

KENNESAW STATE UNIVERSITY

**WellStar College of Health and Human Services
WellStar School of Nursing**

Undergraduate and Graduate Programs

FACULTY HANDBOOK

POLICIES AND PROCEDURES

****2020-2021****

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

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Faculty Liaison to Clinical Site & Part-Time Faculty Coordinator	
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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

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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, 7/16, 7/17, 7/18, 7/19, 9/20

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.

Adopted: 8/17/01
Reviewed 7/13, 7/14, 7/15, 7/16, 7/17, 7/18, 7/19, 9/20

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

WellStar School of Nursing Faculty Goals & Outcomes

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.
 - Outcome 1: Faculty effectiveness is rated by students with a minimum mean of 3.0 or higher on a 1-4 scale with 4 being highest. Aggregate data measured at the WSON DNS, MSN and BSN level.
 - Overall the content of this course contributed to my knowledge and intellectual skills.
 - The instructor was effective in helping me learn.
 - Outcome 2: At least 80% of faculty participate in a professional development offering to enhance innovative teaching, supervision, and mentoring strategies. Aggregate data measured at the WSON, Graduate, and Undergraduate level.
- ❖ 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.
 - Outcome: At least 80% of tenured and tenured track faculty demonstrate a significant product of scholarship (publication, conference presentation [poster/podium], and/or submitted or funded grant). Aggregate data measured at the WSON, Graduate, and Undergraduate level.
- ❖ Actively contribute to service at the institutional, University System, professional or community levels, according to rank and academic preparation.
 - Outcome: 100% of faculty members are involved in service at the department, college, university, and/or professional levels. Aggregate data measured at the WSON, Graduate, and Undergraduate level.
- ❖ Maintain currency in clinical practice
 - Outcome: 100% of NP faculty teaching in NP practicum courses maintain currency in clinical practice and appropriate APRN licensure/NP certification.

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 2015-2016 Faculty Handbook, "Review and Evaluation of Faculty Performance" and the WellStar School of Nursing Tenure and Promotion Guidelines (February 2013).

Revised 9/15, 7/16

Reviewed 7/14, 7/15, 7/17, 7/18, 7/19, 9/20

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

Philosophy

The faculty of the WellStar School of Nursing (WSON) believe that nursing, as an art and science, is committed to fulfilling an essential social responsibility to foster the health and well-being of patients, families and communities. The WSON philosophy, based on the values of caring, collaboration, advocacy, patient/family centered care and social justice, frames the faculty's approach to education, service, scholarship and practice.

In congruence with Kennesaw State University's mission statement, the faculty believe that learning is an active, dynamic, and life-long process. Nursing education is learner centered*, grounded in mutual respect and shared responsibility that fosters individual and professional growth. WSON is committed to providing professional mobility for all levels of nursing through innovative and creative instructional modalities and strategies.

WSON Core Values

The faculty in collaboration with students share the following core values:

Advocacy

- Professional voice for patients, nursing, families, and communities

Caring

- The essence and central focus of nursing is what makes persons, their environments, and interpersonal concerns meaningful
- Philosophical, interpersonal and technical components that interface to facilitate positive human interactions and environments

Collaboration

- Working together in mutual respect to facilitate intra-professional and inter-professional actions for the benefit of the patients, families and communities
- The nurse is in a unique position to assume the role of leader

Patient/Family Centered Care

- Respecting and incorporating the wishes, beliefs and values of the patient and family into holistic care

Social Justice:

- Recognizing and providing nursing care to diverse patients, families, and communities with equality, respect, and dignity

*“Learner centered teaching and learning combine a focus on a.) individual learners, taking into account their experience, perspectives, backgrounds, talents, interests, capacities, and needs and b.) the best available knowledge about learning and how it occurs” (Smith, Carpenter, & Fitzpatrick, 2015, p. 209)

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

Bachelor of Science in Nursing Program
Organizing Framework

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 an 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, Holistic Health (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 lifestyles 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.

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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.

