of study. | Review: Course syllabi &amp; study guides. | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| CCNE III-B, C | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |
| 3.8 Teaching-learning practices are various &amp; suitable | Review: Course objectives with program outcomes for consistency | Curriculum Committee | Every 5 years (2016, 2021) | Curriculum Committee | Every 5 years by end of year Spring Meeting (2016, 2021) | WSON Faculty | WSON Faculty |</p>
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<td>Time w/Frequency</td>
<td>Person/Committee Responsible</td>
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<tr>
<td>throughout the curriculum &amp; are based on course objectives, content, available resources &amp; facilities, faculty abilities, number of students, needs &amp; expectations of the clinical community, &amp; principles of learning.</td>
<td>Review: Course evaluations &amp; reports &amp; Team Minutes</td>
<td>Course Faculty</td>
<td>Each Semester</td>
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<tr>
<td>CCNE III-A, B, D, E</td>
<td></td>
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</tr>
<tr>
<td>3.9 Clinical resources &amp; facilities are adequate &amp; congruent with the WSON’s mission, philosophy, goals, program outcomes &amp; expectations of the clinical community.</td>
<td>Review: Course syllabi for adequacy of clinical learning resources &amp; facilities.</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>CCNE III- A, B, D, E</td>
<td>Survey: “Student Evaluation of Clinical Agencies &amp; Preceptors”</td>
<td>Course Faculty</td>
<td>Each Semester</td>
</tr>
<tr>
<td></td>
<td>Survey: “Clinical Agency Site Visit”</td>
<td>Course Faculty</td>
<td>Every 4 years for existing agencies &amp; every semester for new agencies &amp; significant changes at existing agencies</td>
</tr>
<tr>
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<td>Methodology/Data Source</td>
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<td>Time w/Frequency</td>
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<tr>
<td>3.10 Evaluation methods are various &amp; suitable throughout the curriculum &amp; are based on course objectives, content, &amp; learning experiences. CCNE III-F, G</td>
<td>Review: Course syllabi &amp; clinical evaluation tools for variability &amp; suitability of evaluation methods. Review: Course evaluation &amp; reports &amp; Team Minutes</td>
<td>Curriculum Committee &amp; Program Assessment Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>4. Non-Nursing Courses</td>
<td>Review: non-nursing courses syllabi with WSON mission, philosophy, goals &amp; program outcomes</td>
<td>Curriculum Committee</td>
<td>Every 5 years</td>
</tr>
<tr>
<td>4.1 Serve to meet the WSON’s mission, philosophy, &amp; program goals. CCNE III-A, B</td>
<td>Review: non-nursing courses syllabi for relevancy to nursing curriculum.</td>
<td>Curriculum Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>4.2 Include courses from the arts, sciences, &amp; humanities. CCNE III-C</td>
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<tr>
<td>4.3 Prerequisite courses provide foundation for the nursing curriculum. CCNE III-C</td>
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</tr>
<tr>
<td>4.4 Process is provided for equitable &amp; efficient transfer of course credits from other collegiate institutions. CCNE I-F</td>
<td>Review: Student transcripts for appropriateness in assignment of transfer credit</td>
<td>WSON Chair, Graduate Program Director &amp; Academic Advising Coordinator</td>
<td>Annually</td>
</tr>
<tr>
<td>5. Student Policies</td>
<td>Review: University Undergraduate &amp; Graduate</td>
<td>Admissions, Progression, &amp;</td>
<td>Every 5 years (2001, 2006)</td>
</tr>
<tr>
<td>5.1 Student policies of University &amp; WSON are accessible,</td>
<td></td>
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</table>
## EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>clearly stated, consistent with each other, &amp; implemented equitably. They include:</th>
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</table>
| - Non-discrimination  
- Admission  
- Progression  
- Readmission  
- Dismissal  
- Articulation for RN-BSN  
- Graduation  
- Grading Policy  
- Grievance/Appeal Process |
| **CCNE I-F, G, IV-F** |

## PHASE I: DATA COLLECTION

<table>
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<tr>
<th>Methodology/ Data Source</th>
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</table>
| Catalogs & University & WSON Student Handbooks for consistency with WSON philosophy & goals.  
Survey: “Student Opinion of University & WSON Policies” | Readmissions Committee |  |

## PHASE II: DATA ANALYSIS & SYNTHESIS OF RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Person/ Committee Responsible</th>
<th>Time with Deadline for Report</th>
<th>Who Decides</th>
<th>Who Implements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readmissions Committee</td>
<td>Spring meeting</td>
<td>UPCC, GPCC, College Dean, Academic Standing Committee, Judiciary Committee, Graduate Dean, Dean for General Education &amp; Academic Support Services, VP for Student Success &amp; Enrollment Services</td>
<td>Dean, Graduate Dean, Dean for General Education &amp; Academic Support Services, VP for Student Success &amp; Enrollment Services, &amp; University President</td>
</tr>
</tbody>
</table>

## PHASE III: DECISION MAKING

<table>
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<tr>
<th>Who Decides</th>
<th>Who Implements</th>
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<tbody>
<tr>
<td>WSON Chair, College Dean, Dean for General Education &amp; Academic Support Services, VP for Student Success &amp; Enrollment Services</td>
<td>WSON Chair, College Dean, Dean for General Education &amp; Academic Support Services, &amp; VP for Student Success &amp; Enrollment Services</td>
</tr>
</tbody>
</table>

### 5.2 Student policies relate to & support the mission, philosophy, & goals of the WSON & University.

| CCNE I-F | Review: University Undergraduate & Graduate Catalogs & University & WSON Student Handbooks for consistency with WSON philosophy & goals.  
Admissions, Progression, & Readmissions Committee | Every 5 years (2001, 2006) | Admissions, Progression, & Readmissions Committee | Every 5 years by end of year Spring meeting | WSON Chair, College Dean, Dean for General Education & Academic Support Services, VP for Student Success & Enrollment Services | WSON Chair, College Dean, Dean for General Education & Academic Support Services, & VP for Student Success & Enrollment Services |
<table>
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<td>Methodology/ Data Source</td>
<td>Person/ Committee Responsible</td>
<td>Time w/ Frequency</td>
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<tr>
<td>IV. STUDENT PERFORMANCE &amp; FACULTY ACCOMPLISHMENTS</td>
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<tr>
<td>1. Student Outcomes</td>
<td>Review: Data on recruitment, admission, readmission to identify diversity of qualified applicants &amp; actual enrollment of students to program.</td>
<td>Admission, Progression, &amp; Readmission Committee &amp; Student Diversity Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>1.1 Recruitment efforts yield adequate number &amp; diversity of qualified applicants.</td>
<td>CCNE I-F</td>
<td></td>
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<tr>
<td>1.2 Formal complaints &amp; grievances submitted by students are objectively reviewed and processed in a timely manner, according to University &amp; WSON policies.</td>
<td>Review: All grievances to ensure timeliness &amp; objectivity of review.</td>
<td>WSON Chair</td>
<td>Annually</td>
</tr>
<tr>
<td>2. Curriculum Outcomes</td>
<td>Review: Course grades &amp; Total Assessment Blueprint</td>
<td>Admission, Progression, &amp; Readmission Committee &amp; Student Diversity Committee</td>
<td>Annually</td>
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<tr>
<td>2.1 Students are able to meet course objectives and program outcomes.</td>
<td>CCNE IV-A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Students are able to successfully complete the nursing program.</td>
<td>Review: Graduation rates of 75% of each Undergraduate class by cohort method &amp; 90% of each Graduate class by cohort method.</td>
<td>Programs Assessment Committee &amp; Student Diversity Committee</td>
<td>Annually</td>
</tr>
<tr>
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<td>Time w/ Frequency</td>
<td>Person/Committee Responsible</td>
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<tr>
<td>2.3 Baccalaureate graduates are able to successfully complete the NCLEX-RN. CCNE IV-A, C</td>
<td>Review: NCLEX pass rates from Georgia Board of Nursing &amp; compare to state &amp; national mean scores with 90% of each class passing on first attempt</td>
<td>Programs Assessment Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>2.4 Nurse practitioner graduates are able to successfully complete the certification examination. CCNE IV-A, C</td>
<td>Review: MSN Graduates examinations pass rates &amp; compare to state &amp; national mean scores with 90% of each class passing within one year.</td>
<td>Programs Assessment Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>2.5 Employment patterns &amp; rates of graduates are acceptable. CCNE IV-C</td>
<td>Survey: Undergraduate &amp; Graduate - Graduates at 6 to 12 months post- graduation to determine employment status Survey: Graduates &amp; Employers one-year post-graduation for patterns &amp; rate of employment with 90% of those seeking employment obtaining jobs within 6 months of graduation. MSN Graduates &amp; Employers also surveyed at 3 year intervals post-graduation</td>
<td>Survey Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>2.6 Graduates &amp; employers perceive satisfaction with the outcomes of the program. CCNE IV-B, C</td>
<td>Survey: BSN &amp; MSN Graduates &amp; Employers one-year post-graduation for program satisfaction. MSN Graduates &amp; Employers also</td>
<td>Survey Committee</td>
<td>Annually</td>
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<tr>
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<td>Methodology/Data Source</td>
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<tr>
<td>2.7 Undergraduate &amp; Graduate - Graduates actively engage in professional development such as:</td>
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<tr>
<td>• Enrolling in graduate programs</td>
<td>Survey: Graduates one-year post-graduation for involvement in professional development. MSN Graduates also surveyed at 3 year intervals post-graduation</td>
<td>Survey Committee</td>
<td>Annually</td>
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<tr>
<td>• Obtaining professional specialty certification</td>
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<td>• Attending continuing education course offerings</td>
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<td>• Holding membership in professional organizations</td>
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<tr>
<td>• Serving as preceptors &amp; mentors</td>
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<tr>
<td>CCNE IV-A, B, C</td>
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<tr>
<td>3. Faculty Outcomes</td>
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<tr>
<td>3.1 Demonstrate effective teaching, service, scholarship &amp; professional development based on annual reviews and promotion and tenure guidelines of University.</td>
<td>Review: Faculty Annual Reviews &amp; Faculty Vitae</td>
<td>WSON Faculty &amp; T &amp; P Committee</td>
<td>Annually &amp; as appropriate for T &amp; P Committee</td>
</tr>
<tr>
<td>CCNE IV-E</td>
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<tr>
<td>3.2 Service, scholarship, &amp; professional development endeavors of the WSON enhance the reputation &amp; support the WSON’s mission, philosophy, &amp; goals.</td>
<td>Review: Faculty vitae</td>
<td>Faculty Development Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>4. School of Nursing Performance</td>
<td>Review: WSON mission &amp; goals with analyzed faculty &amp; student data &amp; Total Assessment Blueprints</td>
<td>Programs Assessment Committee &amp; Faculty Development Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>4.1 The WSON is successful in carrying out its mission &amp; goals.</td>
<td>Review: Comprehensive Evaluation Plan with current criteria from Georgia Board of Nursing &amp; accrediting bodies</td>
<td>Programs Assessment Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>4.2 The Comprehensive Evaluation Plan for WSON is functional.</td>
<td>Review: Comprehensive Evaluation Plan &amp; Programs Assessment Blueprint are used for development, maintenance, &amp; revision of WSON’s mission, philosophy, goals, &amp; curriculum.</td>
<td>Programs Assessment Committee</td>
<td>Every 5 years (2016, 2021)</td>
</tr>
<tr>
<td>4.3 Findings from evaluations for Comprehensive Evaluation Plan &amp; Programs Assessment Blueprint are used for development, maintenance, &amp; revision of WSON’s mission, philosophy, goals, &amp; curriculum.</td>
<td>Review: All publications of University, College, &amp;</td>
<td>WSON Chair &amp; Academic</td>
<td>Annually</td>
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<tr>
<td></td>
<td>Methodology/Data Source</td>
<td>Person/Committee Responsible</td>
<td>Time w/Frequency</td>
</tr>
<tr>
<td>&amp; WSON exhibit accuracy, integrity, responsibility, &amp; promote the philosophy &amp; goals of the WSON, &amp; accurate reflect available resources &amp; student and faculty accomplishments.</td>
<td>WSON for external distribution for accuracy with regards to WSON philosophy &amp; goals.</td>
<td>Advising Coordinator</td>
<td></td>
</tr>
<tr>
<td>CCNE I-E</td>
<td></td>
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</tr>
<tr>
<td>4.5 Collaborative relationships between the WSON &amp; affiliating clinical/community agencies are mutually beneficial.</td>
<td>Survey: Faculty, Students &amp; Clinical Agencies to determine mutually beneficial relationship.</td>
<td>Curriculum Committee, Clinical Advisory Committee, &amp; Community Advisory Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>CCNE I-B, III-E</td>
<td>Review: Minutes from Clinical Advisory Committee and Community Advisory Committees</td>
<td>WSON Chair</td>
<td>Annually</td>
</tr>
<tr>
<td>4.6 Contractual arrangements &amp; letters of agreement with affiliating agencies support the WSON’s mission &amp; goals.</td>
<td>Review: WSON’s philosophy &amp; goals with actual outcomes of contractual agreements with clinical agencies. Survey: “Clinical Agency Site Visit”</td>
<td>Course Faculty</td>
<td>For Undergraduate Program, every 4 years for existing agencies &amp; every semester for new agencies &amp; significant changes at existing agencies</td>
</tr>
<tr>
<td>CCNE I-A,B, III-D</td>
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</tr>
<tr>
<td>EVALUATION CRITERIA</td>
<td>PHASE I: DATA COLLECTION</td>
<td>PHASE II: DATA ANALYSIS &amp; SYNTHESIS OF RECOMMENDATIONS</td>
<td>PHASE III: DECISION MAKING</td>
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<td></td>
<td>Methodology/Data Source</td>
<td>Person/Committee Responsible</td>
<td>Time w/Frequency</td>
</tr>
<tr>
<td>4.7 The Alumni Association functions to support the mission &amp; goals of the WSON.</td>
<td>Review: Activities, donations, &amp; publications of University &amp; Nursing Alumni Association</td>
<td>Alumni Faculty Liaison</td>
<td>Annually</td>
</tr>
<tr>
<td>CCNE I-B, III-G</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Resources for Development of Comprehensive Evaluation Plan:


Commission on Collegiate Nursing Education. (2009, April). Standards for accreditation of baccalaureate and graduate nursing education programs. Washington, DC: Commission on Collegiate Nursing Education.

Georgia Board of Nursing (2008). Rules and regulations. Atlanta, GA: Georgia Board of Nursing.


Original Approval of Plan: 08/27/01
Revised: 12/11
Reviewed 7/13, 7/14, 7/15
# Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<td>1. Synthesize knowledge from a liberal education including social science, natural science,</td>
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<td>nursing care.</td>
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<td>and populations along the health-illness continuum and throughout the lifespan within</td>
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<tr>
<td>multicultural environments.</td>
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<td>3. Utilize leadership skills to critically examine and continuously improve healthcare</td>
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<td>delivery systems, with emphasis on safety, quality, and fiscal responsibility.</td>
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<td>4. Analyze current research and apply conceptual/theoretical models for translating</td>
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<td>evidence into clinical practice.</td>
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<td>5. Apply knowledge and skills in information management and patient care technology in</td>
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<td>the delivery of quality patient care.</td>
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<td>6. Identify the significance of local, state, national, and global healthcare policies</td>
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<td>including financial and regulatory environments.</td>
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<td>7. Demonstrate effective communication skills with an interdisciplinary healthcare team</td>
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<tr>
<td>including collaboration, negotiation and conflict management.</td>
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<td>8. Employ principles of health promotion, and disease/injury prevention in providing care</td>
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<tr>
<td>to individuals and populations.</td>
</tr>
<tr>
<td>9. Assume responsibility and accountability for professionalism, including lifelong</td>
</tr>
<tr>
<td>learning, and the inherent values of altruism, autonomy, human dignity, integrity and</td>
</tr>
<tr>
<td>social justice in the practice of nursing.</td>
</tr>
</tbody>
</table>

## Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Source of Data/Time Frame</th>
<th>Responsible Party for Collection and Analysis</th>
<th>Associated Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX</td>
<td>NCSBN quarterly reporting tools and unofficial self-reporting of graduates on a semester-by-semester basis</td>
<td>Associate Director for the Undergraduate Program</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>NCLEX Pass Rate of 92% for each class on 1st attempt</td>
<td>NCSBN quarterly reporting tools and unofficial self-reporting of graduates on a semester-by-semester basis</td>
<td>Associate Director for the Undergraduate Program</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>ATI</td>
<td>RN Comprehensive Predictor Exam administered each semester by N4417 course coordinator</td>
<td>Testing Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Chair</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Source of Data/Time Frame</td>
<td>Responsible Party for Collection and Analysis</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td><strong>SENIOR ASSESSMENTS</strong></td>
<td>Test Senior Medication Calculation Exam administered each semester by N4417 course coordinator</td>
<td>N4417 Course Coordinator ⊹ Course Reports</td>
<td>2</td>
</tr>
<tr>
<td><strong>SURVEYS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Preceptor Survey</strong></td>
<td>On-line Survey completed by assigned preceptors each semester: ♦ N4417 ♦ N4418</td>
<td>Survey Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Chair</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td><strong>Exit Survey</strong></td>
<td>On-line EBI Survey completed by graduating students each semester</td>
<td>Survey Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Chair</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td><strong>Alumni Survey</strong></td>
<td>On-line EBI Survey by alumni one to two years post-graduation</td>
<td>Survey Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Chair</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td><strong>Employer Survey</strong></td>
<td>On-line EBI Survey completed by employers of alumni one to two years post-graduation</td>
<td>Survey Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Chair</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
</tbody>
</table>
# Kennesaw State University
## Baccalaureate Nursing Program
### EVALUATION OF ASSESSMENT OUTCOMES FROM TESTING

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Evidence of Improvement and Recommendations for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCLEX</strong></td>
<td>GBON/NCSBN annual report for 2013 = %</td>
<td></td>
</tr>
<tr>
<td>NCLEX Pass Rate of 92% for each class on 1st attempt</td>
<td>GBON/NCSBN annual report for 2014 = %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 year average for KSU = %</td>
<td></td>
</tr>
<tr>
<td><strong>ATI</strong></td>
<td>AGS/KSU</td>
<td></td>
</tr>
<tr>
<td>The Comprehensive Predictor Adjusted Group Score (AGS) will meet or exceed the Group Mean Program (GMP) for each semester.</td>
<td>GMP/National</td>
<td>% above GMP</td>
</tr>
<tr>
<td></td>
<td>Fall 2013 n= %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2014 n= %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer 2014 n= %</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Assessments</strong></td>
<td></td>
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</tr>
<tr>
<td>90% of the class will score ≥ 90% on the Senior Medication Calculation Exam for each semester.</td>
<td>Fall 2013 n= % students passed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2014 n= % students passed</td>
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<tr>
<td></td>
<td>Summer 2014 n= % students passed</td>
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</tbody>
</table>
# Kennesaw State University
## Baccalaureate Nursing Program
### EVALUATION OF ASSESSMENT OUTCOMES FROM SURVEYS

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Assessment Results/Evidence</th>
<th>Criteria Met/Not Met</th>
</tr>
</thead>
</table>

Survey Results Related to Each Student Learning Outcome (Aggregate Data 2015-2016)

1. Synthesize knowledge from a liberal education including social science, natural science, nursing science and the art and ethics of caring as a foundation for providing holistic nursing care.