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

Baccalaureate of Science in Nursing Program
Student Learning Outcomes

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

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Kennesaw State University
WellStar College of Health and Human Services

WellStar Primary Care Nurse Practitioner Program (WPCNP)
Program Outcomes/Student Learning Outcomes

Program Outcomes:

1. Demonstrate continuing academic quality of students admitted to the program
2. Maintain a program completion rate of 90% or higher within 6 years of admissions
3. Demonstrate improvement in scholarly productivity of students.

Student Learning Outcomes:

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

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.
3. Implement patient/family-centered evidence-based clinical prevention strategies for health promotion.
4. Apply professional and collaborative communication skills to improve patient self-care and to expedite the coordination of services and inter-professional 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.

Adopted 2015
Revised 7/16
Reviewed 7/17, 7/18, 7/19, 9/20

Kennesaw State University
WellStar College of Health and Human Services
MSN Leadership in Nursing Programs
Nursing Education Leadership in a Digital World &
Nursing Administration & Transformational Leadership Track
Program Outcomes/Student Learning Outcomes

Program Outcomes:

1. Increase the graduation rate of students from the program with six years of admission.
2. Increase the number of qualified applicants accepted into the program.
3. Demonstrate the scholarly productivity of student during the program.

Student Learning Outcomes:

Upon completion of the MSN Leadership in Nursing Program, students will be able to:

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 systems 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.

Approved by faculty: 2015
Revised: 7/16
Reviewed: 7/17, 7/18, 7/19, 9/20

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

Doctor of Nursing Science Program Outcomes

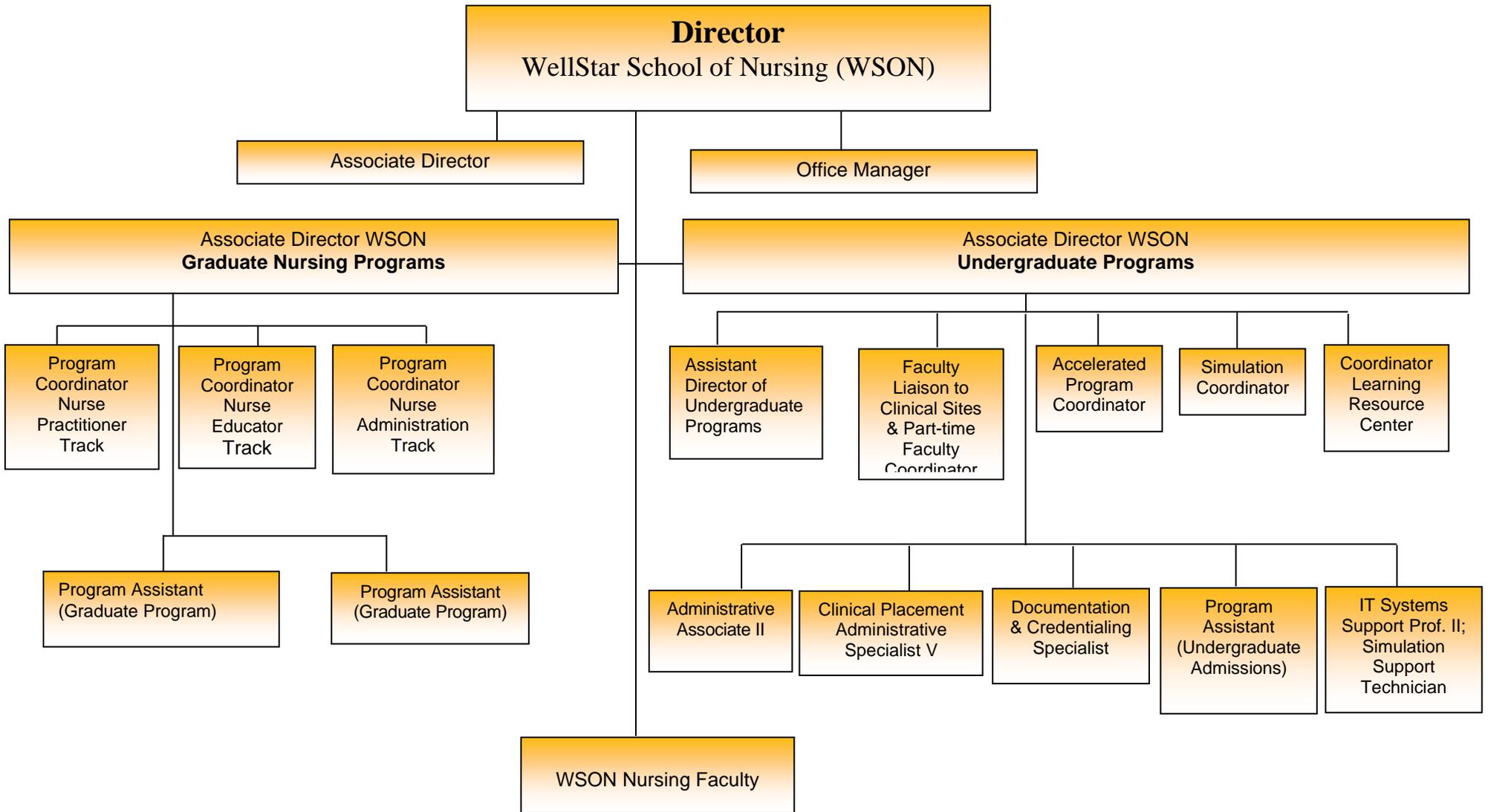
The Doctor of Nursing Science (DNS) is designed to prepare nurse educators and scholars for leadership roles in nursing education, health policy related to vulnerable populations, and applied research. The graduate will function as a nurse leader with expertise in nursing and healthcare phenomena related 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, 7/16, 7/17, 7/18, 7/19, 9/20

WELLSTAR School of Nursing Organizational Chart



Revised 7/14, 3/16, 7/18, 7/20
Reviewed 7/17

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: WellStar 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 in a Digital Age & Nursing Administration & Transformational Leadership*

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.

*These are 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 workdays that originates from or finishes at a home address.
12. Adhere to employment policies as outlined in the Kennesaw State University Policies and Procedures Manual.

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.
3. Schedules use of Learning Resource Center (LRC).
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.

WSON Office Manager (Manager/Supervisor IV)

1. Work with the Director and Associate Directors of the WSON, Dean and Business Manager of the WCHHS to develop, monitor and manage annual budgets for the WSON operating, travel, fund 14s, grant funds, Foundation, and course fee accounts.
2. Serve as the day-to-day “go to” person for knowledge of all policies and procedures related to university, college and school, HR, hiring, financial matters, purchasing, legal matters, contracts, travel, programmatic, scheduling, space utilization, equipment, supplies.
3. Serve as initial contract for all inquiries made of the WSON.
4. Work with Director and faculty to receive, review, and manage capital expenditure requests.
5. Communicate with and maintain relationships with vendors who provide supplies and equipment to the WSON.
6. Maintain regular communication with WSON administrative associates who complete e-Pro, P-Card purchases, Concur, etc. to ensure the expenditures are correctly entered in the department financial statements. Reconcile monthly statements for each of the financial accounts and share discrepancies with the Director and Business Manager.
7. Coordinate payroll of nursing faculty and part-time nursing faculty. Prepares documentation of part-time nursing faculty workloads (fall and spring) and 9 month and part-time faculty for summer for Academic Affairs and Payroll.
8. Oversee and manage use of all computer/electronic equipment for all faculty and staff in the WSON, as well as office supplies
9. Maintain oversight of all student assistants in the WSON.
10. Manage all “on-boarding” activities of new faculty and staff hires, i.e. email, Banner access, D2L, Nolij Web, etc.
11. Work with faculty members and WSON committees to purchase supplies and food for faculty development programs and research projects
12. Work with faculty and staff on various projects related to research, committee work, recruitment activities, purchasing of teaching and research resources, working with legal department to revise

and finalize various contracts, working with the HR department regarding faculty/staff hiring, retirements and resignations.

13. Work with other departments across campus when jobs are required such as the installation of new phone systems, new copies, computer crashes, etc.