<table>
<thead>
<tr>
<th>Preceptor Survey:</th>
<th>Mean score = surveys sent with surveys returned with % response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum acceptable mean score = 3 (Scale 1-4)</td>
<td>Exit Survey: Mean score = surveys sent with surveys returned with % response</td>
</tr>
<tr>
<td>Exit Survey:</td>
<td>Minimum acceptable mean score = 5 (Scale 1-7)</td>
</tr>
<tr>
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<td>Alumni Survey: Mean score = surveys sent with surveys returned with % response</td>
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<tr>
<td>2. Implement competent, patient-centered care of individuals, families, groups, communities, and populations along the health-illness continuum and throughout the lifespan within multicultural environments.</td>
<td>Preceptor Survey: Mean score = surveys sent with surveys returned with % response</td>
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<td>3. Utilize leadership skills to critically examine and continuously improve healthcare delivery systems, with emphasis on safety, quality, and fiscal responsibility.</td>
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<td><strong>4. Analyze current research and apply conceptual/theoretical models for translating evidence into clinical practice.</strong></td>
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<td><strong>5. Apply knowledge and skills in information management and patient care technology in the delivery of quality patient care.</strong></td>
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<td><strong>6. Identify the significance of local, state, national, and global healthcare policies including financial and regulatory environments.</strong></td>
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Evidence of Improvement and Recommendation for Change

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<td>Employer Survey:</td>
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*Updated 4/2015*
**Kennesaw State University**  
**Nurse Practitioner Program**  
**TOTAL ASSESSMENT BLUEPRINT**

### Program outcomes

10. Demonstrate continuing academic quality of students admitted to the program
11. Maintain a program completion rate of 90% or higher within 4 semesters of admissions
12. Demonstrate improvement in quality and amount of scholarly productivity of faculty
13. Demonstrate improvement in scholarly productivity of students

### Student Learning Outcomes

1. Provide culturally competent age specific primary care to diverse clients based on a strong theoretical and research foundation thereby improving health care delivery and client care outcomes.
2. Use critical thinking, clinical judgment skills and ethics to make safe independent and interdependent clinical decisions, incorporating principles of health promotion, assessment, diagnosis and management of client potential and actual health care problems in a variety of settings.
3. Utilize therapeutic and professional communication techniques with clients, colleagues and other health care professionals in order to facilitate client self-care, coordinate services, secure consultations and referrals by using advanced information and communication technologies when appropriate.
4. Assume the role of the advanced practice nurse by demonstrating accountability for the quality of one’s own practice, engaging in professional activities, advocating for change and working effectively in interdisciplinary relationships.
5. Demonstrate leadership in roles as divergent as clinician, educator, advocate, and manager in a variety of areas such as education, practice and community health programs by influencing health care delivery systems as shaped by healthcare policy and societal norms and expectations.
<table>
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<tr>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>NP Admissions Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 100% of MSN applicants meet the admissions requirements</td>
<td>MS admission data, Fall</td>
<td>Associate Director for the Undergraduate Program</td>
<td>Program outcome 1</td>
</tr>
<tr>
<td>i. MSN applicants have GRE combined score of $\geq 800$ in verbal and quantitative categories.</td>
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<tr>
<td>ii. GPA $\geq 3.0$</td>
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<tr>
<td>2. One year of experience as RN within past 5 years</td>
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</tr>
<tr>
<td><strong>Program Completion Assessment</strong></td>
<td></td>
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</tr>
<tr>
<td>1. 90% of full time students graduate within 4 semesters.</td>
<td>KSU SAS Portal, Fall Data related to student admission and time to graduation</td>
<td>Program Director and Faculty</td>
<td>Program outcome 2</td>
</tr>
<tr>
<td><strong>Faculty Scholarly Productivity Assessment</strong></td>
<td></td>
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</tr>
<tr>
<td>Assessment of faculty scholarship from digital measures 80% of graduate faculty demonstrates active scholarship during evaluation period for example, peer reviewed publication, grant submission, presentation, or book chapter.</td>
<td>Digital Measures, Spring</td>
<td>Director, Associate Director and Faculty</td>
<td>Program outcome 3</td>
</tr>
<tr>
<td><strong>Student Scholarly Productivity Assessment</strong></td>
<td></td>
<td></td>
<td>Program outcome 4</td>
</tr>
<tr>
<td>Assessment of Scholarly projects submitted for presentation or publications and including thesis 100% of students have completed a scholarly project during or within one year of graduation.</td>
<td>Course report of NURS 8864 Alumni survey, Fall 2012</td>
<td>Course Faculty, GPEC</td>
<td></td>
</tr>
<tr>
<td><strong>NP Assessment Criteria</strong></td>
<td><strong>Source of Data/Time Frame</strong></td>
<td><strong>Responsible Party for Collection and Analysis</strong></td>
<td><strong>Associated Student Learning Outcome</strong></td>
</tr>
<tr>
<td>---------------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Residency Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Care Residency I</td>
<td>Preceptor Evaluation Summary, Fall, Spring, Summer</td>
<td>N 8850, an 8851, N 8852, N8853 Course Faculty GPEC</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Primary Care Residency II</td>
<td></td>
<td></td>
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<tr>
<td>Primary Care Residency III</td>
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</tr>
<tr>
<td>Primary Care Residency IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% of preceptor evaluations will have a minimum score of 3 (Scale 1-4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% of class will complete the scholarly project with 80 or higher score.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification Exam NP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% of the class will pass the Certification Exam</td>
<td>Program director</td>
<td>SLO 4</td>
<td></td>
</tr>
<tr>
<td>SURVEYS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor Survey</td>
<td>Survey completed by assigned preceptors each semester: ♦ NURS 8853</td>
<td>Survey committee Report provided each Spring Semester to Director, Graduate Faculty, GPEC, &amp; WSON Chair</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>On-line Survey completed by graduating students</td>
<td>Survey Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Graduate program Chair</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>On-line Survey by alumni one year post-graduation</td>
<td>Survey Committee Report provided each Fall Semester to GPEC, Faculty, &amp; WSON Chair</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>On-line EBI Survey completed by employers of alumni one to two years post-graduation</td>
<td>Survey Committee Report provided each Fall Semester to UPEC, Faculty, &amp; WSON Graduate Chair</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

**Kennesaw State University**
# Advanced Care Management and Leadership – Graduate Nursing Program

## TOTAL ASSESSMENT BLUEPRINT

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program outcomes</strong></td>
</tr>
<tr>
<td>1. Select and admit qualified applicants who have the academic and professional skills necessary to succeed in the MSN ACML program.</td>
</tr>
<tr>
<td>2. Increase the number of students completing the ACML program tracks within 4 semesters for full-time students and 7 semesters for part-time students.</td>
</tr>
<tr>
<td>3. Demonstrate improvement in quality and amount of scholarly productivity of faculty</td>
</tr>
<tr>
<td>4. Demonstrate improvement in scholarly productivity of students</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Apply theoretical frameworks and technology in implementation and management of programs in advanced nursing roles.</td>
</tr>
<tr>
<td>2. Analyze the impact of social, economic, ethical, legal, and cultural influences on advanced nursing roles and practice</td>
</tr>
<tr>
<td>3. Employ critical thinking and collaborative strategic planning skills in the implementation of change processes to improve quality care outcomes.</td>
</tr>
<tr>
<td>4. Apply knowledge of research utilization and the research process related to improving nursing practice.</td>
</tr>
<tr>
<td>5. Apply knowledge of health policy development process to improve health care outcomes.</td>
</tr>
<tr>
<td>6. Demonstrate the ability to practice in an advanced nursing role.</td>
</tr>
<tr>
<td>7. Produce a level of scholarship in support of preparation for doctoral study.</td>
</tr>
<tr>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>ACML Admissions Assessment</strong></td>
</tr>
<tr>
<td>3. 100% of MSN applicants meet the admissions requirements</td>
</tr>
<tr>
<td>i. MSN applicants have GRE combined score of ≥800 in verbal and quantitative categories.</td>
</tr>
<tr>
<td>ii. GPA ≥ 3.0</td>
</tr>
<tr>
<td>iii. One year of experience as RN within past 5 years</td>
</tr>
<tr>
<td>MSN admission data from student records, Fall</td>
</tr>
<tr>
<td><strong>Program Completion Assessment</strong></td>
</tr>
<tr>
<td>2. 80% of full time students graduate within 4 semesters.</td>
</tr>
<tr>
<td>3. 80% of part time students graduate within 7 semesters</td>
</tr>
<tr>
<td>KSU SAS Portal, Fall</td>
</tr>
<tr>
<td><strong>Faculty Scholarly Productivity Assessment</strong></td>
</tr>
<tr>
<td>Assessment of faculty scholarship from digital measures</td>
</tr>
<tr>
<td>80% of graduate faculty demonstrates active scholarship during evaluation period for example, peer reviewed publication, grant submission, presentation, or book chapter.</td>
</tr>
<tr>
<td>Digital Measures, Spring</td>
</tr>
<tr>
<td><strong>Student Scholarly productivity Assessment</strong></td>
</tr>
<tr>
<td>Assessment of Scholarly projects submitted for presentation or publications and including thesis 100% of students have completed a scholarly project during or within one year of graduation.</td>
</tr>
<tr>
<td>Course report of NURS 8863 Alumni survey, Fall</td>
</tr>
<tr>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Nurse Education and Nursing Administration Thesis Assessment</strong></td>
</tr>
<tr>
<td>80% of the class will successfully complete (≥ 90%) on the Graduate Thesis Defense</td>
</tr>
<tr>
<td>90% of the class will successfully complete the Leadership or Education Practicum</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td><strong>SURVEYS</strong></td>
</tr>
<tr>
<td><strong>Preceptor Survey</strong></td>
</tr>
<tr>
<td>80% will have minimum score of 3. (Scale 1-4)</td>
</tr>
<tr>
<td><strong>Exit Survey</strong></td>
</tr>
<tr>
<td>80% will have a minimum score of 3. (Scale 1-4)</td>
</tr>
<tr>
<td><strong>Alumni Survey</strong></td>
</tr>
<tr>
<td>80% will have a minimum score of 3. (Scale 1-4)</td>
</tr>
<tr>
<td><strong>Employer Survey</strong></td>
</tr>
<tr>
<td>80% will have a minimum score of 3. (Scale 1-4)</td>
</tr>
</tbody>
</table>

**Kennesaw State University**
# Doctor of Nursing Science Program
## TOTAL ASSESSMENT BLUEPRINT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Means of Assessment: Criteria</th>
<th>Time Frame &amp; Party Responsible for Data collection</th>
<th>Responsible Party for Data Analysis &amp; Report Deadline Date</th>
<th>Assessment Results</th>
<th>Use of Results for CQI &amp; Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Criteria</strong></td>
<td>Multiple data points, GRE, GPA, Interview, Goal statement, etc. (See Rubric for Evaluation of Admission to DNS Program attached)</td>
<td>Application deadline for fall 2009 was June 1 (due to BOR approval date)</td>
<td>Doctoral Program Coordinator and Doctoral Faculty</td>
<td>Rubric Scoring: Minimum score=0 Maximum score with interview=24</td>
<td>Spring 2009: 13 apps, 11 apps completed, 8 interviewed, 6 offered admission, 5 started program (1 to another pg.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changed to March 1 for fall 2010 admission to give students more time to apply for scholarships and ext. funding</td>
<td>Decision deadline July 1 or fall 2009</td>
<td>Maximum score without interview=26</td>
<td>Spring 2010: 12 apps, 11 apps completed, 8 interviewed, 7 offered adm (2 to another pg.) 5 to start program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Decision deadline April 11 for fall 2010</td>
<td>Minimum score to be considered for adm=14</td>
<td>Admission Criteria and Eval Rubric work well</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid score meeting all criteria=20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Avg. score to be interviewed=20</td>
<td></td>
</tr>
<tr>
<td><strong>End of First Year</strong></td>
<td>Preliminary Examination Covering integration of content from 5 courses: STATS 1, STATS 2, N9000, N9005, &amp; N9015</td>
<td>Between the end of Summer and Fall semester</td>
<td>Doctoral Program Coordinator and Doctoral Faculty</td>
<td>See Preliminary Exam evaluation criteria (attached)</td>
<td>Remediation? (students may repeat exam 1 time) Exit program? (after 2nd failure of exam) Continue in program? (when Prelim is passed)</td>
</tr>
<tr>
<td><strong>End of Second Year</strong></td>
<td>Comprehensive Examination</td>
<td>After completion of 50-60 hours of coursework</td>
<td>Doctoral Advisory Committee</td>
<td>See Comprehensive Exam evaluation criteria (attached)</td>
<td></td>
</tr>
<tr>
<td>End of Program Outcomes</td>
<td>Means of Assessment: Criteria</td>
<td>Time Frame &amp; Party Responsible for Data Collection</td>
<td>Responsible Party for Data Analysis &amp; Report Deadline Date</td>
<td>Assessment Results</td>
<td>Use of Results for CQI &amp; Recommendations</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. Synthesize knowledge of the theoretical foundations of nursing and related fields</td>
<td>A. Preliminary Examination (See evaluation criteria attached)</td>
<td>A. End of 1st year of coursework: Stats 1, Stats 2, N9000, N9005, N9015</td>
<td>A. Doctoral Program Coordinator and Doctoral Faculty</td>
<td>A. PASS on 1st attempt: continue in program&lt;br&gt;FAIL on 1st attempt: retake exam x 1&lt;br&gt;PASS on 2nd attempt: continue in program&lt;br&gt;FAIL on 2nd attempt: terminated from program</td>
<td>A. Continuation in program, Remediation, or Exit program&lt;br&gt;Faculty will use examination results to revise course content and learning activities as needed to enhance student knowledge synthesis</td>
</tr>
<tr>
<td></td>
<td>B. Comprehensive Examination (See evaluation criteria attached)</td>
<td>B. End of 50-60 hours of coursework</td>
<td>B. Doctoral Program Coord. And Doctoral Advisory Committee</td>
<td>B. PASS on 1st attempt: admitted to candidacy FAIL on 1st attempt: retake exam x 1&lt;br&gt;PASS on 2nd attempt: admitted to candidacy FAIL on 2nd attempt: terminated from program</td>
<td>B. Same as above</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Program Outcomes</td>
<td>Means of Assessment: Criteria</td>
<td>Time Frame &amp; Party Responsible for Data Collection</td>
<td>Responsible Party for Data Analysis &amp; Report Deadline Date</td>
<td>Assessment Results</td>
<td>Use of Results for CQI &amp; Recommendations</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>---------------------------------------------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>2. Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education and practice-based solutions to health and health care problems</td>
<td>Written research proposals developed in N9015 Quantitative Inquiry and N9025 Qualitative Inquiry</td>
<td>End of courses, Course assignments submitted to course faculty</td>
<td>Doctoral Program Coord. And Doctoral Faculty</td>
<td>Proposals evaluated according to Grading Rubrics developed by course faculty</td>
<td>Continue with or revise course content and learning activities based on student performance</td>
</tr>
<tr>
<td>3. Advance the body of nursing knowledge by identifying gaps in the knowledge base of practice, conducting applied research and evaluation of nursing interventions and health care outcomes, and disseminating evidence-based solutions to problems within health care</td>
<td>Students conduct a research project in N9035, Practicum in Applied Nursing Research</td>
<td>End of courses, Course activity supervised by course faculty and research mentors</td>
<td>Doctoral Program Coord., Doctoral Faculty, and Research mentors in educational and healthcare organizations</td>
<td>Research projects evaluated according to goals and objectives for the project developed by course faculty, research mentor, and students</td>
<td>Continue with or revise course content and learning activities (research project) based on student performance</td>
</tr>
<tr>
<td>End of Program Outcomes</td>
<td>Means of Assessment: Criteria</td>
<td>Time Frame &amp; Party Responsible for Data Collection</td>
<td>Responsible Party for Data Analysis &amp; Report Deadline Date</td>
<td>Assessment Results</td>
<td>Use of Results for CQI &amp; Recommendations</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>4. Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of population-based health care models and health care responses to health disparities locally and globally.</td>
<td>Students analyze a health disparity issue and conduct a health disparity project in N9104, Phil. Foundations of Health Disparities, and N9110, Sociopolit. Theories and Models in Health Disparities</td>
<td>End of courses, Course activities supervised by course faculty</td>
<td>Doctoral Program Coordinator and Doctoral Faculty</td>
<td>Analysis and project evaluated according to grading rubrics developed by course faculty</td>
<td>Continue with or revise course content and learning activities based on student performance</td>
</tr>
<tr>
<td>5. Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of innovative and outcome focused nursing curriculum models incorporating nursing, philosophy, and education theories to facilitate student learning and success</td>
<td>Students analyze a nursing education issue and conduct a nursing education project in N9205, Phil. Foundations of Nursing Ed, and N9210, Curriculum Theories/Models in Nursing</td>
<td>End of courses, Course activities supervised by course faculty</td>
<td>Doctoral Program Coordinator and Doctoral Faculty</td>
<td>Analysis and project evaluated according to grading rubrics developed by course faculty</td>
<td>Continue with or revise course content and learning activities based on student performance</td>
</tr>
</tbody>
</table>
Kennesaw State University
WellStar College of Health and Science
WellStar School of Nursing

Standardized Nation-Wide Nursing Exams

Baccalaureate nursing students are required to participate in the Assessment Technologies Incorporated (ATI) Comprehensive Assessment administered throughout the curriculum by the WellStar School of Nursing. The purpose of this program is to reduce student attrition, increase student passing on the licensure exam, and ultimately prepare the student for success in practice. Orientation is offered each semester to all new students and faculty. Getting started videos and other resources are available by logging onto www.atitesting.com.

ASSESSMENT AND REMEDIATION

- Students will take a required ATI Proctored Assessment for most nursing courses.

- Students scoring below 70% correct on any item category of the ATI Assessment should:
  Review specific content weaknesses as identified by the student's “My Results” Tab and complete the appropriate Focus Review.

- Following the Proctored Assessment students are recommended to complete the following plan:
  - Meet with course faculty to review areas of weakness.
  - Remediate specific areas of content weakness as identified by the student’s Focus Review Plan and as directed by course faculty.
  - Complete the appropriate remediation and forward completed remediation report as directed by course faculty.

- Course Coordinators will inform students of the dates for Proctored Assessments.

SCHEDULE OF PROCTORED ASSESSMENTS

Each course will delineate in the syllabus the date/time for the Proctored Assessment.

COST

Monies for this Comprehensive Program are allocated as a one-time fee paid upon entrance into the WSON.
**Time Line for ATI Testing Traditional Program**

<table>
<thead>
<tr>
<th>1&lt;sup&gt;ST&lt;/sup&gt; SEMESTER</th>
<th>2&lt;sup&gt;ND&lt;/sup&gt; SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals (Proctored)</td>
<td>Medical Surgical (Practice)</td>
</tr>
<tr>
<td></td>
<td>Pharmacology (Proctored)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3&lt;sup&gt;RD&lt;/sup&gt; SEMESTER</th>
<th>4&lt;sup&gt;TH&lt;/sup&gt; SEMESTER</th>
<th>5&lt;sup&gt;TH&lt;/sup&gt; SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health (Proctored)</td>
<td>Community Health (Proctored)</td>
<td>Leadership (Proctored)</td>
</tr>
<tr>
<td>Nursing Care of Children (Proctored)</td>
<td>Medical Surgical (Proctored)</td>
<td>Comprehensive (Proctored)</td>
</tr>
<tr>
<td>Maternal/Newborn (Proctored)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course placement of exams is subject to change. Each course syllabus includes the specific ATI Exam for that course and is the definitive source for Placement of ATI.

Updated: 7/28/06, 7/31/12, 7/9/13, 7/15
# Time Line for ATI Testing Accelerated Program

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals (Proctored)</td>
<td>Medical Surgical (Practice)</td>
</tr>
<tr>
<td></td>
<td>Pharmacology (Proctored)</td>
</tr>
<tr>
<td></td>
<td>Mental Health (Proctored)*</td>
</tr>
<tr>
<td></td>
<td>*Summer &amp; Fall Entry Students only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Care of Children (Proctored)</td>
<td>Community (Proctored)</td>
</tr>
<tr>
<td>Maternal Newborn (Proctored)</td>
<td>Leadership (Proctored)</td>
</tr>
<tr>
<td>Medical Surgical (Proctored)</td>
<td>Comprehensive (Proctored)</td>
</tr>
<tr>
<td>Mental Health (Proctored) **</td>
<td>** Spring Entry Students Only</td>
</tr>
</tbody>
</table>

Updated: 7/28/06, 7/31/12, 7/9/13

Course placement of exams is subject to change. Each course syllabus includes the specific ATI Exam for that course and is the definitive source for Placement of ATI.
RN Content Mastery Series 2013 Proficiency Level Definitions

Content Mastery Series
Proficiency Level Definitions

Proficiency Level 1 – student meeting this criterion:

• is expected to minimally meet NCLEX-RN® standards in this content area.
• should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
• should meet the absolute minimum expectations for performance in this content area.
• demonstrates achievement of a minimal level of competence needed for professional nursing practice in this content area.

Proficiency Level 2 – student meeting the criterion:

• is expected to readily meet NCLEX-RN® standards in this content area.
• should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
• should exceed minimum expectations for performance in this content area.
• demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.

Proficiency Level 3 – student meeting the criterion:

• is expected to exceed NCLEX-RN® standards in this content area.
• should demonstrate a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
• should exceed most expectations for performance in this content area.
• demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.

Updated 7/15
The WellStar School of Nursing of Kennesaw State University recognizes the need to provide orientation and development activities for all faculty members. While these activities are desirable for all faculty at Kennesaw State University, factors that make role development of particular importance are:

1. The presence of both Undergraduate and Graduate programs with cross teaching between programs.
2. Use of part-time faculty in several courses.
3. Changes in nursing and healthcare sometimes leads to hiring of faculty with no previous teaching experience.

Process of development includes:

a. Campus-wide orientation for all full-time faculty.
b. Orientation by Program Director and Course Coordinator for both full-time and part-time faculty.
c. Mentoring for new full-time faculty with a seasoned nursing faculty member.
d. Provision of part-time faculty coordinator as a contact person for part-time faculty.
e. Annual conferences with WellStar School of Nursing Director for all full-time faculty.
f. Faculty development seminars.
g. Copy of WellStar School of Nursing Faculty and Nursing Student Handbooks for all full-time and part-time faculty.
h. Orientation of faculty members whose teaching assignment is in a different department from their primary assignment.
Admission Requirements for BSN Degree

For admission and progression requirements, as well as readmission policy, see Kennesaw State University Undergraduate Catalog.

Progression and Readmission Policies within the Baccalaureate Nursing Program

Criteria for progression to the junior and senior year and graduation from the baccalaureate degree program are as follows:

1. Receive at least a “C” in all nursing, natural science and mathematics courses.
2. Maintain a cumulative GPA of 2.7.
3. A student may repeat only one nursing course (including BIO 3317, Human Pathophysiology). A grade less than “C” in any two nursing courses will result in being dismissed from the program. Students who are dismissed are not eligible to reapply. Students must earn a minimum of “C” in each nursing course and Biology 3317 (Human Pathophysiology) to progress.
4. For each Nursing course that includes objective exams as a part of the grade, a student must achieve an average of 75% on objective exams before other components of the grade are calculated into final grade (i.e., papers, projects, etc.) Grades on objective exams will be rounded from 74.5 to 75. Grade averages at 74.4 will be rounded down to 74.

If a student leaves the program temporarily, whether by choice or because of failure, readmission to the nursing sequence is not guaranteed. Eligible students who drop out of the nursing sequence for any reason will be readmitted to the sequence on a space-available basis. Students will be accommodated in rank order according to their GPA. Students interested in reentry must notify the Associate Director in writing of their interest. A student who has a cumulative GPA of less than 2.7 or less than a “C” in all completed natural science and mathematics courses will not be considered for readmission. If a student has been on a leave from the nursing program for more than two calendar years, then the student will need to reapply for admission to the program and repeat the entire sequence of required nursing courses.

Transfer Credit for Undergraduate Nursing Courses

In order for any course to be considered for transfer credit, the nursing course must be from an accredited nursing program within the past two years and a grade of “B” or better, received in the course. Nursing courses older than two years will be considered only if the student has been out of the former program for two terms or less and was continuously enrolled in the former nursing program. A letter must be obtained from the School of Nursing Chair/Department Head stating that the student is eligible to return to the
nursing program and is in good academic standing. Students who are not eligible to return to their former nursing program will not be able to apply to the nursing program. In addition, students will need to successfully complete a medication calculation test at 90% or better (limited to two attempts) and nursing skills check-off (limited to three attempts) before beginning a clinical nursing course.

**Admission, Progression, and Retention Decision Appeals**

A formal appeal of a decision to deny admission, to delay progression, or to dismiss a student from the WellStar School of Nursing may be made to the Admissions, Progression and Retention Committee within 30 days of notification. Instructions and forms for such appeals are available in the School Office. An appeal must be on exceptional and extenuating circumstances and/or other pertinent information not previously available or considered. The committee will review the student appeal and notify the student of its decision in writing. If a student wishes to appeal the decision of the Admissions, Progression and Retention Committee, a formal appeal must be submitted in writing to the Director of the WellStar School of Nursing or designee within 30 day of receipt of notification of the Committee’s decision. The decision of the Director is final.

**General Requirements for Admission to the Graduate Programs**

**WellStar Primary Care Nurse Practitioner Program admission requires:**

Admission decisions for acceptance into Kennesaw State University’s WellStar Nurse Practitioner Program are based on the overall evaluation of the following components:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of **at least 3.0**.

2. A **minimum** of three years full-time professional experience as a Registered Nurse, documented in a professional résumé. (Experience must have occurred within the last five years and have involved direct patient care.) Preference will be given to those candidates with a greater amount of professional experience.

3. Current RN licensure in the state of Georgia (submit copy).

4. Acceptable scores on the General Test of Graduate Examination (GRE) is required.

5. Written statement of personal program goals.

6. Undergraduate physical assessment course.

7. Undergraduate research course.

8. Undergraduate statistics course.

International applicants have additional requirements. See Graduate Admission section of this catalog.

**General Requirements for Admission to the MSN in Advanced Care Management and Leadership Program**

Admission decisions for acceptance into Kennesaw State University’s MSN in Advanced Care Management & Leadership Program are based on overall evaluation of the following components:

1. Baccalaureate degree in nursing from a nationally accredited institution with a satisfactory GPA of **at least 3.0**.

2. **Minimum one year of** full-time professional experience as a Registered Nurse, documented in a professional resume. (Experience must have occurred within the last five years and have involved direct patient care.) Preference will be given to those candidates with a greater amount of professional experience.

3. Current RN licensure in the state of Georgia (submit copy).

4. Acceptable scores on the General Test of Graduate Examination (GRE).

5. A formal statement of personal goals for the program.

6. Undergraduate research course.

7. Undergraduate statistics course.

8. Undergraduate physical assessment course.


**Transfer Credit**

Up to 15 quarter hours or nine semester hours of graduate work from other accredited institutions may be transferred. This work must correspond to Kennesaw State University MSN curriculum. Decisions regarding this transfer will be made by the program director. The credit to be considered for transfer will not be more than five years old at the time the student enters.

**Course Repeat Policy**

A student may repeat any individual course in the MSN curriculum only once. Earning a grade of less than **B (80)** in a course the second time it is taken will result in being dropped from the program.

**Grades**

Students must earn a grade of **B (80)** or better in every course in order to progress in the program.
Petition to Graduate

MSN candidates must petition to graduate at least one semester prior to the semester in which they complete their degree requirements. Petition to graduate forms are available in the program director’s office.

Reviewed 7/13, 6/14, 7/15
## BSN Calendar of Courses - Traditional Program

### Five Semesters Starting in the Fall*

<table>
<thead>
<tr>
<th>Fall Semester (1)</th>
<th>Spring Semester (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3209 - Holistic Nursing 4-6-6</td>
<td>NURS 3313 - Adult Health Nursing 3-9-6</td>
</tr>
<tr>
<td>NURS 3309 - Health Assessment 2-3-3</td>
<td>NURS 3302 - Professionalism and Ethics in Nursing 3-0-3</td>
</tr>
<tr>
<td>BIOL 3317 - Human Pathophysiology 3-0-3</td>
<td>NURS 3303 Pharmacology 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (3)</th>
<th>Spring Semester (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3314 – Mental Health Nursing 2-3-3</td>
<td>NURS 4412 - Community Nursing 2-9-5</td>
</tr>
<tr>
<td>NURS 3318 – Parent &amp; Child Nursing 3-9-6</td>
<td>NURS 4414 - Complex Health Nursing 3-0-3</td>
</tr>
<tr>
<td>NURS Elective 3-0-3</td>
<td>*NURS 4402 - Research 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4416 - Leadership 3-0-3</td>
</tr>
<tr>
<td>NURS 4417 – Adv. Clinical Practicum 0-12-4</td>
</tr>
</tbody>
</table>

### Five Semesters Starting in the Spring*

<table>
<thead>
<tr>
<th>Spring Semester (1)</th>
<th>Fall Semester (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3209 - Holistic Nursing 4-6-6</td>
<td>NURS 3313 - Adult Health Nursing 3-9-6</td>
</tr>
<tr>
<td>NURS 3309 - Health Assessment 2-3-3</td>
<td>NURS 3302 - Professionalism and Ethics in Nursing 3-0-3</td>
</tr>
<tr>
<td>BIOL 3317 - Human Pathophysiology 3-0-3</td>
<td>NURS 3303 Pharmacology 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (3)</th>
<th>Summer Semester (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3314 - Mental Health Nursing 2-3-3</td>
<td>NURS 4412 - Community Nursing 2-9-5</td>
</tr>
<tr>
<td>NURS 3318 - Parent &amp; Child Nursing 3-9-6</td>
<td>NURS 4414 - Complex Health Nursing 3-0-3</td>
</tr>
<tr>
<td>NURS Elective 3-0-3</td>
<td>*NURS 4402 - Research 3-0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4416 - Leadership 3-0-3</td>
</tr>
<tr>
<td>NURS 4417 - Adv. Clinical Practicum 0-12-4</td>
</tr>
</tbody>
</table>

*May be taken at any point in the curriculum.

**NURS Electives**: See KSU Undergraduate Catalog (3 credit hours)

**PSYCH 3305** – Life Span Development Psychology 3-0-3

Free elective any course in University curriculum 3-0-3

*NURS 3313 Adult Health Nursing; NURS 3314 Mental Health Nursing and NURS 3318 Parent & Child Nursing is not offered in Summer Session except for accelerated students.
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

BSN ACCELERATED TRACK PROGRAM

The Accelerated program enables those with existing undergraduate degrees in other fields to earn a baccalaureate degree in nursing in four straight semesters.

<table>
<thead>
<tr>
<th>SEMESTER CALENDARS</th>
<th>BEGINNING SPRING SEMESTER</th>
<th>BEGINNING FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING</td>
<td>BIOL 3317 - 3 hrs.</td>
<td>BIOL 3317 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3209 - 6 hrs.</td>
<td>NURS 3209 - 6 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3309 - 3 hrs.</td>
<td>NURS 3309 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4402 - 3 hrs.</td>
<td>NURS 4402 - 3 hrs.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>NURS 3313 - 6 hrs.</td>
<td>NURS 3303 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3302 - 3 hrs.</td>
<td>NURS 3303 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS Elect. - 3 hrs.</td>
<td>NURS 4402 - 3 hrs.</td>
</tr>
<tr>
<td>FALL</td>
<td>NURS 3314 - 3 hrs.</td>
<td>NURS 3302 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 3318 - 6 hrs.</td>
<td>NURS 3303 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4414 - 3 hrs.</td>
<td>NURS 3303 - 3 hrs.</td>
</tr>
<tr>
<td>SPRING</td>
<td>NURS 4412 - 5 hrs.</td>
<td>NURS 3318 - 6 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4416 - 3 hrs.</td>
<td>NURS 4414 - 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4417 - 4 hrs.</td>
<td>NURS 4414 - 3 hrs.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>NURS Elect. - 3 hrs.</td>
<td>NURS 4417 - 4 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL</td>
<td>NURS 4412 - 5 hrs.</td>
<td>NURS 4417 - 4 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 4416 - 3 hrs.</td>
<td>NURS 4417 - 4 hrs.</td>
</tr>
</tbody>
</table>
BSN ADVANCED PLACEMENT PROGRAMS (BRIDGE COURSE)

A convenient, one-year program for Registered Nurses with an Associate degree or Diploma in Nursing.

The BSN program offers a bridge course (NURS 3320) for RNs in the spring semester. Upon completion of this course, the RN enters the senior courses in the BSN program. Provided the RN completes all of the nursing and other University degree requirements, this student can graduate within one year. For questions or information, contact the WellStar College of Health and Human Services Advisor.

<table>
<thead>
<tr>
<th>CALENDAR OF COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING SESSION</strong></td>
</tr>
<tr>
<td>NURS 3320 - Bridge Course</td>
</tr>
<tr>
<td>NURS 3309 - Health Assessment</td>
</tr>
<tr>
<td>NURS 4402 – Research</td>
</tr>
</tbody>
</table>

**FALL SESSION**

NURS 4416 - Leadership
NURS 4418 - Clinical Project
NURS Elective

Students should meet with the RN-BSN Coordinator, Dr. Gloria Taylor, or Assistant Director of Nursing Enrollment Services, Ms. Fran Herzig, for advisement prior to registering for courses.

Following a review of the nursing programs in the WellStar School of Nursing, the decision has been made to discontinue the (ASN-BSN Bridge) curriculum option. This was a difficult decision; however, after reviewing the graduation rates from this program over the past three years it was clear that faculty resources used to support this curriculum option should be redirected to other programs within the School of Nursing. We recognize that this decision may be disappointing to students intending to enroll, but this decision is best for all parties since there are many other acceptable options for registered nurses to pursue in order to reach their education goals within and outside of the metropolitan Atlanta area, especially online programs.

Therefore, this serves as formal notice that the ASN-BSN bridge program will only accept new applicants in 2014 and we will be committed to these students through December 2016.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer (Semester 1)</th>
<th>Fall (Semester 2)</th>
<th>Spring (Semester 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIST 2112 American History</td>
<td>NURS 3209 Holistic Nursing</td>
<td>NURS 3314 Mental Health</td>
</tr>
<tr>
<td></td>
<td>POLS 1101 American Gov't</td>
<td>NURS 3309 Health Assess</td>
<td>NURS 3313 Adult Health</td>
</tr>
<tr>
<td></td>
<td>(May take bypass exam for HIST &amp; POLS)</td>
<td>NURS 3303 Pharmacology</td>
<td>NURS 3302 Ethics &amp; Professionalism</td>
</tr>
<tr>
<td></td>
<td>(may Challenge)</td>
<td>NURS 7755 Adv. Pharmacology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS Elective</td>
<td>NURS 7765 Adv. Patho.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td></td>
<td>Total Hours: 12</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 15</td>
<td></td>
<td>Total Hours: 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Summer (Semester 4)</th>
<th>Fall (Semester 5)</th>
<th>Spring (Semester 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 3318 Parent Child</td>
<td>NURS 4412 Community</td>
<td>Take NCLEX (Must possess a valid Georgia RN license to start Residency)</td>
</tr>
<tr>
<td></td>
<td>NURS 4416 Leadership</td>
<td>NURS 4417 Clinical Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 4414 Complex</td>
<td>NURS 7735 Adv. Health Assess.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(if Challenge not passed)</td>
<td>NURS 7755 Adv. Pharmacology</td>
<td>NURS 7725 Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NURS 7765 Adv. Patho.</td>
<td>NURS 8800 Common Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(If Challenges not passed)</td>
<td>NURS 8850 Residency I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin paying Premium Pricing for FNP program.</td>
<td>NURS 7746 Research I</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 9-12</td>
<td>Total Hours: 9-17</td>
<td>(if needed)</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 9-12</td>
<td>Total Hours: 9-11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Summer (Semester 7)</th>
<th>Fall (Semester 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 8805 Common Child</td>
<td>NURS 8830 Reproductive Health</td>
</tr>
<tr>
<td></td>
<td>NURS 8851 Residency II</td>
<td>NURS 8852 Residency III</td>
</tr>
<tr>
<td></td>
<td>NURS 7715 Role</td>
<td>NURS 8853 Residency IV</td>
</tr>
<tr>
<td></td>
<td>(if needed)</td>
<td>NURS 8854 Research II</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 9</td>
<td>Total Hours: 12</td>
</tr>
</tbody>
</table>

This plan is based on the premise that students will be admitted in time to take the history and political science prerequisites in the summer prior to starting nursing courses. Lower Division Hours – 6; Total Nursing Undergraduate Hours – 54; Total Nursing Graduate Hours – 40 (with two research courses).

**Competency in US and Georgia History and US and Georgia Constitution** MUST BE COMPLETED PRIOR TO GRADUATE WITH THE BSN. Students must take POLS 1101 American Government and HIST 2112 American History at a Georgia institution to satisfy this requirement. On-campus Bypass or CLEP examinations may be taken to successfully satisfy the requirements for POLS 1101 and HIST 2112.

http://www.kennesaw.edu/caps/test-history.htm
http://www.kennesaw.edu/caps/test-constitution.htm
# SEMESTER SCHEDULE

## PRIMARY CARE NURSE PRACTITIONER CURRICULUM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7715 – 2 hrs.</td>
<td>NURS 7725 – 2 hrs.</td>
</tr>
<tr>
<td>NURS 7735 – 4 hrs.</td>
<td>NURS 7746 – 2 hrs.</td>
</tr>
<tr>
<td>NURS 7755 – 2 hrs.</td>
<td>NURS 8800 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 7765 – 2 hrs.</td>
<td>NURS 8850 – 4 hrs.</td>
</tr>
<tr>
<td>Residency – 90 hrs.</td>
<td>Residency – 135 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8805 – 3 hrs.</td>
<td>NURS 8830 – 2 hrs.</td>
</tr>
<tr>
<td>or</td>
<td>NURS 8852 – 4 hrs.</td>
</tr>
<tr>
<td>NURS 8815 – 3 hrs.</td>
<td>NURS 8853 – 4 hrs.</td>
</tr>
<tr>
<td>NURS 8851 – 4 hrs.</td>
<td>NURS 8854 – 2 hrs.</td>
</tr>
</tbody>
</table>

## NURSE ADMINISTRATION AND HEALTH POLICY TRACK PROGRAM CURRICULUM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7796 – 4 hrs.</td>
<td>NURS 7747 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 7793 – 4 hrs.</td>
<td>NURS 7780 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 7745 – 4 hrs.</td>
<td>NURS 8880 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>Practicum – 90 hrs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7794 – 3 hrs.</td>
<td>NURS 7795 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 6150 – 3 hrs.</td>
<td>NURS 8863 – 0-3 hrs. variable</td>
</tr>
<tr>
<td>NURS 8881 – 3 hrs.</td>
<td>NURS 8882 - 4 hrs.</td>
</tr>
</tbody>
</table>
## NURSING EDUCATION LEADERSHIP TRACK PROGRAM CURRICULUM

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
</table>
| NURS 7736 – 3 hrs.  
NURS 7751 – 3 hrs.  
NURS 7745 – 4 hrs.  
Practicum – 45 hrs. | NURS 7747 – 3 hrs.  
NURS 7752 – 3 hrs.  
NURS 8873 – 4 hrs.  
Practicum - 135 hrs. |

<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
</table>
| NURS 7737 – 3 hrs.  
NURS 7753 – 3 hrs.  
NURS 8874 – 3 hrs.  
Practicum – 90 hrs. | NURS 7755 – 2 hrs.  
NURS 7765 – 2 hrs.  
NURS 8863 – 3 hrs.  
NURS 8875 – 4 hrs.  
Practicum – 135 hrs. |
### DNS PROGRAM OF STUDY FULL TIME

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 9101 – 3 hrs.</td>
<td>NURS 9102 – 3 hrs.</td>
<td>NURS 9205 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9000 – 3 hrs.</td>
<td>NURS 9005 – 3 hrs.</td>
<td>NURS 9105 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9010 – 3 hrs.</td>
<td>NURS 9100 – 3 hrs.</td>
<td>EDUCATION ELEC. – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>PRELIMINARY EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NURS 9015 – 3 hrs.</td>
<td>NURS 9025 – 3 hrs.</td>
<td>NURS 9405 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9210 – 3 hrs.</td>
<td>NURS 9035 – 3 hrs..</td>
<td>ELECTIVE – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9110 – 3 hrs.</td>
<td>ELECTIVE – 3 hrs.</td>
<td>COMPREHENSIVE EXAM</td>
</tr>
<tr>
<td>3</td>
<td>NURS 9400 – 3 hrs.</td>
<td>NURS 9400 – 3 hrs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### DNS PROGRAM OF STUDY PART TIME

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 9101 – 3 hrs.</td>
<td>NURS 9102 – 3 hrs.</td>
<td>NURS 9205 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9000 – 3 hrs.</td>
<td>NURS 9005 – 3 hrs.</td>
<td>NURS 9105 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>PRELIMINARY EXAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NURS 9010 – 3 hrs.</td>
<td>NURS 9100 – 3 hrs.</td>
<td>ELECTIVE – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9015 – 3 hrs.</td>
<td>NURS 9025 – 3 hrs.</td>
<td>ELECTIVE – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>NURS 9210 – 3 hrs.</td>
<td>NURS 9035 – 3 hrs.</td>
<td>NURS 9405 – 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>NURS 9110 – 3 hrs.</td>
<td>ELECTIVE – 3 hrs.</td>
<td>COMPREHENSIVE EXAM</td>
</tr>
<tr>
<td>4</td>
<td>NURS 9400 – 3 hrs.</td>
<td>NURS 9400 – 3 hrs.</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Nursing students follow all rules and regulations as specified in the Kennesaw State University Student Rules and Regulations Handbook with certain additions. The demands of nursing include not only intellectual attainment, but also qualities such as reliability, integrity, and the ability to relate to patients and colleagues. The progress of nursing students will be reviewed periodically and students evaluated by the nursing faculty and found not to possess these qualities will be counseled to consider appropriate action, with the possibility of withdrawal. **Prime consideration is given to the development of the student and the well-being of the patient. These rules and regulations apply to all nursing courses.** If exceptions are to be made, they will be explained for that particular course.

Readmission to the nursing sequence is not guaranteed. Eligible students who drop out of the nursing sequence for any reason will be admitted to the sequence on a space-available basis. Students will be accommodated in rank order according to their GPA. Students interested in re-entry must notify the program director in writing of their interest at least one semester prior to the re-entry date. A student who has a cumulative GPA of less than 2.7 for the bachelor's degree program or less than a C in all completed science, mathematics and nursing courses will not be considered for readmission to either sequence.

I. CLASSROOM INSTRUCTION

A. **CLASS ATTENDANCE**
   Refer to the Kennesaw State University Undergraduate Catalog and the Kennesaw State University Student Handbook. To maximize your learning experiences, students are encouraged to attend all classes.

B. **LEARNING RESOURCES**
   The following resources are available to students, including but not limited to: KSU library, computer programs, videos, interactive videos, simulators, nursing skills laboratory and the main campus library.

C. **PAPERS AND TESTS**
   Tests may be reviewed at designated times and arrangements for further review may be made with the instructor. Papers and nursing care plans will be returned to students at designated times. Students will receive feedback on all graded written work.

D. **GRADES**
   The official policies of Kennesaw State University regarding grades are found in the Student Rules and Regulations Handbook. Students must receive a satisfactory grade in clinical as well as a passing grade in the theoretical component in order to progress to the next sequential nursing course. Each nursing syllabus will indicate the course requirements.
The final course grade is computed by assigned percentage weights of the course requirements. All nursing courses assign letter grades based on the following numerical grades:

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100</td>
<td>A = 90-100</td>
</tr>
<tr>
<td>B = 80-89</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>C = 75-79</td>
<td>C = 70-79</td>
</tr>
<tr>
<td>D = 70-74</td>
<td>D = 60-69</td>
</tr>
<tr>
<td>F = 69 and Below</td>
<td>F = &lt; 60</td>
</tr>
</tbody>
</table>

All undergraduate students entering either nursing sequence must attain the following:

1) A minimum of a “C” in each nursing course. Students who fail to obtain this grade in one (1) nursing course may repeat that course on a space available basis. Failure to attain this grade when the course is repeated or failure of a second nursing course results in dismissal from the program.

2) A GPA of 2.7 for undergraduate students to progress to the junior and senior levels.

3) A minimum of a "C" in all science and mathematics courses.

All nursing students are also subject to the same academic honesty policy as are all students. (See Kennesaw State University Student Handbook).

All Graduate students - Grades and Candidacy for Graduation
Students must earn a grade of B (80) or better in every course in order to progress in the program.

MSN Course Repeat Policy
A student may repeat any individual course in the MSN curriculum only once. Earning a grade of less than B (80) in a course the second time it is taken will result in being dropped from the program.

II. CLINICAL LABORATORY AND SIMULATED EXPERIENCES
Students are placed in various clinical agencies for specific learning experiences. Faculty is with each group of students and is responsible for the student's patient care. Should faculty not be on site, such as an observation experience or precepted experience, provisions will be made so students will have access to a faculty member. These experiences include but are not limited to health agencies, health fairs, field trips, and community groups.