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. Assistant to the Associate Director, BSN programs.
2. Budgeting
 - a. Preparing orders (supplies and equipment) for skills lab to purchase
 - b. preparing and reconciling monthly reports.
 - c. Hiring student assistants in the Skills lab
3. Manage and oversee faculty travel in Concur, make purchases for conferences
4. Prepare textbook orders for the KSU Bookstore.
5. Responsible for clerical work (letters, reports, and related correspondence).
6. Assist faculty with various activities, i.e. exams, syllabi and etc.
7. Input & maintain BSN course schedules in Schedule Builder
8. Assist students with applications for NCLEX exam, prepare NCLEX reports and GA Board of Nursing Reports
9. Maintain files of course syllabi, faculty medical records, and part-time personnel files.
10. Reserve rooms as requested by faculty.
11. Update WSON Faculty Handbook and BSN Student Handbook as needed.
12. Performs related tasks as required
13. Operates personal computer, various software packages, FAX, calculator, copier, multi-line telephone, and printers.
14. Serve as backup as required.

Administrative Associate I

1. Assistant to the Associate Director of MSN Programs.
2. Assist MSN coordinators with various tasks and projects
3. Assist and support nursing faculty and staff
4. Attend monthly faculty meeting and take the minutes
5. Format and prepare documents for research proposals.
6. Manage and oversee travel for faculty in Concur
7. Managing departmental purchases using P-Card, ePro and OwlPay including reconciling monthly reports
8. Reserve rooms as request by faculty
9. Input & maintain MSN course schedules in Schedule Builder and EMS
10. Maintain files of course syllabi and other course records
11. Update MSN Student Handbook as needed.

12. Maintain & update student medical and clinical records for the MSN program including ImmuniTrax
13. Back-up in ImmuniTrax for the BSN program.
14. Process GRA hiring documentation
15. Coordinate the schedule and proctors for TEAS and ATI exams.
16. Answer student inquiries.
17. Prepare correspondence and other program materials.
18. Assist faculty members with the preparation of course materials.
19. Maintain student records and enrollment listings and Preceptor Tax Incentive records.
20. Performs related tasks as required.
21. Operates personal computer, various software packages, fax, calculator, copier, multi-line telephone, and laser jet printers.
22. Serve as backup as required.

Administrative Specialist III for Student Records

1. Liaison between WSON and clinical/medical facilities
 - a. Stay current with clinical facilities' ever-changing clinical requirements
 - b. Update Associate Director of BSN programs regarding any changes in the clinical facilities.
 - c. Participate in webinars, attend onsite facility update meetings, schedule meetings with facility educator clinical liaison.
2. Advise nursing students regarding health & clinical documentation for WSON
 - a. Collect, verify, approve maintain and problem solve nursing student health & clinical documents
 - b. Meet with students as necessary regarding their health or clinical documentation compliance.
 - c. Verify student records in ImmuniTrax for compliance and maintain relationship with ImmuniTrax system
3. Monitor and maintain BSN clinical webpages with current clinical requirements.
4. Member of the New Student Success Committee and attend any committee meetings regarding clinical site/rotations and new faculty orientation.
5. Assist as needed to coordinate schedule and proctors for TEAS and ATI exams.

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. Provide program admissions advisement to the Foreign Trained Physicians. Coordinate with Global Admissions.

11. Participate in student recruitment activities, including development of marketing materials. Coordinate recruitment activities with program coordinators.
12. Community outreach to providers to build relationships between KSU and potential preceptors.

Administrative Specialist: Undergraduate Clinical Placement

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.

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 timeline 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 Advisors 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.
4. Oversee functions of the Simulation Task Force.
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.

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 (WSN) 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 the WSON
- b. Associate Director of the WSON for Undergraduate Programs
- c. Associate Director of the WSON Graduate Nursing Programs
- d. Assistant Director of the WSON 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 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 staff 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 staff 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 WSON.
 - b. Collaborates as a member of the WSON 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. As per *Roberts Rules of Order Newly Revised* (11th ed.) all ex officio committee members will have the same rights and privileges as all other members. This includes the right to vote unless stated otherwise and designated as a "non-voting" member.
- b. Appointed committee members representing departments outside the WSON will be considered non-voting members and designated as such.
- c. 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.
- d. 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.
- e. All faculty members are expected to participate in committee work as appropriate for academic rank.
- f. Committee members will serve for two years, with staggered terms. Each year, approximately one-half of each committee will be elected. Members may be elected for a second two-year rotation.
- g. 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.
- h. 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.
- i. All committee meetings will be open except for those times when the committee may request a closed meeting for purposes of maintaining confidentiality.
- j. 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 position and need then appoint the same to serve on a committee.
- k. When a faculty member is nominated to committees, but is not elected to any committee, or if the faculty member requires additional committee membership to meet service requirements for evaluation or promotion and tenure, the Director of the WSON shall consult with the Bylaws committee to identify committees that would benefit from and could support additional

membership and then appoint the same to serve on a committee. These appointed members will serve a two-year term