A. Attendance for off-campus laboratory experiences is REQUIRED. The rationale for mandatory attendance is to provide sufficient opportunities for a student to meet the clinical objectives associated with each nursing course. The instructor uses the clinical objectives as the basis for the evaluation of a student's clinical performance.
B. CLINICAL ABSENCE OR UNAUTHORIZED DEPARTURE FROM THE CLINICAL SITE
Should a student have a clinical absence, the procedure below shall be followed:
1. The student MUST notify the instructor directly PRIOR to the beginning of clinical experience. The instructor must be notified before the student may leave the clinical agency or assigned unit. Failure to do so may result in an automatic clinical failure.
2. If the clinical instructor is not notified prior to the beginning of clinical this behavior may reflect on the student's clinical evaluation under "assumes accountability for own practice" and may result in an automatic clinical failure.
3. Absences which interfere with a student's ability to meet the clinical objectives (usually more than one) will be reviewed by the teaching team.
4. Special circumstances may also be referred to the entire faculty as necessary.

C. CLINICAL LATENESS
Students are expected to be at the assigned clinical area at the designated time. Failure to be on time may be reflected in the student's clinical evaluation.

D. PREPARATION FOR CLINICAL AND NURSING SKILLS LABORATORY
All clinical and nursing skills laboratory experiences are planned as specific learning experiences. Students must study all assignments prior to scheduled clinical and nursing skills laboratory sessions in order to meet learning needs and to provide safe care. Students who demonstrate by their behavior and/or their planning work that they have not adequately prepared themselves for the clinical experience for that day, will be sent home and considered absent.

E. ERRORS
Should a student make an error of either omission or commission of care, she/he must report this immediately to the team leader or coordinator on the unit as well as the clinical instructor.

F. EVALUATION CONFERENCES
Each faculty will post times for mid-term and final evaluations for each student enrolled in a clinical nursing course. At those times, students will be given the faculty's evaluation of their progress in the specific course. This is also an opportunity for self-assessment in relation to the students' goals and aspirations. If it is identified that a student is having difficulty meeting clinical objectives an evaluation conference will be scheduled between the faculty and the student. In order to assist the student in successfully completing the course a prescription for remediation and/or a clinical evaluation contract will be utilized. It is in the best interest of the student to fully cooperate with the faculty's recommendations.

G. GRADES
Students are graded as satisfactory or unsatisfactory for a clinical experience. An overall grade of satisfactory is required in order to progress to the next sequential nursing course. Any student has the right to appeal a final grade.

H. TRANSPORTATION
Students are responsible for their transportation to class and off-campus clinical experience (i.e. home visits in community health).
I. CONFIDENTIALITY OF PATIENT INFORMATION

WellStar School of Nursing
Policy on Compliance with Patient Privacy Rules

Compliance with the HIPAA Privacy Rule is required by all health care facilities and programs including those with which KSU has contracts for student clinical experience.

Protected Health Information (PHI) is health information that identifies or can be used to identify an individual patient. PHI includes written, spoken, and electronic information and images.

For the purpose of compliance with these rules:

In all clinical experience nursing students are allowed to transcribe information from private health information documents but are not allowed to remove any patient documents or copies thereof from the clinical setting. If any student violates this policy KSU Judiciary Charges may be brought against that student.

All information about patients and their families must be treated as privileged communication. This means that the information is confidential and can only be released to authorized persons. Occasionally students with access to information about patients may be approached by others in the community for information. If this should occur, students cannot provide any information, which is not available to everyone (i.e., diagnosis of patient, detailed account of progress, type of surgery, etc.). Therefore, students must not discuss patients in the presence of outsiders (i.e., in the coffee shop, elevator, hall of clinical agencies or on campus). Unauthorized persons may make use of information, which would harm the patient or the family.

J. APPEARANCE

UNIFORMS: Students are to wear a complete uniform, which is clean and neat (ironed) during the clinical experience (unless otherwise specified). The uniform consists of:

1. Hospital - All students are required to purchase white uniforms and black scrubs from the approved School of Nursing professional apparel vendor. Each clinical course will specify criteria for wearing white or black based upon healthcare institution uniform requirements. Undergarments should not be obvious (no bright patterns or colors). White athletic shoes or closed-toe, flat leather shoes with ankle socks or hose are to be worn. Clogs are NOT allowed. When obtaining clinical assignment, business casual covered by a neatly pressed (wrinkle-free) lab coat is acceptable (see business casual dress).

2. On campus lab activities:
   a. Simulation – Students will dress in the attire mandated by the course they are enrolled to meet clinical guidelines.
   b. Competencies – Students must wear their hospital uniform.

3. Community Health Nursing dress code - Student will wear white shirt/blouse and navy blue or black pants/skirts, lab coats with Kennesaw State University sewn patch and Kennesaw
State University name tag to the community clinical agency unless advised otherwise by the agency's personnel AND approved by the student's clinical instructor. This dress code applies not only to the hours of the precepted clinical experience, but to any time the student is in the community representing Kennesaw State University (e.g. teaching project, alternative experience, going to clinical site to complete paperwork/screening). Students are also expected to comply with the other sections (i.e. hair, shoes, jewelry, etc.) of the dress code as outlined in the handbook.

4. When an agency requires business attire or "business casual", the WellStar School of Nursing guidelines supersede them as follows: men's shirts must have collars. Low cut blouses or open shirts are inappropriate at all times, at no time should the shoulders, décolletage or abdomen be visible. Sweatshirts, t-shirts, overalls, denim and exercise clothing are not permitted at any time. *Shorts, short skirts (more than three inches above the knee) and Capri pants are not appropriate.* All white (including logos) athletic shoes or closed toe leather shoes with socks or hose are to be worn to all clinical experiences. Sandals, flip-flops, and spiked high heels are not acceptable. Students are held to this standard of dress regardless of what they observe in the agency. All students are to accept professional responsibility for appearance and dress in accordance with school policy.

5. Black and white name pin (white background with black lettering) that include the following:
   a. Name
   b. Kennesaw State University
   c. Graduate Nursing or Baccalaureate of Science in Nursing Student
   d. "R.N." when applicable

6. Official Kennesaw State University patch to be worn on left side of the uniform below the name tag. (Patch may be purchased in the University bookstore) and must be sewn in place.

7. Graduate students are to wear office-professional dress with a white lab jacket and name pin, as previously described, to clinical sites.

**NAILS:** Fingernails should be clean and short to avoid injuring the patient or collecting microorganisms. Nail polish should be neutral in color. **ARTIFICIAL AND WRAPPED NAILS ARE PROHIBITED.**

**HAIR:** If hair length is below the collar, in most clinical settings it must be worn pinned up or tied back. Barrettes and hair combs in neutral colors may be worn. Faddish hair color (e.g. bright colors) is unacceptable and not permitted. Beards and mustaches are acceptable if neatly trimmed.

**MAKE-UP:** Make-up should be conservative and well applied.

**JEWELRY:** Since jewelry may collect microorganisms, students should not wear necklaces, rings, and earrings (other than one pair of small studs, less than one inch in diameter, in the ear
lobe, one earring per ear). Wedding rings and wrist watches may be worn. No other body jewelry may be visible. Tongue jewelry is prohibited.

**BODY ART**: Tattoos must be covered and should not be visible at any time.

**SCENTS**: Scents are a highly subjective substance and may be allergenic to some individuals; therefore they are to be avoided in any form (perfumes, scented deodorant, body lotion, cigarette smoke, etc.).

**CELL PHONES** All cell-phones must be off or switched to vibrate during class. The student can use a cell phone during breaks from nursing classes. Most of the clinical facilities prohibit the use of cell-phones. If any emergency situation arises while in a nursing class or at a clinical facility, the student can be reached by calling the School of Nursing, Specialist in Student Records at 470-578-2890.

**USE OF TOBACCO PRODUCTS**: No smoking or use of any tobacco products is allowed at clinical agencies.

Revised: Summer 2010, 7/13
Reviewed: 7/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Inclement Weather Policy

For the official status of the university check the KSU website: http://www.kennesaw.edu and click on “Campus Advisories”. If the University is CLOSED, there are no classes, labs, or clinical experiences. If the University is open during inclement weather, please use your best judgment in deciding whether you can make it safely to class or clinical. Safety is the primary consideration and there will be no penalty if you cannot safely attend.

Reviewed 7/15
Policy Statement

The faculty of the WellStar School of Nursing (WSON) believes they have an ethical and professional responsibility to provide a safe and effective educational environment to students and to patients who receive nursing care from students. Students are expected to participate in any learning experience, including classroom, campus laboratory, clinical settings, and other WSON sponsored functions, free of chemical impairment. Based on the assumption that addiction is an illness that can be successfully treated, the faculty is committed to assisting students with recovery from substance abuse. In developing the policy and procedures for intervening with a student who displays symptoms of substance abuse, the faculty has adopted the following basic assumptions of the American Association of Colleges of Nursing Policy and Guidelines for Prevention and Management of Substance Abuse in the Nursing Education Community (1998):

- substance abuse compromises both the education process and patient safety and must be addressed by schools of nursing.
- academic units in nursing have a commitment to and a unique role in the identification of abuse, intervention, referral for treatment, and monitoring of recovering individuals;
- addicted individuals need to recognize the consequences of their substance abuse.
- addiction is a treatable illness, and rehabilitative and therapeutic approaches are effective in facilitating recovery;
- individuals with addictive illnesses should receive an opportunity for treatment in lieu of, or before disciplinary action (p.2).

Definitions and Assumptions

- The WSON faculty define the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination, mind-altering substances including alcohol, over-the-counter medications, prescribed medications, illegal drugs, inhalants or synthetic designer drugs.
- Chemical abuse is a disease process with physical, social, emotional and spiritual aspects that can have either episodic or chronic presentations.
- Chemical abuse is a condition that can be treated successfully and that individuals can be returned to a productive level of functioning.
- A student known to be chemically impaired places a legal and ethical burden on WSON faculty and administration. Legal ramifications of a chemically impaired nursing student are injury to patients and potential malpractice, implicating the student, faculty, clinical agency, and educational institution.
- WSON faculty has a responsibility to intervene when patient safety and clinical performance are compromised by a student who is chemically impaired. When chemical impairment is suspected,
the WSON Procedure for Faculty Intervention with the Chemically Impaired Nursing Student will be implemented.

The policy on the chemically impaired student nurse incorporates the following components:

- Prevention and education to WSON students, faculty, and staff regarding substance abuse and addiction.
- Procedure for drug testing.
- Identification of suspected chemically impaired nursing students during the time the student is enrolled in the nursing program.
- Intervention whereby student is confronted with his or her reported behaviors and is asked to seek evaluation of a possible substance abuse problem.
- Provisions for re-entry to WSON upon successful rehabilitation.
- Disciplinary procedures for a chemically impaired student who is unable or unwilling to be rehabilitated.

**Prevention and Education**

Education is a crucial component in the management of substance abuse. WSON students, faculty, and staff will be provided information about substance abuse, along with the consequences of impairment due to abuse and addiction. During the WSON orientation process, the Chemically Impaired Student Nurse Policy and Procedures will be disseminated and reviewed, along with information on services and programming offered by the Student Success Services at Kennesaw State University (KSU), the Collegiate Recovery Center at KSU and the KSU Health Center.

**Procedure for Drug Testing**

Drug and breathalyzer testing must be conducted by a qualified laboratory using established methods and procedures. Cost associated with drug and breathalyzer testing is the responsibility of the student. The procedure for urine collection, as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures. The urine sample will be screened for drugs as identified in Appendix B of this document. A drug test will be deemed positive if any of the drugs listed in Appendix B are identified. If a urine test is positive, a second test will be conducted on the original urine specimen. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. The testing laboratory will notify the Director of the WSON with test results. The WSON will ensure confidentially of results by making the information available only to the student and appropriate WSON Administrators, Faculty, and clinical agencies (when needed).

**Procedures for Faculty Intervention with the Chemically Impaired Student Nurse**

The WSON Faculty will follow the University’s policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on University property or as part of any University affiliated academic activity, including off-campus learning activities, such as clinical. Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the
University in conformance with University policy (See KSU Student Handbook and Daily Planner regarding Student Code of Conduct—Use and Possession of Drugs, Including Alcohol).

**Identification**

- Indicators suggesting chemical impairment of a student’s ability to meet standards of performance, competency, and safety are gathered and documented (See Appendices D and E).
- While an isolated incident may not indicate substance abuse directly, the occurrence of several incidents should be documented on the Reporting Form for Alleged Chemically Impaired Student (Appendix E).
- If impairment is observed, the student must submit to random drug testing as described in the section on Drug Testing Procedure and in Appendix C. Refusal of a student to submit to testing may result in disciplinary action, including dismissal from the nursing program in accordance with the WSON policy.
- Faculty who suspect student impairment are to notify the WSON Director of their concern.
- Faculty is advised to keep detailed, anecdotal notes that describe the events involving the students. Identification of impairment should be based on a pattern of observable, objective, and quantifiable behaviors. Notes should document the date, time of day, location of the event, persons present, and a description of what took place.
- If the student demonstrates impaired behaviors (see appendices D and E for examples of such behaviors) that compromise patient safety and/or academic performance, remove the student to a private area. With a neutral party present (i.e., clinical manager, KSU Faculty) discuss with the student behaviors observed and allow the student to provide a verbal explanation. Question the student regarding the use of substances and, if used, what, when, how much was used, and by what route consumed.

If symptoms or other indicators of impairment are observed in a student, the student will be informed of the faculty’s responsibility to dismiss a student who is physically or mentally unable to meet the standards of performance, competency, and safety. The student is to be relieved of further clinical/laboratory/classroom responsibilities for the day. Inform the student that she/he is suspected to be in violation of the KSU WSON Chemically Impaired Student Nurse Policy Procedure Statement. It is the student’s responsibility to arrange safe transportation to the nearest Advantage Testing facility for immediate testing. Faculty may assist in making the transportation arrangements and will document how the student left.

**Intervention**

**Phase I**

- Faculty completes a report of the alleged chemically impaired student nurse with observed behaviors indicative of chemical impairment (see Appendix D).
- Faculty informs student of observations indicative of chemical impairment. Student must submit to drug testing at the time of the reported behaviors. The test will be conducted by a qualified laboratory using established methods and procedures.
- The student is to be relieved of further clinical/laboratory/classroom responsibilities until a comprehensive professional evaluation of chemical abuse can be completed.
• A copy of this report is given to the student and the WSON Director. The student is informed that a copy of this report will be placed into the student’s file.
• WSON Director informs all other appropriate faculty members also involved with the student during the semester on a “need to know” basis.
• WSON Director reviews the procedural requirements of the KSU WSON Chemically Impaired Student Nurse Policy.
• Refusal of a student to submit to immediate testing or to any other requirement of this Chemically Impaired Student Nurse Policy/Procedures may result in disciplinary action, including dismissal from the nursing program in accordance with the WSON policy.

Phase II

Within five working days of the filing of a report of alleged student chemical impairment, a conference is scheduled with the student, involved faculty member, committee member of the Advisory Committee to Faculty on Clinical Performance, and WSON Director. In addition, a Counselor from Student Success Services at KSU will act as a neutral party, but not enforce nursing policies. The WSON Director will take the lead in conducting the conference.

• Purposes of conference are to:
  o convey concern for the student as caregiver as well as concern for the patients;
  o explain how the behavior interferes with the student’s performance in the course;
  o explain academic consequences resulting from the student’s chemical impairment identification;
  o secure student agreement to a comprehensive chemical abuse evaluation for the purpose of professional evaluation of chemical abuse status and the determination of a treatment plan.
• A written contract for the chemically impaired student nurse (see Appendix F) is reviewed and the student is requested to agree to the terms set forth. WSON Director asks the student to sign the contract and the Agreement for Monitoring the Chemically Impaired Student (see Appendix G) confirming that the student understands the terms of the contract and academic consequences. If the student refuses to sign the contract, the student may be administratively dismissed from the nursing program in accordance with the WSON policy. (see Policy on Unsafe Practice in KSU WSON Student Handbook).
• WSON Director provides student with a list of state licensed agencies that provide chemical abuse evaluation services (see Appendix A). WSON Director also reviews with student that he/she is responsible for the cost of the chemical abuse evaluation and any prescribed treatment.

Other issues to be considered when obtaining treatment:

• Realize the potential of suicidal risk upon intervention/confrontation of an issue of concern, and the time lapse to have an evaluation.
• There are options on campus at KSU for the student to obtain evaluation, counseling and treatment services: The Collegiate Recovery Center, the KSU Health Clinic and Student Success Services
• Have student/parent check insurance plan to see what providers are in network.
• Utilize county mental health facilities if the student does not want to use services available on campus and insurance or finances are an issue.
Many treatment centers will do an initial triage for free, to at least evaluate for any risk of self-harm, and will provide resources for students.

**Evaluation**

Upon completion of a comprehensive professional evaluation of chemical abuse status, one of four courses of action may be taken by the WSON with the student:

- **Non-validation of the Violation of the KSU WSON Chemically Impaired Student Nurse Policy** (i.e., the comprehensive chemical abuse evaluation does not support/substantiate the alleged report of student behaviors indicative of chemical impairment). In the event of a non-validation of violation, all documentation will be removed from the student’s file. Upon receipt of a negative drug test and written recommendations of the chemical abuse evaluator that there is no evidence of substance abuse, the student may return to all courses in progress with no academic penalty related to chemical impairment.

- **Validation of the Violation Without Implementation of the KSU WSON Chemically Impaired Student Nurse Policy** (i.e., the comprehensive chemical abuse evaluation supports/substantiates the alleged report of student behaviors indicative of chemical impairment and the student refuses to follow the policy regarding treatment and monitoring). If the student refuses to sign the contracts for monitoring and return to the nursing program (See Appendices F & G), then the student may be administratively dismissed from the nursing program by the WSON Director. WSON Director will point out that it is in the student’s interest to accept the outlined treatment and monitoring for chemical abuse.

- **Validation of the Violation With Implementation of the KSU WSON Chemically Impaired Student Nurse Policy** (i.e., the comprehensive chemical abuse evaluation supports/substantiates the alleged report of student behaviors indicative of chemical impairment and the student agrees to follow the policy regarding treatment and monitoring). Student signs the contracts for monitoring and return to the nursing program (See Appendices G & H), and is allowed to continue in the nursing program as long as the student is in compliance with his/her substance abuse treatment program.

- **Mixed or Inconclusive Results of the Chemical Abuse Evaluation**. The student will be given the option to seek another mental health assessment. The monitoring and treatment agreement will then depend on the outcome of the second evaluation. If the student requires professional treatment, the student will sign a written plan of action for correcting the behavior, with a realistic time frame for meeting the recommendations of the action plan. The student will be allowed to continue in the nursing program as long as the student is in compliance with the negotiated action plan.

**Academic Outcome**

- The academic consequences required with the implementation of the KSU WSON Chemically Impaired Student Nurse Policy is contingent upon the completion of the substance evaluation or follow up mental health assessment, and agreement of the treatment/action plan if indicated. A semester grade of “W” (Withdrawal), “I” (Incomplete), or “F” (Failure) will be assigned to courses dependent upon factors related to grade determination as outlined in the KSU Undergraduate and Graduate catalogs. If no treatment for chemical abuse or mental illness is required, the student may return to all courses in progress upon receipt of the written recommendation from the professional evaluator.
Other

- All students must be aware that the state examining board has the right to refuse to grant a registered nurse license to any individual regardless of educational credentials under circumstances of (1) falsification of application for licensure; and/or (2) conviction of a felony or crime of moral turpitude; other moral and legal violations specified in the Georgia law.

Re-entry to WSON

- Upon successful completion of a treatment program as outlined according to the written plan by the chemical abuse evaluator or mental health counselor, the student can apply for re-entry to the nursing program for the semester the student desires to return or if there is an opening on a space available basis.
- The student will be expected to provide written documentation of the course of specialized treatment together with the treatment or mental health counselor’s written assessment of the student’s ability to perform the academic/clinical requirements of the nursing program following treatment to the WSON Director. In addition, any restrictions of the student’s activities (i.e., limiting access to narcotics, schedule for counseling and self-help group meetings) are to be addressed in the written counselor’s assessment.
- Participation in support programs for recovery from chemical dependence is a lifelong process. The cornerstone to this process is ongoing participation in twelve-step and other support program meetings. Students will be encouraged to attend such meetings and be given necessary time to do so when possible.

Noncompliance/Relapse

If additional or continuing chemical impairment occurs subsequent to the implementation of these procedures, the WSON faculty will recommend that the student be administratively dismissed from the nursing program by the WSON Director. The student has the right to grieve and appeal the procedure according to the University guidelines.
Appendices

Appendix A: Chemical Abuse Policy Quick Reference Sheet for Faculty
Appendix B: List of Treatment Centers Providing Chemical Abuse Evaluation Services in Metropolitan Atlanta
Appendix C: List of Drugs Included in Drug Screening Test
Appendix D: Consent for Drug Testing Upon Admission to WSON
Appendix E: Indicators of Chemical Dependence
Appendix F: Reporting Form for Alleged Chemically Impaired Student
Appendix G: Contract for the Chemically Impaired Nursing Student
Appendix H: Agreement for Monitoring the Chemically Impaired Student
Appendix I: Contract for Return to Nursing Program
Appendix J: Chemically Impaired Student Withdrawal Letter
Appendix K: Chemically Impaired Student Nurse Letter for Returning to the Nursing Program
Appendix L: Chemically Impaired Student Dismissal Letter
Bibliography


Policy developed by Advisory Committee to Faculty on Clinical Issues. Members included: Janice Flynn; Christina Horne; Troy Spicer; Cecilia Tiller; Jamie Lee

Policy approved and accepted by the School of Nursing Faculty on May 5, 2003

Policy revised 5/27/09 by Advisory Committee to Faculty on Clinical Issues with the assistance of Dr. Flora Devine, Legal Counsel for KSU. Members included: Barbara Blake, Jamie Lee, and Astrid Wilson

Policy revised 7/21/09 by Advisory Committee to Faculty on Clinical Issues with the assistance of Anne Nichols, Director of KSU Health Center, and Teresa Johnston, Director of KSU Collegiate Recovery Center. Members included: Barbara Blake, Jamie Lee and Astrid Wilson.

Reviewed 7/13, 7/14, 7/15
Appendix A  
Kennesaw State University  
WellStar School of Nursing

Chemical Abuse Policy  
Quick Reference Sheet for Faculty

- For guidance in crisis situations or for information in obtaining services contact the GA Mental Health Crisis Line 1-800-715-4225
- If the incident occurs on campus and immediate assistance is needed, call the KSU Behavioral Response Crisis Team at 770-423-6600, or the KSU Police at 770-423-6666 or 911.

Faculty members are responsible for reading the entire Chemical Abuse Policy, located in the Faculty Handbook, but this quick list details the immediate actions required by the Faculty member who observes the behaviors:

1. Faculty observes student behaviors that may be indicative of chemical abuse (see Appendix E)
2. Faculty completes Appendix F, documenting observed behaviors
   A. Faculty informs student of need for immediate drug testing at an approved facility (any Advantage Testing facility) and that they have 12 hrs maximum to complete the drug testing or will face disciplinary action that may include dismissal from the program
   B. Faculty informs student that they cannot return to class/clinical/lab until a comprehensive evaluation is completed (they will be given further information regarding this at a conference to be held within 5 business days)
   C. Tell student to arrange transportation to the testing center and/or home (do not let them drive impaired, but student is responsible for arranging transportation & paying for it, if a taxi, etc. is called); include a note on Appendix F stating how student left the scene
   D. Notify the Course Coordinator and the Associate Director of the Program of the above

**** Convey concern for the student’s welfare and be sure to watch for suicidal ideation (see crisis numbers above); remind student there are resources on campus that can help them throughout this process (e.g. the Collegiate Recovery Center, the KSU Student Health Clinic and the KSU Student Success Services)

3. A conference with faculty, student, Associate Director of program and a member of the Advisory Committee to Faculty on Clinical Performance will be scheduled within 5 business days. During the conference:
   A. Express concern for the student, describe how behaviors affect clinical/lab/classroom performance
   B. Student must agree to have a comprehensive evaluation for chemical abuse/dependence or will be dismissed from the program
   C. Student must sign Appendix G and H
   D. Student given Appendix B which includes facilities that can complete the evaluation, including several sites on campus (Collegiate Recovery Center, KSU Student Health Clinic, or Student Success Services

4. Possible outcomes:
A. Non-validation of a violation – information removed from student’s file and student can return to clinical/lab/class; however, a clinical contract may still be necessary if the observed behaviors interfered with clinical performance

B. Validation of a Violation, but student refuses to comply with recommendations – student will be dismissed from program

C. Validation of a Violation and student agrees to comply with all recommendations – student signs contracts (Appendices H & I) and can return to class/clinical/lab as long as they remain in compliance

D. Mixed/Inconclusive results – Student needs second comprehensive evaluation and can return to program as long as they remain compliant with recommendations

If you have questions about the Chemical Abuse Policy or any of the above information, please contact the Associate Director of the program or any member of the Advisory to Faculty on Clinical Performance Committee.
Appendix B

Kennesaw State University
WellStar School of Nursing

List of Treatment Centers Providing Chemical Abuse Evaluation Services in Metropolitan Atlanta

- There are many options and small residential facilities, as well as out-of-area treatment, some with a sliding scale. Most local treatment facilities can provide resources to patients that may fit their financial needs, geographies and insurance situation.

Evaluation and Treatment Centers:
- Collegiate Recovery Center at KSU
- Counseling and Psychological Services at Student Success Services at KSU
- KSU Health Clinic
- Talbott Recovery Campus Impaired Professionals Program & Aftercare, Atlanta
- Ridgeview Institute, Smyrna – Impaired Professional’s Program and Aftercare Program
- Metro Atlanta Recovery Residence (M.A.R.R.), Atlanta – Impaired Professional’s Program and Aftercare Program
- Talbot Marsh, Jonesboro – Impaired Professional’s Program and Aftercare Program
- Peachford Hospital, Dunwoody – General Treatment
- Anchor Hospital, Jonesboro – General Treatment
- Summit Ridge Hospital, Lawrenceville – General Treatment
- Winnwood Hospital, Rome – General Treatment
- Laurelwood Hospital, Gainesville – General Treatment

Low-Cost Outpatient Treatment:
- St. Jubes Recovery, Atlanta
- Georgia Recovery Center, Marietta
- County Facilities (Fulton Co. Community Services Board, Cobb/Douglas Community Services Board, etc.)

Low-Cost Counseling Resources:
- The Link
- The Verdery Center & Clinic
- Phoenix Program

Residential Programs:
- St. Jubes Recovery, Atlanta
- Atlanta Woman’s Mission – My Sister’s House, Atlanta
- Breakthru House Inc., Decatur
- Turnaround Recovery Residences
- Salvation Army

Evaluations may also be done by mental health professionals in their private practices.
Appendix C

Kennesaw State University
WellStar School of Nursing

List of Drugs Included in Drug Screening Test

The Medical Professional Panel Drug Screens includes common street drugs and those drugs that health care workers have access to and abuse. Drugs monitored may include:

- Alfentanil
- Butorphanol (Stadol)
- Fentanyl
- Ketamine
- MDMA (ecstasy)
- Nalbuphine (Nubain)
- Sufentanil
- Tramadol
- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepines
- Cannabinoids
- Cocaine
- Methadone
- Opiates
- Phencyclidine
- Propoxyphene
- Other drugs may also be detected
I understand that as a requirement for admission to the WellStar School of Nursing (WSON), I must submit to a drug test at a designated laboratory, which will provide the result of the test to the Chair of the WSON and to clinical agencies when requested. The course coordinator and other faculty supervising the student may also be notified as needed. I understand that if the test result is positive, I may be denied the opportunity to complete the required clinical rotations for graduation.

I further understand that I will be subject to random drug tests while enrolled in the WSON. A positive drug test or refusal to submit to testing may result in dismissal from the WSON.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE WSON DRUG TESTING POLICY. I UNDERSTAND THAT A NEGATIVE DRUG TEST IS REQUIRED FOR PROGRESSION IN THE SCHOOL OF NURSING.

THIS NOTARIZED DOCUMENT CONSTITUTES MY CONSENT FOR DRUG TESTING BY WSON DESIGNATED LABORATORY. IT ALSO CONSTITUTES CONSENT FOR THE LABORATORY TO RELEASE THE RESULT OF MY DRUG TESTS TO THE WSON.

In Witness Whereof, this statement is executed this the ____ day of ___________, 20__.

WITNESS:

______________________________
Witness #1 Signature

______________________________
Student’s Signature

Witness #1 Printed Name

______________________________
Student’s Printed Name

STATE OF _______________ COUNTY OF ____________

On ____this_____day of ________________, 20____, before me appeared ____________________________ to be known to be the person described in and who executed the foregoing instrument, and acknowledged that ____________________________ executed the same as _____________ free act and deed.

Given under my hand and seal on the day and year above written.

SEAL

______________________________
NOTARY PUBLIC

My commission expires: ________________

Adapted from the University of South Alabama College of Nursing Drug Testing and Procedure Policy
Appendix E  
Kennesaw State University  
WellStar School of Nursing  
Symptoms and Other Indicators of Substance Abuse or Dependence

**Physiologic**

- Slurred or rapid speech
- Blackouts
- Trembling hands
- Agitation or restlessness
- Persistent rhinorrhea
- Sweating
- Altered pupil dilation or constriction
- Flushed complexion
- Swollen face
- Bloodshot or glassy eyes
- Odor of alcohol
- Unsteady/staggering gait
- Declining health
- Dramatic changes in weight
- Changes in mental status or cognition
- Palpitations or tachycardia
- Withdrawal symptoms or hangover

**Behavioral**

- Deterioration in personal appearance
- Rapid mood swings
- Increased irritability
- Paranoia
- Rage or anger
- Frequent tardiness
- Increased absenteeism
- Difficulty in meeting deadlines
- Frequently leaves clinical unit or makes self sparse
- Frequent trips to the restroom
- Eats alone, long coffee breaks, long lunch breaks
- Isolation/withdrawal from the group
- Decreased classroom and clinical productivity
- Fluctuating clinical and academic performance
- Making poor clinical decisions
- Errors in judgment
- Forgetfulness, confusion, decreased alertness
- Sleeping in class or clinical
- Inappropriate responses
- Elaborate excuses for behavior
- Blaming others for problems
- Patients complain of ineffective pain relief
- Excessive use of PRN medications or frequent medication errors
- Frequent un-witnessed medication wasting or loss
- Complaints from fellow students, nursing staff, patients, family members
- Self-disclosure of drug or alcohol abuse
- Other behaviors or symptoms of impairment not listed above
Appendix F

Kennesaw State University
WellStar School of Nursing

Reporting Form for Alleged Chemically Impaired Student

Date: ________________________________

Faculty: ________________________________

Student: ________________________________

Observed Behaviors: (see attached checklist)

Faculty Comments:

Student Comments:

Faculty Recommendations:

Conference date with student, faculty member filing report, WSON Director, and a representative of the KSU Counseling, Advising and Program Services Center (CAPS) set for ____________ (Date and time).

Faculty Signature: ________________________________

Student Signature: ________________________________

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Checklist of Specific Observations to Support Reporting Form for Alleged Chemically Impaired Student Nurse

Review the following list of overall behaviors of chemically impaired student nurse and make a check mark next to each situation that applies to the student about whom you are concerned.

**Appearance**

- Decreasing attention to personal appearance and hygiene
- Odor of alcohol on breath
- Glassy, red eyes
- Altered pupil dilation or constriction
- Tremors
- Flushed complexion
- Slurred or rapid speech
- Diaphoresis
- Unsteady/staggering gait
- Persistent rhinorrhea
- Altered mental status
- Other (please describe): __________________________________________

**Absenteeism**

- Instances of leaving without permission
- Excessive sick days
- Repeated Monday and/or Friday absences
- Repeated absences, particularly if they follow a pattern
- Lateness to clinical/class, especially on Monday morning; and/or returning from lunch/break
- Leaving clinical/class early
- Peculiar and increasingly unbelievable excuses for absences or lateness
- Absent more often than other students for colds, flu, gastritis, etc
- Frequent unscheduled short-term absences (with or without medical explanation)

**Clinical Absenteeism**

- Continued absences from the clinical area more than job requires
- Long coffee breaks, lunch breaks
- Repeated physical illness while in the clinical area
- Frequent trips to the restroom
- Unexplained absences during clinical shift

**High Accident Rate**

- Accidents while on the clinical unit
- Accidents off the clinical unit (but affecting job performance)
- Horseplay, which causes unsafe conditions
**Difficulty in Concentration**

- Work requires greater effort
- Jobs take more time
- Repeated mistakes due to inattention
- Making bad decisions or poor judgment
- Errors in charting
- Forgetfulness
- Blackouts
- Inappropriate responses

**Confusion**

- Difficulty following instructions
- Increasing difficulty handling complex assignments
- Altered mental status or cognition

**Problems with Memory**

- Difficulty in recalling instructions, details, conversations, etc
- Difficulty recalling one’s own mistakes

**Poor Relationships in the Clinical/Class Area**

- Failure to keep promises and unreasonable excuses for failing to keep promises
- Over-react to real or imagined criticism
- Borrowing money from fellow students/staff/faculty
- Unreasonable resentments
- Avoidance of associates
- Lying and exaggerating
- Complaints from students, staff, patients, others
- Blames other for problems
- Isolation/withdrawal from the group

**Reporting To Clinical/Class**

- Coming to/returning to the clinical area/class in an obviously altered condition

**General Lowered Job Efficiency**

- Missed deadlines, unreliable
- Complaints from patients, family members, other students, faculty
- Improbable excuses for poor job performance
- Cannot be depended on to be where he/she said or do what he/she said he/she would do
- Shuns job assignments, incomplete assignments
- Is found on units where he/she does not belong
- Frequent medication errors or errors in documentation
- Excessive use of PRN medications
___Frequent un-witnessed medication wasting or loss
___Frequent complaints from patients of inadequate pain relief

**Uneven Work Pattern**

___Alternate periods of high and low productivity

**Other Behaviors**

___Sleeping in the clinical area or in class
___Withdraws from others isolates self
___Mood swings
___Increasing irritability
___Relates problems at home, with relationships, with finances, etc

**The Student Who May Be Diverting Drugs**

___Always volunteers to give medications
___Patient complaints of no relief—discrepancies on records
___Always give IM (PRN) and maximum dose when other nurses do not
___Has frequent wastage, such as spilling drugs or breaking vials, etc
___Unobserved wastage or no co-signature
___Is working on a unit where drugs are missing or have been tampered with
___Frequently volunteers for additional shifts and on unit where not assigned

**Others**

Review the items checked. The student’s work performance and behaviors may be affected by the use of alcohol/other drugs or a personal/emotional problem. Document each occurrence in an anecdotal note, and when appropriate, conduct a conference. When the performance deficit or adverse situation cannot be attributed to a management problem, follow the WSON of Nursing Policy for the Chemically Impaired Student. Interventions need to include discussion and referral to an experienced professional who can assist the nurse to obtain the appropriate help.

Appendix G

Kennesaw State University
WellStar School of Nursing

Contract for the Chemically Impaired Nursing Student

I, ________________________________________________________, admit that:

I consent to obtain a comprehensive chemical abuse evaluation for the purpose of professional evaluation of chemical abuse status and determination of a treatment plan.

I understand and acknowledge that the admission of abuse at this point may have academic consequences that include:

I am responsible for the cost of the chemical abuse evaluation and any prescribed treatment. Participation in clinical course work will not be permitted until the terms of the treatment plan and return to clinical contract stipulations are fulfilled; a semester grade, as appropriate, of I (Incomplete), WP (Withdrawal passing), or WF (Withdrawal failing) will be assigned for current nursing courses dependent upon factors related to grade determination as stated in the Kennesaw State University Student Handbook and the Guidelines for Faculty Intervention with the Chemically Impaired Student.

I consent to have the results of the chemical abuse evaluation released to the WSON Director.

I understand that failure to abide by the stipulations of my recommended treatment plan and monitoring of my progress will result in my dismissal from the program.

Signature of Student ___________________________________________  Date

Signature of Witness ___________________________________________  Date

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Appendix H

Kennesaw State University
WellStar School of Nursing

Agreement for Monitoring the Chemically Impaired Student

I, __________________________________________________, agree to abide by the following terms for monitoring as determined by the Kennesaw State University WellStar School of Nursing (WSON):

1. Abstain from the use of all mind-altering and potentially addicting drugs, to include but not be limited to alcohol, marijuana, cocaine, stimulants, narcotics, sedatives, hallucinogenics, tranquilizers, GHB, etc. In the even that such medications are legitimately required for medical care, I will notify the Director of the WSON immediately and request the care provider to submit a letter of explanation. If necessary, I will investigate options other than the use of medications to establish abstinence form all mind-altering chemicals.

2. Provide proof of compliance with an approved, prescribed treatment plan, by allowing my health and treatment records to be released to the WSON Director.

3. Continue in outpatient treatment/aftercare and insure that counselor/therapist submit written reports of progress at the WSON Director’s request.

I understand the terms of monitoring may be revised if necessary and that I must be in compliance and show progress in recovery.

Signature of Student __________________________________________________ Date

Signature of Witness __________________________________________________ Date

I have read the Monitoring Agreement and am participating in the student’s recovery program.

Signature of Counselor/Therapist ____________________________________________ Date

Signed agreement reviewed: _______________________________________________

Signature of WSON Director __________________________ Date

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Appendix I

Kennesaw State University
WellStar School of Nursing

Contract for Return to Nursing Program

Date: __________________________________________________________________________

I, _____________________________________________________________ (student), enter into this agreement on the above date with Kennesaw State University, WellStar School of Nursing (WSON) and the ____________________________________________ Treatment Program.

In consideration of my being permitted to continue in or return to the program through Kennesaw State University, WSON, I agree to the terms and conditions set out in this agreement. I understand I will be allowed to continue in the program only on these terms and conditions and that failure to comply with the terms of this agreement shall be grounds for either additional disciplinary action or dismissal from the program.

I understand that my failure to meet the terms and conditions set out in this agreement violate the terms of my participation in the Program for Chemically Impaired Nursing Students.

The terms and conditions of this agreement shall remain in force for the entire period that I am a student in this program.

This agreement consists of this page, plus the Monitoring Agreement (Appendix G) attached. Additional forms/pages included in this agreement are listed here:

__________________________________________________________________________

This contract is executed on the date shown above.

Signature of Student _______________________________________________________

Signature of WSON Director __________________________________________________

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Appendix J

Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Withdrawal Letter

Dear Ms./Mr. (name)

As was discussed with you by: _________________, WellStar School of Nursing (WSON) Director, we are concerned about your problems and the effect they have upon your performance as a student in the WSON at Kennesaw State University. Therefore, we believe it would be in your best interest to agree to the following conditions.

1. You take a leave of absence that will extend until the end of the (semester, year).
2. Your grade for the following clinical course will be a Withdrawal (W): name of course.
3. You complete the following didactic courses (number and names) by successfully completing the course requirements by ___(date)____. If you do not successfully complete these courses you will be given a grade of Withdrawal Failing (WF).
4. You seek professional assistance for your problems that have interfered with your ability to adequately perform as a student.
5. If you desire to return to your program of study, you notify in writing by ___(date)___ the WSON Director of your intent to return for the (semester/year).
6. Upon receipt of your letter of intent to return to your program of study, you must undergo a health assessment by a health care provider designated by the WSON Director. You must bear the cost of this evaluation. Your health assessment must indicate that you are well enough to re-enter the program. If the assessment does not indicate that you are well enough to re-enter the program, you subsequently will be administratively dismissed from the program. In addition, upon request to the WSON Director, you must provide access to your health records.
7. If a grade of W, WF or F is received for ___(courses that are to be repeated)___, you repeat the course upon the return to the program.
8. If you are given a grade of Incomplete, you must complete the necessary requirements to complete the course.
9. If after re-entry into your program of study there is evidence, once again, of problems interfering with your performance as a student, you will be administratively dismissed from the program, according to applicable policies of Kennesaw State University.

We believe that these conditions are in your best interest and in the best interest of the School of Nursing. If you agree to these conditions, please sign the original copy of this letter. Retain the copy of the letter for your files.

Student_________________________  Dean_____________________

Date____________  WSON Director_____________________

(Adapted from Clark, C. Boise State University, Boise, Idaho College of health Sciences, Department of Nursing Policy Statement Regarding the chemically Impaired Nursing Student)
Dear Ms./Mr._____________________________ (Student)

This letter is to inform you that I have received the report of your health assessment conducted by ______________________________(healthcare provider). After careful review of the report, I wish to inform you, provided that you meet the following contingencies, you are permitted to re-enter the Kennesaw State University, WellStar School of Nursing (WSON) starting ________________ (date).

1. You abstain from chemical substances.
2. You continue to see your therapist _____________________(name), at least monthly and more often if needed depending upon your clinical situation.
3. You adhere to the therapies prescribed by your therapist.
4. You become actively involved in Alcoholic’s Anonymous or any other treatment program recommended by your physician.
5. You provide evidence of your compliance with the above-described contingencies, if requested, by the Director of the WSON.
6. You will adhere to the terms of the letter.

Also, please keep in mind that:

1. You must comply with the necessary academic requirements for returning to the nursing program
2. If after returning to your program of study, you experience further academic, disciplinary, or problems that interfere with your performance as a student, you may be subject to disciplinary action according to applicable academic policies of the Kennesaw State University.

Please contact ________________________, WSON Director, no later than __________(date) to make the necessary arrangements for your re-entry.

________________________________________  _______________________
Director, WSON                                          Date

Appendix L
Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Dismissal Letter

Dear Ms./Mr. __________________________

This letter is to inform you that you have violated the contingencies of your re-entry to the Kennesaw State University WellStar School of Nursing (WSON), which began __________(date). As stated to you in the letter of ____________(date):

If after re-entry into your program of study, you should experience further academic, disciplinary or health problems that interfere with your performance as a student, you may be subject to disciplinary action according to applicable policies of Kennesaw State University.

On ______________(date), as reported to me by faculty of Kennesaw State University WSON, you appeared inebriated (under the influence) and were having difficulty mentally processing information while carrying out your clinical responsibilities with patients. When confronted several times about the (presence of alcohol on your breath), you did not deny the fact. The behavior that you demonstrated is unprofessional and a serious threat to the safety of patients and other healthcare providers.

In addition, you are not successfully meeting the objectives of _______________(number and name of course). Attempts have been made to assist you in correcting your academic weaknesses. However, you continue to be unable to successfully achieve the course objectives.

Therefore, effective immediately, you are administratively dismissed from the Kennesaw State University, WSON. In accordance with university and college policies as described in the student handbook page ______, you have the right to appeal the dismissal action in writing to the President of the University within five days after receipt of letter.

_____________________________               ______________________________
Director, WSON                     Dean, WellStar College Health and Human Services
Date________________________     Date_______________________

Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

EXAMINATION POLICY

1. Students are expected to adhere to principles of professional behavior and not receive and/or give any unauthorized assistance to other students.

2. Students will only be allowed to use resources, such as calculators, provided by the test proctor during examinations or as otherwise designated by the proctor, like referring to a certain textbook for open book examinations.

3. Suspected cheating noticed by a test proctor or a report of cheating by a student is a cause for initiation of misconduct charges.

4. The faculty will abide strictly by the rules for academic misconduct as stated in the Student Code of Conduct Regulations in the KSU catalog and student handbook.

5. Any assignment submitted for a grade in a course may be subject to electronic review for plagiarism.

6. Students will be expected to sign an honor code pledge before beginning an exam or submitting a graded assignment, (term paper, project). A common pledge is “I have neither given nor received aid in the completion of this ____________ (examination, term paper, etc.)”.

7. Students are to be seated at least every other seat in the classroom when possible.

8. Students may be given assigned seating as designated by exam proctor/faculty.

9. Students will need to present KSU Student Identification Card before the exam begins to validate their identity.

10. All book bags, books, papers, etc. must be placed under your seat and secured prior to the start of the examination. Cell phones and beepers must also be placed within your purse or book bag and “turned off”. Caps with visors and stocking caps are not to be worn during the exam period.

11. Students cannot consume food or drink during the exam period.

12. Exam answer sheets must be covered at all times with a provided cover sheet. No writing is allowed on this cover sheet.

13. Students must face forward during exams, thus using the seat’s attached working surface, if applicable.

14. Students will remain in their seat during an exam. If you have a question, raise your hand and the proctor will come to you.
15. Proctors will be in the examination room for all tests.

16. Proctors will walk around and observe students.

17. A student is not to do any writing along the margins of the examination, in between questions, or on the back of exam pages unless otherwise directed, (medication calculations, short answer questions, or essays).

Approved: Fall 2006
Reviewed 7/13, 7/14, 7/15
WellStar College of Health and Human Services

Guidelines
Classroom Use for Guest Speakers or External Groups

Issue: External Groups or presenters are invited to campus to provide a service to the KSU constituencies (faculty, students or staff groups). The following guidelines are recommended in order to ensure that KSU resources are protected.

Suggested Guidelines:

1. The individual or group must be extended an invitation to campus by a KSU constituency (i.e. KSU student organization, faculty member). Speakers seeking space without KSU sponsorship will be directed to the Department of Continuing Education, Sherrie Gentry (Ext. 6949 or sgentry@kennesaw.edu) for room rental at KSU Center, or University Events (Ext. 6252 or events@kennesaw.edu) for room rental in the Convocation Center.

2. Events sponsored by KSU – One person must take the lead and responsibility to ensure that the event is organized. Notification to the department chair by the constituent group, parking services, building security, and technology support is expected. Student sponsored events must have these efforts coordinated by the faculty adviser.

3. The Faculty Advisor will initiate finding the location for the event via University Events and providing notification to the department chair, parking, security and technology support. The Faculty Advisor will be the contact for any equipment or supplies shipped to campus for the event.

4. The Faculty Advisor will make arrangements to ensure the room is available, accessible if locked, and kept secure throughout the event. Mr. Sam Gardner controls the key pad access to most rooms on campus (Ext. 6726, sgardner@kennesaw.edu). If the room is set up with technology, the room should remain locked when unattended. Technology needs should be directed to the System Support for the building. Any special technology needs should be coordinated with the Audio Visual Technology Services (Ext. 6057, avtstech@kennesaw.edu).

5. Rules regarding food and drink in the classroom are expected to be honored. Please do not violate.

6. After the event has concluded, the equipment used should be turned off and the room left in good condition (trash placed into containers, chairs and tables return to their original location). The Faculty Advisor will be responsible or will have delegated the responsibility.

7. Meeting spaces on KSU are generally well used and over scheduled. Scheduling events at least two weeks in advance is essential.

Approved: 4/4/08
Reviewed 7/13, 7/14, 7/15
Policy: Professional and Ethical Behavior of Nursing Students

As a student in the WellStar School of Nursing, it is an expectation that all will abide by the following principles and precepts. Students are expected to conduct themselves in ways consistent with the American Nurses Association Code of Ethics for Nurses (Student Handbook, p.1) and for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs.

The following principles of ethics are core values held by those in the nursing profession: (Kozier & Erb, 9th edition, 2011)

- Beneficence - the doing of good
- Justice - fair, equitable, and appropriate care
- Autonomy – freedom to make choices
- Veracity - telling the truth
- Fidelity - keeping one’s promises
- Respect - for self and others
- Nonmaleficence - duty to “do no harm”

A Professional Behavior

The KSU faculty expects students to conduct themselves in a professional and respectful manner at all times.
1. Abide by the classroom rules regarding testing and test review
2. Be considerate of others
3. Be respectful of diverse ideas and opinions
4. Receive constructive feedback and utilize the feedback for enhanced learning
5. Be punctual for appointments, meetings, class, and clinicals. Notify appropriate faculty in a timely fashion if late or unable to attend
6. Refrain from using slander, (malicious, false or defamatory statement or report) or libel (defamation by written or printed word), and profanity
7. Treat others with civility, kindness, and intellectual engagement
8. Promote the highest level of moral and ethical standing, accepting responsibility for actions rendered
9. Be ready and prepared for class/clinical. Arriving unprepared can cause potential harm to patients and liability to the health facility and university. Being unprepared is grounds for immediate dismissal from the clinical site and will be counted as a clinical absence
10. Adhere to the WellStar School of Nursing Dress Code. Dress professionally in clinical and in all professional encounters. (Student Handbook)
11. Adhere to the WellStar School of Nursing Chemical Abuse Policy (Student Handbook) **No smoking or use of any tobacco products is allowed at clinical agencies.** KSU is a No smoking campus. Smoking is prohibited on campus.

12. Contribute to upholding the reputation and community values of your educational program in all areas locally and abroad.

13. Avoid personal use of technology during class or clinical. Do not take pictures at clinical without permission of instructor.

**B Academic Integrity**

The KSU faculty seeks to encourage student intellectual and moral development in the nursing program. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, and misrepresentation/falsification of University records or academic work. Incidents of alleged academic misconduct will proceed through established procedures of the University Judiciary Program including informal resolutions, formal hearing procedures, and suspension as indicated. Academic misconduct is viewed as a serious matter and is in violation of the National Student Nurses Association and American Nurses Association *Code of Ethics*. Examples include but are not limited to:

1. Engaging in plagiarism
2. Not recording/reporting honestly. Falsifying information on patient records or any student documents is unacceptable
3. Buying, selling, soliciting, possessing, transmitting or using any quiz, test, or exam material that has not been approved by faculty
4. Collecting and/or transmitting information without faculty consent via phones, cameras, computers, recorders, or other electronic devices in the classroom or clinical setting.
5. Maintain patient confidentiality and abide by the WellStar School of Nursing and clinical agency regulations, as well as HIPAA laws. Using social networking sites to post any information or pictures concerning clinical experiences is prohibited and is a HIPAA violation.
6. Submitting any work/assignment completed by another student
7. Cheating on exams or any course assignment

*If a student has a question as to whether certain material, activity or behavior is a violation of this code, the student has a responsibility to seek guidance from a faculty member before proceeding to act or use the material. Students are encouraged to report infractions of this standard to a faculty member or Director of the Undergraduate/Graduate Program. Not abiding by the above principles, or any other unethical or unprofessional behavior on the part of the student, may be grounds for course failure or immediate dismissal from the classroom, clinical site and/or the nursing program.*

Revised: 04/23/2012
Reviewed 7/14, 7/15
Student Rights and Grievance/Complaint Procedure

Students of Kennesaw State University are guaranteed all of the rights, privileges, and freedoms granted to a citizen of the United States. [(Refer to the Kennesaw State University Undergraduate Catalog Rules and Regulations of Student Life and the Kennesaw State University Student Handbook.)] In addition, nursing students not only have the right to open communications with nursing faculty, but also have the RESPONSIBILITY to keep these communication lines open. Methods of facilitating communication between students and faculty are: student/faculty dialogues, student/advisor meetings, and faculty evaluations, representation on committees, pre-professional organization (Student Nurses Association), Graduate Nursing Student Organizations, course evaluations, student evaluations, nursing bulletin boards, and electronic communications.

Grade Appeal Procedure

If a complaint arises involving a course grade and the student believes that the instructor has violated his/her stated grading policy, the Grade Appeal Procedure outlined in the Kennesaw State University Undergraduate Catalog and the Kennesaw State University Graduate Catalog will be followed.

Discrimination and Sexual Harassment

Student grievances or complaints alleging action of discrimination or sexual harassment should follow the established Kennesaw State University procedures outlined in the Kennesaw State University Undergraduate Catalog and the Kennesaw State University Graduate Catalog.

Other complaints

Other complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, he/she should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution.

- **Step 1**
  Whenever a student has a complaint against a faculty member, he/she should first talk with the faculty member and attempt to reach a solution.

- **Step 2**
  If the student has attempted to resolve the complaint with the faculty member and fails to reach a resolution or if he/she feels uncomfortable discussing his/her problem with the faculty member because of the highly sensitive nature of the complaint, he/she may bring the complaint to the undergraduate or graduate associate director.

- **Step 3**
  If the issue is not resolved at the level of the program associate director, the student may direct his/her complaint, in writing, to the Director of the School of Nursing.

- **Step 4**
  If the issue is not resolved at the level of the Director of the School of Nursing, the student may direct his/her complaint, in writing to the Dean of the College of Health and Human Services.
- Step 5 -
If the issue is not resolved at the level of the Dean, the student may direct his/her complaint, in writing, to the Vice President for Academic Affairs.

- Step 6 -
If the issue is not resolved at the level of the Vice President, the student may direct his/her complaint, in writing, to the President of the University. The President's decision is final as far as institutional grievance procedures are concerned.

Just as students may file a written appeal of a decision to the next level, faculty may also appeal a decision, in writing, to the next level of review. The faculty member will receive copies of any written documents produced during the complaint resolution (at any level) and will be given the opportunity to respond to each document. The faculty member will be informed at any point at which written documents concerning the complaint are placed into his/her personnel file and will be allowed to respond, in writing.

(Source: Kennesaw State University Faculty Handbook, Section 4.4.2 Procedures for Handling Student Complaints against Faculty Members.

Alternative Conflict Resolution

The Ombuds Office is available to offer informal assistance in resolving University-related problems, especially those that students believe are not being adequately addressed through usual procedures. The Ombuds is independent of the University's formal administrative structure and provides a forum in which all sides of an issue can be discussed in an objective manner.

Contact the Ombuds Office at 470-578-7773.

Revised 7/13
Reviewed 7/14, 7/15
REQUIREMENTS FOR CLINICAL PARTICIPATION

WELLSTAR SCHOOL OF NURSING HEALTH FORM

- Health History Form and Physical (within 4 weeks prior to starting the program) and Immunizations signed by a Physician or Nurse Practitioner. Updated annually.
- Starting with Fall 2014 students will be required to purchase a subscription to ImmuniTrax for tracking Nursing Program required health records. Students will be responsible for uploading their records into the ImmuniTrax and keeping their records current.
- Student forms will be reviewed by WSON staff. Each semester a random number of student health forms will be selected to verify the completion and signature of physician or nurse practitioner.

Health Forms will be on the KSU Nursing Website or you can contact WellStar School of Nursing Office @ 470-578-2890.

PROOF OF HEALTH INSURANCE

Please submit proof of current health insurance coverage. A copy of your card is acceptable (front and back).

For information on insurance plan(s) offered through the University please refer www.uhcsr.com/kennesaw.

PROOF OF CPR CERTIFICATION

Every nursing student is required to have their current CPR Certification on file in the Nursing Department Office. A copy of your signed CPR card, front & back is required. Your American Heart Association Certification must state “BLS for Health Care Provider.” Contact the Administrative Associate – Specialist in Student Records for a list of providers (678-797-2890).

TUBERCULOSIS TESTS (PPD) or Chest X-Ray

Proof of negative PPD (Purified Protein Derivative) or if PPD is positive or prohibited for other reasons, a chest x-ray or negative Quantiferon report is required. PPD’s or Quantiferon must be updated annually, however, some clinical agencies may require more frequent testing.

When necessary to submit a chest x-ray, a copy of the written report IS required. X-Rays with report are good for 1 year. The written report must state the date the test was given, the date the results were read, and the results.

Students with recently converted PPD’s will be referred to the Health Department, Personal Physician or KSU Health Clinic for follow up.
TETANUS/DIPHTHERIA/PERTUSSIS (Tdap)

Proof of a Tetanus/Diphtheria/Pertussis booster immunization received within the last 10 years. Proof must include month, day and year. Please note: A two year time period is recommended between tetanus/diphtheria and tetanus/diphtheria/pertussis. If your tetanus/diphtheria booster (Td) is older than two years, the tetanus/diphtheria/pertussis (Tdap) is required.

VARICELLA

Laboratory evidence of immunity, (reactive) Titer.

If you are in the process of getting the immunization please show documentation.

MEASLES, MUMPS & RUBELLA ~ MMR

Laboratory evidence of immunity, (reactive) Titer.

If you are not immune, show documentation that the series of immunizations is in progress will be accepted.

HEPATITIS B SERIES & TITERS

Laboratory evidence of immunity, (reactive anti Hep B) Titer.

Documentation of appropriate immunization, i.e., 3 injections at prescribed intervals to include reactive anti Hep B. Documentation that the series is in progress will be accepted when you first enter the program.

Refusal form is available upon request at WellStar School of Nursing Office, however clinical sites may refuse to allow student access if student has not shown documentation of immunity to above mentioned diseases.

Flu Vaccination

Proof of current flu vaccination is due by October 1st for Fall and upon entry for Spring.

PROOF OF BLOODBORNE PATHOGENS CERTIFICATION

Every nursing student is required to have their current bloodborne pathogens certification on file in the Nursing Department Office. Certification must be updated annually.
**LICENSURE**

If you are currently licensed by any board in the State of Georgia, the WellStar School of Nursing **must** have a copy of your license. (i.e. RN, Respiratory Therapist, etc.)

Health Records are due **annually**. If any of your credentials (i.e., PPD, Physical, Tetanus, X-Ray, CPR and Bloodborne Pathogen Certifications) are due to expire **during a semester (regardless if done within the year)** you are required to update it before the listed deadlines for that semester. **It is the student’s responsibility to find out what Medical information is pending.** If you are not sure, contact Lillian Valdez. These records are required by our clinical agencies prior to KSU nursing students attending clinical. You will **NOT** be allowed into the clinical site without this documentation. Use the WellStar School of Nursing Health Form to record the above information. Fill in all blanks on the form, and **do not** write, “see attached”. Even though we require documentation, you need to complete the form. Be aware that clinical agencies may request a copy of any or all student health records in certain situations. From time to time a KSU Health Care Provider will review all information provided to the WellStar School of Nursing. Students are required to make copies of all medical forms for themselves before bringing form to WellStar School of Nursing Office.

**MALPRACTICE INSURANCE**

**NOTE:** Malpractice insurance is required but is carried by the institution and paid via student fees assessed at registration. Faculty are covered as well.

**CRIMINAL BACKGROUND CHECK and DRUG SCREEN**

All students beginning the undergraduate and graduate nursing program will be required to complete a criminal background check and a drug screen in the first semester of the program by a company designated by the WellStar School of Nursing. Results will be submitted directly by the student to the clinical agency assigned each semester. A clinical agency has the right to refuse a student’s clinical placement. If this circumstance arises, the student will be contacted by the Program Associate Director regarding the matter.

If clinical placement continues to be denied as a result of students background history or drug screen, that the meeting of course clinical objectives cannot be accomplished, then the student will be dismissed from the program.

**ALL RECORDS MUST BE IN WRITTEN FORM IN THE DEPARTMENT OFFICE.**

**ALL STUDENTS WHO DO NOT HAVE APPROPRIATE RECORDS WILL BE ADMINISTRATIVELY DROPPED FROM THEIR CLINICAL COURSE.**

Revised 7/13, 7/14, 7/15

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~NURSING CLINICAL REQUIREMENTS~

Formal documentation of the preceding requirements MUST be on file with WellStar School of Nursing BEFORE DEADLINE DATE. This applies to ALL Nursing majors and Graduate students. Check the WellStar School of Nursing website for deadline dates for each semester.

If any of your credentials (CPR/Health Requirements) are due to expire during any given semester, you are required to update it before the established "deadline" for that semester. It is the student's responsibility to find out what Medical information is pending.

If you miss the deadline, you will be administratively dropped from your clinical classes ~ no exceptions.

Please submit all documentation to:

Ms. Lillian Valdez, Administrative Associate I, Specialist in Student Records
Kennesaw State University
WellStar School of Nursing ~ Room #3004
Ph: (470)578-2890 Email: lvaldez2@kennesaw.edu

For Graduate students please submit all documentation to:

Mr. Jerryl Morris, Coordinator, Graduate Students Services
Kennesaw State University
WellStar School of Nursing ~ Room #1007
Ph: (470)578-2030 E-mail: jmorr132@kennesaw.edu
RESOURCES FOR MEETING HEALTH REQUIREMENTS

Kennesaw State University Health Center:

3215 Campus Loop Road
Kennesaw, GA 30144-5591
Phone #: 470-578-6644

Services offered:
Physical Exam
Adult Immunizations
Women's Health
Laboratory Testing
Health Education

Public Health Department:

Cobb-Douglas Public Health Department
1650 County Services Parkway
Marietta, GA 30060 - 4009
Phone #: 404-514-2300

Directions: Powder Springs Road (behind the Marietta Square), take a left on County Services Parkway. The Health Department is the second building on the right.

Services offered:
MMR Polio Vaccine
Tetanus Typhoid
HIB Hep B - (need series of 3)
Rabies AntiHB
TB Skin Test

Reviewed 7/13, 7/14, 7/15
POSITION STATEMENT ON NURSING STUDENT EMPLOYMENT

The Nursing faculty recognizes the economic constraints that students face necessitating the need for employment. However, it is an educator's responsibility to encourage the student to view education as a priority. It is with this viewpoint, then that students are encouraged to seek a balance between employment and attainment of education goals.

The profession of nursing is often times a critical and demanding one, and the education in preparation for nursing is likewise critical and demanding. The nursing faculty believes that we cannot lower our educational standards for the nursing program even though we empathize with the need of many students to work. The critical variable seems to be in the ability of the student to strike a balance between employment and school. The WellStar School of Nursing has conducted a small study of our own students, as well as a literature review in the area of jobs and academic success. Based on this research, the faculty suggests that students who must work consider only part-time work (less than 20 hours per week) and where possible, that employment be in a health-related field as these two variables correlated highest with academic success.

Additionally, you should be aware that the Georgia Board of Nursing states that unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting that is a part of the nursing curriculum.

As for students enrolled in the accelerated nursing program, the educational program is quite demanding. Accelerated students are required to be full-time students taking 12-15 credit hours per semester. Hence, any employment, including part-time is strongly discouraged in order for the student to be academically successful.

Reviewed 6/2012; 7/13, 7/14, 7/15
Performance Standards
Core Performance Standards for Admission and Progression

For successful completion of the WSON nursing programs, the student must possess certain cognitive, sensory, affective, and psychomotor performance requirements. Students interested in applying to the WSON nursing programs should review these core performance standards and understand that students must be able to perform these essential eligibility requirements in an independent manner. The University complies with the Americans with Disabilities Act and will endeavor to make reasonable accommodations for qualified individuals with disabilities. If a student believes that he or she cannot meet one or more of these standards without accommodations or modifications, the student must self-identify, provide documentation of the disability, and request accommodation. The nursing program will determine, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably.

These Core Performance Standards are based on guidelines established by the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing Education.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical and academic judgment.</td>
<td>Identify cause-effect relationships in clinical situations.</td>
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<tr>
<td></td>
<td></td>
<td>Use of the scientific method in the development of nursing care plans.</td>
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<tr>
<td></td>
<td></td>
<td>Evaluation of the effectiveness of nursing interventions.</td>
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<tr>
<td></td>
<td></td>
<td>Respond effectively to emergency situations.</td>
</tr>
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<td></td>
<td></td>
<td>Identify and manage multiple priorities in caring for patients.</td>
</tr>
<tr>
<td>Professional</td>
<td>Interpersonal ability sufficient to interact professionally with individuals, families, and groups from a variety of social, cultural, emotion, and intellectual backgrounds.</td>
<td>Establish rapport with patients and colleagues.</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td>Capacity to engage in successful conflict resolution with patients, families, colleagues, and faculty members.</td>
</tr>
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<td></td>
<td></td>
<td>Demonstrate respect for cultural diversity and rights of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to develop and maintain therapeutic relationships with patients and colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for professional interaction with others in verbal, written, and computer-assisted forms.</td>
<td>Speak and write English sufficiently to be understood by patients and families.</td>
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<td></td>
<td>Explain treatment procedures, health teaching, and plan of care.</td>
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<td>Document and interpret patient, data, nursing actions and patient responses completely and accurately.</td>
</tr>
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<td></td>
<td></td>
<td>Proficient use of electronic medical charting.</td>
</tr>
<tr>
<td>Issue</td>
<td>Standard</td>
<td>Some Examples of Necessary Activities (not all necessary)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
<td>Move around patient’s rooms, work spaces, and treatment areas. Administer rescue procedures - cardio-pulmonary resuscitation.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care and to maintain safety and security standards.</td>
<td>Calibrate &amp; use equipment, position patient therapeutically. Provide and/or assist with patient activities of daily living, including bathing, toiletting, and positioning patient. Ability to correctly administer oral, IM, IV, SC, and other parenteral medications correctly and safely.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor, assess, and respond to health needs.</td>
<td>Ability to hear monitoring device alarm, emergency signals, auscultatory sounds, and cries for help.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation, assessment, and responding to patient care needs.</td>
<td>Observes patient condition and responses to treatment. Ability to perform nursing interventions, such as insertion of IV, insertion of Foley catheter, and preparing and administering medications. Ability to read thermometers, measuring cups, syringes, gauges, other equipment and read small print. Ability to visualize written words and information on paper and/or computer screen correctly. Ability to discern changes in skin/wound colors. Ability to read drug labels and packages with accuracy.</td>
</tr>
<tr>
<td>Tactile Sense</td>
<td>Tactile ability sufficient for physical assessment.</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
</tbody>
</table>

Reviewed 7/13, 7/14, 7/15
CONSENT FOR USE OF STUDENT MATERIALS

I, _______________________________, give consent (Print Name)

the WellStar School of Nursing at Kennesaw State University to collect, archive, and showcase my graded course work for such purposes as accreditation site visits, student recruitment and as examples of work for new students and to use these materials otherwise as the faculty deem appropriate. The faculty may also examine for scholarly purposes my accumulated course work listed below and report the results in the aggregate thereby maintaining my anonymity.

This consent pertains to my work, _______________________________

(Title of Materials)

This consent is valid until I withdraw it in writing through the Director of the WellStar School of Nursing.

________________________________________
Signature of the Student

________________________________________
Date
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

BLOODBORNE PATHOGENS POLICY

This policy is necessary for the education and prevention of the spread of bloodborne pathogens to students. These recommendations are based on the most current information from the Center for Disease Control (CDC), the Georgia Department of Human Resources (GDHR), the American Hospital Association (AHA), and the Occupational Health and Safety Administration (OSHA).

The Code of Ethics for Nurses (2010) states, "The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems." In accordance with the Code, the Kennesaw State University WellStar School of Nursing believes nursing professionals, including faculty and students, have a fundamental responsibility to provide care to all patients assigned to them and that refusal to care for patients with infectious diseases is contrary to the Code of Ethics of the nursing profession especially in light that strict adherence to isolation of blood and body fluids is considered sufficient to substantially reduce patient/patient nurse and nurse patient/patient transmission.

Just as nursing professionals have a moral commitment to care for all patients, faculty members have a special responsibility to exemplify the standards of ethical behavior and compassion as role models for their students. In addition, faculty members have an obligation to stay informed about new developments in infectious disease.

No prospective student, faculty member, or staff member will be refused admission or employment solely because of positive results on diagnostic tests for a bloodborne infectious disease. Further, no screening of potential candidates will be required for either admission or employment.

The primary goal of bloodborne pathogens education is prevention; therefore, it is expected that each faculty member and student will complete, upon entry into the WellStar School of Nursing and annually thereafter, the Bloodborne Pathogens Safety Self-Study Modules: Part 1: Bloodborne Infections; Part 2: Exposure controls and PPE; Part 3: Work Practice Controls.

In the event of an exposure to a bloodborne pathogen by faculty or student, the Blood and Body Fluid Post-exposure Plan will be stringently followed. Situations which arise will be handled individually in order to provide maximum support to the affected individual.

There are certain situations that may warrant the relief of student and or faculty responsibility from working with a patient with an infectious disease, they are as follows:

1. A student with an infection that can be communicated to an immunosuppressed patient;
2. An immunosuppressed student, or;
3. Other unforeseen situations not covered by the above. In such a case, the faculty and student will determine the assignment.
The Blood and Body Fluid Postexposure Management guidelines included in this Bloodborne Pathogens Policy will be adhered to when working in a clinical facility and the University laboratory setting for students.

The above policy will be reviewed and or revised annually.

Revised: 7/13
Reviewed: 7/14, 7/15
Guidelines for the Management of Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis

The guidelines for this policy were developed using Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis, published in the MMWR, June 29, 2001.

Bloodborne pathogens are potentially life threatening. The primary way to prevent transmission of hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV) through occupational blood exposures in healthcare settings is prevention. Standard precautions should be employed when caring for all patients. Additionally, immunization for hepatitis B is an integral component of a complete program to prevent infection following bloodborne pathogen exposure and is required of all nursing students.

"An exposure that might place healthcare provider (HCP) at risk for HBV, HCV, or HIV infection is defined as a percutaneous injury (e.g., a needlestick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious" (MMWR, 2001). All body fluids except sweat are considered potentially infectious.

The Center for Disease Control (CDC) has documented low numbers of infections due to occupational exposures to potentially infectious body fluids that occur annually in the health care settings. “HCV is not transmitted efficiently through occupational exposures to blood. The average incidence of anti-HCV seroconversion after accidental percutaneous exposure from an HCV-positive source is 1.8%. The risk of HBV infection is a well-recognized occupational risk for healthcare personnel. The risk of HBV infection is primarily related to the degree of contact with blood in the work place and also the hepatitis B e antigen (HBeAg) status of the source person. In studies of healthcare personnel who sustained injuries from needles contaminated with blood containing HBV, the risk of developing clinical hepatitis if the blood was both hepatitis B surface antigen (HBsAg)-a and HBeAg-positive was 22-31%; the risk of developing serologic evidence of HBV infection was 37-62%. By comparison, the risk of developing clinical hepatitis from a needle contaminated with HBsAg-positive, HBeAg-negative blood was 1-6%, and the risk of developing serologic evidence of HBV infection, 23-37%. The average risk of HIV transmission after a percutaneous exposure to HIV-infected blood has been estimated to be approximately 0.3%...and after a mucous membrane exposure, approximately 0.09%.”

Prompt post-exposure prophylaxis intervention reduces the risk of infection following an exposure. Guidelines for immediate action are contained in this Policy. Additional interventions for post-exposure prophylaxis for HBV, HCV, and HIV are at Kennesaw State University Health Clinic.

In the event of exposure the health care provider in the Kennesaw State University Health Clinic will call the National Clinicians’ Post-exposure Prophylaxis hot line at 1-888-448-4911. This hot line is available from 6:00 AM to 11:00 PM Pacific Standard Time. 7 days a week.
BLOOD AND BODY FLUID POST-EXPOSURE MANAGEMENT

Blood or body fluid exposure is defined as any of the following:

- Percutaneous inoculation (needle stick or sharp injury).
- Non-needle percutaneous exposure (open cuts and/or abrasions).
- Direct mucous membrane contact (accidental splash).
- Direct contact with large amounts of blood and body fluids without glove protection (hands frequently have small nicks or cuts, which act as a portal of entry for microorganisms).

In the event of an exposure to blood and or body fluid the affected STUDENT will:

1. **Immediately** wash the exposed area. Use soap and water. Flush exposed mucous membranes or eyes with tap water for 15 minutes. Remove contacts if eyes are exposed.

2. **Immediately** report the incident to the clinical faculty. In addition, the student will notify the charge nurse or nurse manager on the unit to which she/he has been assigned for clinical.

3. **Immediately** receive a confidential medical exam (can be provided by the facility if feasible, the student may use private family MD at student's own expense, or the medical exam can be done at the Kennesaw State University Health Clinic). If the student does not have a usual source of medical care she/he may choose a physician from the Kennesaw State University's listing of Workers Compensation Physician Panel. As part of this medical exam, the student will be tested for Hepatitis B and Hepatitis C antibodies and HIV.

4. **Immediately** notify the Kennesaw State University Health Clinic (KSUHC) of the exposure and report to the KSUHC for further evaluation and/or treatment on the next Clinic workday. The Clinic is located on Campus Loop Road, House 52, Kennesaw, GA. The telephone number is 770-423-6644. The KSUHC will provide ongoing counseling and follow up.

5. **Immediately** cooperate in an investigation of the incident with the clinical facility and complete an incident report within 24 to 48 hours. The report and all subsequent information will be kept in a confidential file in the WellStar School of Nursing Director's office.

6. Follow through with any additional testing and investigations as directed by Kennesaw State University Health Clinic.
When a student reports an accidental exposure, the FACULTY will:


2. Verify that the exposed site has been washed or flushed as appropriate.

3. Determine the extent of exposure by asking the student to describe the incident thoroughly. Details that should be included: date and time of exposure; where and how exposure occurred; exposure site on the student’s body; severity of exposure; any other details deemed relevant by faculty member or clinical agency.

4. Assist the student in securing immediate medical follow up and blood tests.

5. Immediately, or as soon as feasible, investigate the source's status (usually a patient) related to bloodborne pathogens. If this information is NOT available from a previous laboratory study, the faculty will follow the individual agency procedures for obtaining the necessary testing.

6. Inform affiliating agency representatives of the Department's policies and procedures related to pathogen exposure.

7. Complete Kennesaw State University Health Clinic’s Incident Report within 24-48 hours and submit to Clinic personnel. A copy of this form is found at the end of this Bloodborne Pathogens Policy. Submit copy of this report to WSON Director for filing.

8. Maintain confidentiality regarding the incident.
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

CHECKLIST: Blood and Body Fluid Post-exposure Management

Name: ____________________________
Date of Exposure: ____________

Student ID Number: ________________
Telephone #: ________________

Date/Initials

1. Exposed area washed or flushed as appropriate.

2. Received immediate medical examination, including testing for HBV, HCV, and HIV.

3. Reported incident to Charge Nurse or Nurse Manager of assigned area.
   Name of Person: ________________________________
   Title: ___________________________________________________________________
   Institution: ___________________________________________________________________
   Location in Institution: ________________________________
   Phone Number: ___________________________________________________________________

4. Completed necessary hospital documentation (e.g. hospital Incident Report) and obtained a copy if possible.

5. Notified Kennesaw State University Health Clinic.

   Submitted Incident Report to KSUHC.

7. Counseled student regarding the need for ongoing evaluation, treatment, and/or counseling.

8. Submitted copy of completed KSU Health Clinic Incident Report to Director, WSON for filing.
INCIDENT REPORT

Date of Incident: ____________________________
Type of Incident: ____________________________

Public Safety Notified?  Yes  No  N/A
Worker’s Comp Issue?  Yes  No  N/A

Employee Name: ____________________________  KSU ID: ____________________________
Patient Name: ____________________________  KSU ID: ____________________________
Supervisor on Duty: ____________________________  KSU ID: ____________________________

Was incident reported to supervisor?  Yes  No  N/A

Details surrounding incident: ____________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Today’s Date: ____________________________
Person filling out incident report: ____________________________
Signature: ____________________________

Has a copy of this report been placed in student’s file in WSON?  Yes  ❑
The following form will be completed by the healthcare provider who sees the patient in the Kennesaw State University Health Clinic. The initial healthcare provider will provide all follow up contacts.

Student Name ____________________________________________________________

Today's date ____________________________________________________________

Date of exposure _________________________________________________________

Explanation of exposure (please be as specific as possible)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Initial</th>
<th>3-months</th>
<th>6-months</th>
<th>12-months</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV</td>
<td></td>
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<tr>
<td>HbsAB</td>
<td></td>
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<tr>
<td>HCV</td>
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</tbody>
</table>

CRNP Signature _________________________________________________________
Source Patient Initials _______________________
HIV Antibody _____________________________
HbsAB _____________________________
HCV Antibody _____________________________
Student Evaluation Policy for Undergraduate Nursing Program

1. Exams should be composed of at least 60% test items which are classified at the application level or higher.

2. All graded student work will be made available for review by student.

3. If a student must be absent from an exam, the course coordinator should be notified prior to the exam. The plans for make-up exams must be initiated within a 24 hour period. The make-up exam/quiz may not be objective. Provisions of course syllabus apply.

4. Faculty members supervising students who are not meeting clinical objectives of a nursing course and/or engaging in behaviors deemed to be unsafe should avail themselves of consultation with other members of the teaching team and the Advisory Committee to Faculty on Clinical Performance. In addition, faculty must provide an opportunity for remediation for the student in the Learning Resource Center, or other appropriate setting, document pattern(s) of poor performance by the student, and make provision for repeat performance in identified problem area(s) in an actual clinical situation, if reasonable time is available.

Reviewed 7/13, 7/14, 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

POLICY ON UNSAFE PRACTICE

Definition of Unsafe Practice
Nursing students are legally responsible for their own acts, commission or omission, in the clinical area. It is the responsibility of the nursing faculty to evaluate unsafe student behavior and initiate dismissal from the clinical setting when appropriate. Unsafe clinical behavior is any act, practice, or omission that fails to conform to the accepted standards of nursing care which result from a disregard for the health and welfare of the public and of the patient under the student's care, and includes, but is not limited to, the following offenses:

I. Violation of safety in patient care:
   a. Falsification of patient records or any other documentation related to the course or nursing program.
   b. Commission or omission of patient care that endangers a patient's life or negatively impacts a patient's recovery and or well being

II. Violation of confidentiality

III. Physical/Verbal abuse of patient, peer, faculty, or clinical staff

IV. Evidence of substance abuse (under the influence or alcohol or drugs, possession, use, sale or delivery).

V. Theft from patient, clinical sites, or school

VI. Any violation of the WellStar School of Nursing Policy on Professional and Ethical Behavior of Nursing Students or the ANA Code for Nurses.

A student who is considered to be unsafe in nursing practice by a panel of nursing faculty may be subject to, but is not limited to, the following outcome(s):

   a. Counseling
   b. Remediation
   c. Academic withdrawal
   d. Immediate removal from the clinical environment
   e. Dismissal from the clinical agency, course, nursing program, or Kennesaw State University.

Procedure
When a student's behavior endangers the safety of a patient, peer, staff member, clinical agency, or clinical faculty, and/or demonstrates a serious breach of professional behavior, the instructor or clinical agency will immediately dismiss the student from the clinical setting. The student will not be allowed to continue in the clinical component of the program until a decision is made by a panel of nursing faculty within five working days of dismissal from the clinical setting.
Appeals Process
The student has the right to appeal any ruling according to the procedure outlined in the Kennesaw State University Catalogue.

Adapted From: Rule 217.13 of the Board of Nurse Examiners Rules and Regulation when defining unprofessional nursing conduct®, Grayson Community University, Sherman, Texas.

Revised: 11/12/07
Reviewed: 7/13, 7/14, 7/15
CLINICAL EVALUATION CONTRACT

By the final clinical evaluation in nursing, the following student behaviors will be performed satisfactorily in order for the student to pass this course: Faculty will specify the deficiencies as they relate to specific clinical objectives on the evaluation tool and outline the requirements to remove the deficiencies.

I, _________________, a nursing student at Kennesaw State University, understand the behaviors that I must satisfactorily demonstrate in order to pass this course.

Student: ___________________________ Date: ________________

Faculty: ___________________________ Date: ________________

*My signature signifies that I have read and comprehend the contents of this contract. My signature does not indicate that I am in agreement with the faculty member's evaluation of me. I further understand that if I do not sign this form I will not be permitted to continue in the clinical setting.*
PROCESS FOR REMEDIATION

I. Remediation is a process of tutorial assistance for students who exhibit clinical deficiencies. It is a time for students to practice skills and to help them to refine those skills. It is not a time of testing. The process is initiated by faculty and may involve learning activities in the campus skills lab (LRC), the audiovisual lab and/or the clinical setting.

II. Remediation will be utilized when a student demonstrates a deficiency in a clinical objective(s).
   a. Deficiency in psychomotor skills will be remediated in the nursing LRC. (See list of lab skills)
   b. Deficiencies in any other areas should be outlined in a Clinical Evaluation Contract by the faculty member. (i.e. inability to prioritize nursing tasks, drug calculations, and inadequate nursing documentation).

   When a student is given a clinical remediation contract, refusal of the student to sign acknowledging receipt of the contract will result in the student being excluded from the clinical area until such time that the form is signed. Exclusion for a period of time may result in the student being unable to meet the clinical objectives of the course and constitute a clinical failure. In this case a grade of F will be awarded.

   If after signing, the student does not satisfactorily complete the specified activities in the clinical remediation contract, the student will be considered to have failed the course clinically and be awarded a grade of F.

III. Process
   a. Faculty member completes a Prescription for Remediation of Clinical LRC Skills (see attached form) for clinical evaluation contract.
   b. The student will sign the document for remediation. This acknowledges that the process for remediation is understood by the student.
   c. A copy will be given to the student, faculty member, and the nursing LRC Coordinator, if appropriate.
   d. The student will review textbook material, laboratory manuals, and/or specific audiovisual material as outlined in the document for remediation.
   e. If the remediation is for a psychomotor clinical skill, the student will make an appointment with the Nursing LRC Coordinator. This must be done by the identified remediation completion date.
   f. The student will sign the document for remediation following completion of specified behaviors.
   g. The Nursing LRC Coordinator will forward the completed document for remediation to the referring faculty immediately upon completion. A copy will be given to the student, a
copy retained by the Nursing LRC Coordinator, and a copy will be placed in the student's file in the WellStar School of Nursing office.

**Process for Evaluation of Clinical LRC Skills Post Remediation**

A. The evaluation component does not need to be done for every outlined remediation.

B. If evaluation of the deemed deficiency (ies) of skill(s) is required, the clinical faculty member will be responsible for the evaluation process, whether in the LRC lab or clinical area.

C. Prescription for Evaluation of Clinical LRC Skills Post Remediation form (see attached form) when evaluation of a psychomotor skill(s) is deemed necessary.

Approved: 9-26-97
Reviewed 7/13, 7/14, 7/15
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing

PRESCRIPTION FOR REMEDIATION OF CLINICAL LRC SKILLS

I. __________________________ (Student Name) requires remediation in __________________________.  
(Course)

II. Student is responsible for removing deficiency(ies) by __________________________.  
(date)

III. Description of deficiency (ies) in the clinical area (attach notes from faculty-student conference if necessary):

IV. Specific steps for removing the deficiency:  
(Consultation with LRC Coordinator may be necessary)

V. Is an evaluation necessary? Yes ________  No __________  
(If yes, then obtain Remediation/Evaluation Prescription Form)

   Student __________________________ Date __________
   Faculty __________________________ Date __________

VI. Remediation completed in the lab on __________________________  
(date)

   __________________________ (LRC Coordinator)  
   (attach dates of specific outcomes).

VII. I have completed the steps outlined in section IV for removing the deficiency.

   __________________________ (Student)  
   (Date)

Copy and return original to referring faculty upon completion.

My signature signifies that I have read and comprehend the contents of this contract. My signature does not indicate that I am in agreement with the faculty member's evaluation of me. I further understand that if I do not sign this form I will not be permitted to continue in the clinical setting.

Revised:  Fall 1997  
Reviewed 7/15
Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Prescription for Evaluation of Clinical LRC Skills Post Remediation

I. __________________________________________ requires evaluation in

(Student)

____________________________________

(Course)

II. Student will be evaluated on __________________________.

(Date)

III. Description of area(s) to be evaluated:

____________________________________

(Student) ___________ (Date)

____________________________________

(Faculty) ___________ (Date)

IV. EVALUATION OUTCOME:

The student has Satisfactorily Unsatisfactorily met the area(s) outlined in Section III.

V. COMMENTS:

____________________________________

(Print student name) ___________ (Date)

____________________________________

(Student signature) ___________ (Date)

My signature signifies that I have read and comprehend the contents of this contract. My signature does not indicate that I am in agreement with the faculty member’s evaluation of me. I further understand that if I do not sign this form I will not be permitted to continue in the clinical setting.

Revised: Fall 1997
Reviewed 7/13, 7/14, 7/15
NURSING CLINICAL LAB SKILLS FOR BSN STUDENTS

1. Vital signs
2. Occupied/unoccupied bed
3. Bed bath -- oral hygiene
4. Range of motion exercise
5. Positioning and transfer techniques
6. Sterile dressing change -- sterile gloving
7. Handwashing
8. Universal precautions
9. Medication administration -- PO, eye, ear, nose, SL, buccal, topical, vaginal, rectal
10. Medication administration -- IM/Z-track
11. Medication administration -- SQ
12. Medication administration -- ID
13. Medication administration -- IV Piggyback
14. Medication administration -- IV Push
15. Medication administration – nasogastric and gastrostomy
16. Maintain IV line
17. Venipuncture
18. Administration blood product
19. Management of central lines
20. Nasogastric tube insertion
21. Nasogastric irrigation/suction
22. Tube feeding -- continuous and intermittent
23. Urinary catheterization
24. Urine specimen collection
25. Enema administration
26. Tracheostomy care and suctioning
27. EKG interpretation
28. Physical assessment
29. Denver Developmental Screening Test (DDST)
30. Finger stick blood sugar
Strategies for the Selection of Learning Experiences

Strategies used by faculty members to select classroom learning activities include:

1. Professional judgment of the individual faculty member.
2. Discussions with teaching team colleagues in regularly scheduled team meetings.
3. End of semester summaries of course evaluations derived from review of student and faculty evaluations, course dialogues, critiques of examinations and other evaluation strategies.

Students are involved in this process through:

1. Student-faculty dialogue(s) (if only one, it should occur mid-semester).
2. Comprehensive course evaluations at the end of each semester.

Strategies used by faculty members to select clinical learning activities include:

1. Review of course objectives and content by faculty members.
2. Meetings between faculty members and clinical agency personnel prior to the clinical experience and annually at Community Advisory Committee meetings.
3. Student evaluations of clinical agencies and clinical experiences each semester.
4. Evaluations of clinical experiences by agency staff conducted each semester.
5. Faculty evaluations of the clinical experience in team meetings and final course evaluation.
Clinical Experiences for Undergraduate Nursing Program

The supervision of students in the clinical area is a major faculty responsibility and is subject to legal limitations designated by the Board of Nursing of 1 faculty for 10 students engaged in actual interactive clinical learning activities (student interaction with patients). Patient/student/faculty safety is a prime consideration in any activity. However, some clinical activities may occur in the home or in other community settings and some student experiences may be with designated preceptors. In these situations, contact and supervision by faculty may be maintained by cell phone.

In view of safety issues and the importance of clinical experiences the following policies should be followed:

1. During learning experiences where actual student/patient interaction takes place within a specific building or setting, a faculty must be on site. Exceptions to this policy include preceptor experiences, observational experiences, simulated clinical experiences and observational experiences in areas such as home visits and ambulatory care settings.

2. During any learning experience when a faculty is not on site, a designated faculty member must be available by cell phone. This number must be made available to students engaged in learning experience. This includes preceptor, patient selection, observational and learning experiences involving personnel other than the faculty.

3. Learning experiences involving personnel other than the faculty will be pre-arranged by the instructor. In these pre-arrangements, faculty will delineate student objectives and learning activities and communicate these to appropriate personnel and students. A written letter of agreement and confirmation of student schedules and assignments will be forwarded to the appropriate agency personnel, and a copy filed with the course coordinator.

4. Students may participate in noninvasive activities in which they have prior educational experience. No student may participate in invasive procedures or administer medication in these circumstances unless under the supervision of a faculty member or registered nurse preceptor. Though faculty are responsible for planning and implementing clinical learning activities for all assigned students, at no point may a faculty member be responsible for more than 10 students at a time in interactive learning activities in a practice setting.
Kennesaw State University
WellStar School of Nursing - Undergraduate Program

Policy Regarding Selection, Approval and Role Development of Preceptors

The purpose of this policy is to direct the process of selection, approval and role development of any nurse preceptors used in clinical learning activities in the undergraduate program at Kennesaw State University. Preceptorships are developed and negotiated by the Undergraduate Clinical Placement Administrative Specialist and the course coordinator or other faculty members in any course in which preceptorial learning activities are used to provide clinical experiences for nursing students.

Selection and Approval of Preceptors
1. Preceptorships are negotiated with personnel of clinical agencies by the Clinical Placement Administrative Specialist and course coordinator in any course in which preceptorial learning activities are used to provide clinical experiences for undergraduate nursing students.
2. All preceptors should be registered nurses licensed in the State of Georgia. The preceptor may be a non-nurse provided that a designated faculty member serves as a co-preceptor.
3. All preceptors must have at least one year of experience as a registered nurse in the setting in which the preceptorship occurs. In the event a non-nurse is serving as a preceptor, this preceptor must have at least one year experience in the setting in which the preceptorship occurs.
4. The preceptor should preferably hold at least a bachelor's degree in nursing. Preceptors who do not hold a bachelor's degree in nursing should be recommended by the clinical agency and will have significant experience and recognized expertise in the clinical setting in which the preceptorship occurs.
5. No preceptor shall be assigned to work with more than two precepting students at any given time.
6. Student and faculty evaluations of preceptors will be considered in making determination about continued use of preceptors.
7. Course coordinators and faculty members have final approval of preceptors recommended by clinical agencies.
8. A preceptor qualifications form will be completed and kept on file for each preceptor working with a KSU student. The clinical placement coordinator will be responsible for verifying each preceptor license by cross-checking the name and number on the Board of Nursing website: https://secure.sos.state.ga.us/myverification/

Role Development of Preceptors
1. An assigned faculty member will supervise each preceptorship.
2. Faculty members will be responsible for role development of preceptors by meeting with the preceptor and student to orient them to their roles and responsibilities, goals of the preceptorship and methods of evaluation.
3. Faculty members assigned to supervise a preceptorship must meet with preceptor and student at intervals throughout the preceptorship for the purpose of clarifying roles and responsibilities, development of goals and the critique/evaluation of student learning.
Preceptor Survey
During the last semester of the nursing program, students are enrolled in a clinical capstone preceptorship. The assigned preceptor for each student is surveyed with an instrument based on the end of program outcomes. Preceptors evaluate the student’s abilities in meeting the outlined program outcomes. This information will be of value so comparisons can be made not only with other classes, but also with the employer survey that is completed at the one-year post-graduation mark. Results are tabulated and analyzed by the Surveys Committee. Results and findings are presented annually to the faculty regarding potential curricular implications.

Reviewed: Spring 2011, 7/13, 7/14, 7/15
Kennesaw State University
WellStar School of Nursing - Graduate Programs
Policy Regarding Selection, Approval and Role Development of Preceptors

The purpose of this policy is to direct the process of selection, approval and role development of any preceptors used in clinical learning activities in the graduate nursing program at Kennesaw State University. Preceptorships are developed and negotiated by the Assistant Director, Graduate Student Services, and graduate faculty members.

Selection and Approval of Preceptors

1. Preceptorships are negotiated in appropriate settings by the Assistant Director; Graduate Student Services and graduate faculty members.
2. Students may identify a potential preceptor, but the Assistant Director; Graduate Student Services must conduct negotiations and finalize arrangements for the preceptorship.
3. All preceptors for the WellStar Primary Care Nurse Practitioner Program must be one of the following: board-certified nurse practitioner; board-certified physician assistant; board-certified nurse midwife; or board-certified physician. All preceptors for the MSN in Advanced Care Management and Leadership must one of the following: board certified clinical nurse specialist; nurse/health care executive; or nurse educator.
4. All preceptors must be have at least one year of professional experience in his or her area of expertise prior to serving as a preceptor.
5. No preceptor shall be assigned to work with more than one precepting student at any given time.
6. Prior student and faculty evaluations of specific preceptors will be considered in the selection of previously assigned preceptors.
7. The Director, Graduate Nursing Programs has final approval of all preceptors.
8. A preceptor qualifications form will be completed and kept on file for each preceptor working with a graduate nursing student. The Assistant Director, Graduate Student Services is responsible for verifying each preceptor’s license and certification status.

Role Development of Preceptors

1. Preceptors receive an orientation packet that includes materials outlining their responsibilities, goals of the preceptorship, and methods of evaluation. The packet also contains program, course, and student information. Preceptors are encouraged to contact the Assistant Director, Graduate Student Services and/or the Director, Graduate Nursing Programs with questions/concerns.
2. Faculty members assigned as clinical site visitors must meet with preceptor and student at intervals throughout the preceptorship for the purpose of clarifying roles and responsibilities, development of goals and the critique/evaluation of student learning.

Reviewed: 07/18/06, 7/13, 7/14, 7/15
Suggested Guidelines for Creative use of Clinical Time for Undergraduate Nursing Program

1. Most alternative clinical experiences would be applicable for either Program. The difference would be in the focus and objectives.

2. The instructor will specify to the students in advance, the focus, objectives and criteria for evaluation of the experience (either verbally or in writing).

3. The objectives will be consistent with the clinical objectives for that course.

4. The learning experience need not take place in a clinical facility.

5. The instructor may or may not be present for the learning experience. However, if the instructor is not present, it is expected that he/she will be available by cellular phone. In these circumstances, no student may participate in invasive experiences or administer medication.

6. The instructor will gain approval for the experience and communicate the objectives to the appropriate supervisory personnel at the facility where the experience will take place.

7. The students will communicate their objectives to the staff involved in patient care.

8. Written or verbal student feedback will be obtained and evaluated by the instructor according to the stated criteria.

9. Student feedback may be used as evidence of completion or lack of completion of the clinical objectives.

10. The students will be responsible for their own learning.

11. Suggested activities include, but are not limited to:
   
   a. teaching projects
   b. clinical case studies
   c. observational field trips
   d. studying data on charts (lab work, etc.)
   e. planning/conducting a seminar
   f. learning contracts
   g. gaming strategies
   h. attending workshops
   i. devising Care Plans
   j. simulated lab experiences

12. The instructor will communicate in advance to the Course Coordinator and the Program Coordinator the occurrence of the alternative clinical experience.
Policy Statement Regarding the Infusion of Technology Skills into Courses Required for Baccalaureate Degree Nursing Majors

Technology-related skills and knowledge will be developed, demonstrated, and implemented in specific courses. These skills will be in carefully sequenced steps that are appropriate for knowledge acquisition and application. The syllabi of the course involved will state directly which technology-related skills and/or knowledge will be developed and utilized during the course. The following specific skills will be utilized in the course indicated.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Terminology, disk, care</td>
<td>ENGL 1101 &amp; 1102</td>
</tr>
<tr>
<td>Operating systems, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Word Processing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 1102 &amp; 1102</td>
</tr>
<tr>
<td><strong>Electronic Mail</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Technology</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 3209</td>
</tr>
<tr>
<td></td>
<td>NURS 4412</td>
</tr>
</tbody>
</table>

**Basic Skills**
- Computer terminology such as hard drive, CPU, memory, RAM, CDs, and flash drives
- Operating system – Windows
- Formatting disks

**Word Processing**
- Creating, saving and retrieving files
- Formatting a document (spacing, alignment, margins, tabs)
- Manipulating text (font, size, styles)
- Printing

**Electronic Mail**
- Receiving mail
- Sending mail
- Attaching files

**Research**
- Accessing the Internet and World Wide Web using search engines
- Searching databases related to nursing for documents on a specific topic

**Use of Presentation Technology**
- Use of presentation technology (such as PowerPoint, slides, poster presentations and overheads)

Upon admission to the nursing program, students will be requested to possess Basic Skills and Word Processing. If they do not possess these skills, it is the student’s responsibility to seek training as a condition for admission into the program. A list of opportunities and resources will be provided.
Policy Statement Regarding the Use of Information Technology Skills in the Graduate Nursing Program

Education and clinical practice environments of today rely heavily on new information technologies. As never before, a variety of computer skills are essential for success. In the Graduate Nursing Program, we educate nontraditional students who may or may not have exposure to these new technologies. Below, we have outlined competencies vital to success in the program. The incoming student should compare his/her own existing competencies to the list. If the student identifies deficiencies, he/she has the option of learning how to use these tools prior to beginning the program. Alternatively and less desirably, the student can become acquainted with these tools during the first semester of the program. Due to fast pace of the program, it is highly recommended that the incoming student familiarize himself/herself with the skills listed below prior to the first day of classes. The Continuing Education Department of KSU offers beginning level, short courses in many of these areas. Some employers and most other colleges and universities offer similar courses.

SKILLS

I. Basic Skills
   A. Computer Terminology
      1. Term such as hard drive, CPU, CDs, flash drives, data, downloading execution and program
   B. Operating Systems

II. Word Processing Skills
   A. Use of Word Processing Program
      1. Microsoft Office 2007 (or higher) recommended because it contains Microsoft Word (a common word processing program) and other useful programs such as PowerPoint
   B. Creating, saving, retrieving attachments
   C. Formatting a document
      1. Spacing, alignment, margins, tabs, tables, inserting graphics
   D. Manipulating text
      1. Font, size style, copy, cut and paste

III. Electronic Mail Skills
   A. Sending and receiving mail and files

IV. Research
   A. Accessing the Internet
   B. Navigating the Internet using a web browser
   C. Using search engines
   D. Searching databases related to health care and nursing for documents on a specific topic

V. Use of Presentation Technology
   A. PowerPoint (a presentation technology program in which you can create and present a slide show from the computer), slides, overhead transparencies and posters
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>USEFULNESS</th>
<th>ADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Mail</td>
<td>1. Ability to make class announcements outside of class time.  2.</td>
<td>1. Fast and convenient.  2. Timely as related to announcements and</td>
</tr>
<tr>
<td></td>
<td>Communicating with professors and peers.  3. Passing information,</td>
<td>assignments.</td>
</tr>
<tr>
<td></td>
<td>documents, presentation between peers and professors.</td>
<td></td>
</tr>
<tr>
<td>Web Browsers to Access</td>
<td>1. High quality information from sites dedicated to certain medical</td>
<td>1. Current information of high quality.  2. Comprehensive.  3. Fast and</td>
</tr>
<tr>
<td>Information on the Internet</td>
<td>conditions or research.  2. High quality information from government</td>
<td>convenient.  4. Can be done from home.</td>
</tr>
<tr>
<td></td>
<td>sources such as the National Institutes of Health and the CDC.</td>
<td></td>
</tr>
<tr>
<td>Searching Data Bases</td>
<td>1. High quality information from a wide variety of authorities.  2. Students</td>
<td>1. Fast and convenient.  2. Can be done from home.</td>
</tr>
<tr>
<td></td>
<td>will be introduced to the databases supported at KSU during the first week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of class.</td>
<td></td>
</tr>
<tr>
<td>Presentation Technology</td>
<td>1. Professional quality classroom presentations.</td>
<td>1. More economical than slides.  2. Ability to easily edit or change work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Ability to transfer electronically via e-mail.</td>
</tr>
</tbody>
</table>
Kennesaw State University  
WellStar College of Health and Human Services  
WellStar School of Nursing  

Dosage Calculation and Medication Administration Information  

I. Abbreviations  

Certain standard abbreviations are needed for dosage calculation. These are the abbreviations for medication administration that you will be expected to use throughout the curriculum.  

Units of Measure  

kg = kilogram(s)  
g (gm) = gram(s)  
mg = milligram(s)  
mcg = microgram(s)  
cm = centimeter(s)  
ml = milliliter  
gr = grain(s)  
t or tsp = teaspoon(s)  
T or tbs = tablespoon(s)  
gtt = drop(s)  
oz = ounce(s)  
mEq = milliequivalent(s)  
lb = pound(s)  

*Abbreviations for Units of Measure are understood to be singular or plural. Do not add an “s” to the end of abbreviations.  

Routes of Administration  

PO = by mouth  
PR = by rectum  
SL = sublingual  
Sub-Q, subcut, SQ =  
subcutaneously  
IM = intramuscularly  
IV = intravenously  

Times  

q = every  
bid = twice a day  
tid = three times a day  
qid = four times a day  
ac = before meals  

pc = after meals  
hs = bedtime  
prn = when necessary, as needed  
stat = immediately  

The following abbreviations should NEVER be used according to the “Do Not Use” List by Joint Commission.  

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Use Instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>U (unit)</td>
<td>Write “unit”</td>
</tr>
<tr>
<td>IU (international unit)</td>
<td>Write “international unit”</td>
</tr>
<tr>
<td>QD (daily)</td>
<td>Write “daily”</td>
</tr>
<tr>
<td>QOD (every other day)</td>
<td>Write “every other day”</td>
</tr>
</tbody>
</table>
II. Conversions

Students should be able to convert within and between systems of measurement. **If conversions are necessary, make them first.** Convert to common, available units. KSU emphasis will be on the metric system as that is the primary system utilized. **These are conversions that you will be expected to use throughout the curriculum.**

<table>
<thead>
<tr>
<th>Volume or Liquid Conversions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minims = 1 mL</td>
</tr>
<tr>
<td>1 ounce = 30 mL</td>
</tr>
<tr>
<td>1 t = 5 mL</td>
</tr>
<tr>
<td>1 T = 15 mL</td>
</tr>
<tr>
<td>1 oz = 30 mL</td>
</tr>
<tr>
<td>1 pint = 500 mL</td>
</tr>
<tr>
<td>1 quart = 1,000 mL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mass or Weight Conversions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 lb = 1 kg</td>
</tr>
<tr>
<td>1 grain = 60 mg</td>
</tr>
<tr>
<td>1 gram = 15 grains</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length Conversion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 inch = 2.5 cm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conversions within metric:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 kilogram = 1000 grams</td>
</tr>
<tr>
<td>1 gram = 1000 milligrams</td>
</tr>
<tr>
<td>1 milligram = 1000 micrograms</td>
</tr>
</tbody>
</table>

**Important Note:**
Always use a leading zero (0.X) before the decimal point for doses less than a whole number.

III. Dosage Calculation Rules

The rationale for the rounding rules in dosage calculation comes from the desire to deliver the most accurate dosage of medication with the equipment available. Different health care settings may have different equipment, and therefore students should always clarify rounding rules for the setting in which they are working. **For the purposes of grading, the following rounding rules will be used at the WellStar School of Nursing unless specifically amended by the instructor in a particular course.**
General Rules:

To help prevent medication errors:
Always use a leading zero before the decimal point for doses less than one.  
Trailing zeros after the last digit on the right should be omitted.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.60 (may be misread as 160)</td>
<td>1.6</td>
</tr>
<tr>
<td>2.0 (may be misread as 20)</td>
<td>2</td>
</tr>
<tr>
<td>.75 (may be misread as 75)</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Weight conversions from pounds to kilograms should be done as a separate calculation and should be expressed to the nearest 10th.

Excluding weight conversions as listed above, DO NOT round any numbers until you have completed the final calculation.

Regardless of the place being used for rounding (tenths, hundredths or thousandths), round UP if 5 or greater; and round DOWN if less than 5.

Oral Medications:

Capsules:

NEVER break capsules: express answers as whole numbers.

Tablets:

Only scored tablets are intended to be divided. It is safest and most accurate not to divide tablets. Every tablet does not lend itself to breaking (enteric coating, extended release); however, for purposes of grading, at KSU it should be assumed that all tablets in drug calculation problems are scored and breakable.

*When rounding up or down for administration of capsules or tablets use the following rule: 
No more than 10% variation should exist between the dosage ordered and the dosage administered.

Injectable Medications and Liquid Oral Medications:

Rounding rules often reflect method and instrument of administration. Calculate dosages and prepare injectable dosages using the following guidelines:

- For answers of less than one milliliter: Since the 1 mL syringe is calibrated in 100th mL increments, the answer should be expressed in 100ths. If the math calculation does not work out evenly to the 100th place, then the division is carried to the 1000th place and rounded to the 100th place.
  - Example: 0.876 mL = 0.88 mL
• For answers of greater than one milliliter: Since 3-6 mL syringes are calibrated in \(10^{th}\) mL increments, answers should be expressed in 10ths. If the math calculation does not work out evenly to the 10th place, then carry division to the 100th place and round to the nearest \(10^{th}\).
  - Example: 1.75 mL = 1.8 mL

IV. IV Flow Calculations:

Rates for IV fluids are expressed in drops per minute (gtt/min) when an infusion device is not used or mL/hr when an infusion device is used. If the math calculation does not work out evenly to a whole number, then the division is carried to the 10th place and rounded to a whole number.

• Drops per minute are always expressed in whole numbers. You cannot regulate something to a half of a drop.
  Because drops are expressed in whole numbers, general principles of rounding off are applied. Carry division of the problem to the 10th place and round to a whole number of drops.
  - Example: 33.2 gtt/min = 33 gtt/min
    64.5 gtt/min = 65 gtt/min

• Except in specialty care areas, most pumps deliver volumes in mL/hr. For purposes of grading at KSU, IV flow rates must be expressed to the nearest whole number.
  Because drops are expressed in whole numbers, general principles of rounding off are applied. Carry division of the problem to the 10th place and round to a whole number of drops.
  - Example: 166.6 mL/hr = 167 mL/hr

V. Pediatrics:

Rounding also varies according to population.

• Always round pediatric dosages to the 100th place
• Round weight in kilograms to the 100th place
• Always refer to references for safe dose ranges and calculate safe dose range based on body weight in kilograms.

REGARDLESS OF ROUTE OF ADMINISTRATION, ALWAYS ASK YOURSELF

“IS THIS ANSWER REALISTIC?”

Reviewed 7/13, 7/14, 7/15
LEARNING RESOURCE CENTER POLICIES AND PROCEDURES

The Nursing Learning Resource Center is composed of the skills labs, Simulation Center, computer lab, exam rooms and equipment rooms. The purpose of the Nursing Learning Resource Center is to provide opportunities for the student to gain competency in performing basic to advanced nursing skills through practice, as well as providing learning resource materials for all skills.

NURSING LRC PRACTICE AND COMPETENCIES

1. Students must come to supervised practice labs prepared for the designated skill. Preparation should include viewing videos, computer software, reading texts, reviewing power points and completing modules related to the skill prior to the scheduled practice time. In addition, students must bring required nurse pack for practice supplies.

2. Students are responsible for cleaning and replacing equipment after lab practice. The lab should be left clean and neat for the next person.

3. Please sign in for independent skills practice in the designated sign-in area, giving the total number of hours spent in lab practice. Students need to bring their nurse pack for independent practice.

4. Competencies demonstrating mastery of nursing skills learned throughout the semester will be scheduled at specified times after all supervised practice labs are completed. Dates for scheduled labs and competencies will be posted on the bulletin board outside the Nursing Skills Lab and on the course’s learning platform.

5. Each competency demonstrating mastery of skills is a pass/fail grade with the exception of 4417. Detailed competency guidelines and grading policies are defined in the following course syllabi: NURS 3209, NURS 3309, NURS 3313 and NURS 4417.

6. Students must arrive at appointed time with completed assigned modules.

7. If you are unable to keep your assigned time for practice or testing, PLEASE NOTIFY LAB COORDINATORS: Penny Ziegler (mziegle1@kennesaw.edu) (470) 578-2164 OR Diana Baughman (dmb3005@kennesaw.edu) (470) 578-6937. A "no-show" without notification will count as a failure.

8. Students are responsible for performance of skills under supervision in the clinical area after the completion of supervised lab practice.

EQUIPMENT

1. Mandatory Nursing skills module book and a mandatory nurse pack are available for purchase in the campus bookstore.
AUDIO-VISUALS

1. Computers, DVD’s and VCR’s are available for student use in the Nursing Skills Lab. A list of available materials is provided in the modules. Students must provide their own headphones for computer and VCR use.

2. Intermediate and advanced nursing skills on interactive CD-ROM’s are available for purchase in the campus bookstore.

3. Equipment and learning resource materials for checkout are stored in the Nursing Skills Lab.

4. All equipment and learning resource materials must be returned in a timely manner. Outstanding items will result in grades being held at the end of the semester and/or loss of check out privileges.

5. A log will be maintained for checking out all equipment and learning resource materials including the student's name; phone number; date due; date returned; and materials checked out.

WE HOPE YOUR TIME IN THE NURSING SKILLS LAB WILL BE BOTH REWARDING AND ENJOYABLE

Nursing Lab Coordinators

Penny Ziegler, RN, MSN, CPHQ
(470) 578-2164
mziegle1@kennesaw.edu

Diana Baughman, RN, MSN, FNP-C
(470) 578-6937
Dmb3005@kennesaw.edu

Revised: Spring 2012
Reviewed 7/13, 7/14, 7/15