- l. 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.
- m. All committees may call on faculty/staff to serve in an ad hoc non-voting capacity when expertise is needed for discussions or decisions.
- n. Student participation will be solicited annually in the fall semester and appointed to committees according to availability on a first come first serve basis
- o. 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.
- p. Students will not participate in any activities of any committee which include review of student or faculty performance, records and other issues of confidentiality.
- q. Student members voting privileges will be determined by their respective committees except for situation described in precepts of “g” and “l”.
- r.

Article IV: Standing Committees

Section 1: WSON Standing Committees

Standing committees of the WSON are:

- Bylaws Committee
- Department Faculty Council
- Continuing Education Committee
- Diversity Committee
- Faculty Development Committee
- Faculty Search Committee
- Fiscal and Physical Resource Committee
- WSON Tenure and Promotion Committee
- Learning Resource Center 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 at least once per semester during the regular academic year and as needed. Meetings during the summer semester are as needed.
2. 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

c. Memberships:

1. Director WSON (ex officio, non-voting)
2. At least three (4) WSON faculty*
 - a. One tenured or tenure-track graduate faculty
 - b. Two tenured or tenure-track undergraduate faculty
 - c. One non-tenure track faculty

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

C. WSON: Continuing Education Committee

a. Purpose: Develop and approve continuing education courses within the WellStar School of Nursing (WSON).

b. Responsibilities:

1. Support nursing professional development and clinical practice by providing, supporting, and promoting educational activities with American Nurses Credentialing Center-Commission on Accreditation (ANCC-COA) contact hours.
2. Develop a systematic organized approach to maintaining Certification for Nurse Educators (CNE) files and documents on computer.
3. Provide timely feedback from activity evaluation summaries to the provider unit, course coordinators, and faculty.

c. Membership:

1. *Designated Program Director, Division of Continuing Education (ConEd), WellStar College of Health and Human Services (WCHHS)
2. *Registered Nurse Consultant (Primary Nurse Planner), WSON faculty member.
3. *Administrative Assistant, Division of ConEd, WCHHS, (Record Keeper), non-voting

4. At least one (1) WSON Faculty member
*Positions 1, 2, & 3 are designated in the Alabama State Nurses Association (ASNA) Continuing Education Unit (CEU) application.

D. 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.
 3. Evaluate and enhance the climate of diversity and inclusion among faculty & students within the WSON.

***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

E. 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.
 6. Collaborate with Program Director, WCHHS ConEd to approve continuing education programs in compliance with the American Nurses Credentialing Center's Commission on Accreditation (ANCC).
- c. Membership
 1. At least four (4) WSON Faculty members. One member will be designated to collaborate with the Program Director, WCHHS ConEd to approve all continuing education programs.

F. Faculty Search Committee

- a. Purpose: To recruit diverse faculty candidates who can implement the teaching, scholarship and service missions of the WellStar School of Nursing. The Committee works collaboratively with

the Director of the WSON who will post faculty vacancies based on budgeted and available open positions.

b. Responsibilities:

1. Provide recommendations to the WSON Director regarding criteria that should be included in the position announcement for open positions;
2. Assist with marketing positions through the use of university-approved media;
2. Review applications to ensure applicants meet criteria of the position;
3. Work with the WSON Director to arrange and conduct interviews of qualified candidates invited to campus. Interviews will include meetings with applicable administrators and a presentation to the faculty on a topic of relevance to the position;
4. Collate feedback from faculty who attend the candidate's presentation;
5. Present slate of unranked candidates to director.

c. Membership

1. Five (5) Faculty members of the WSON, including 3 tenure-track faculty, one of who must be Associate Professor or Professor and two non-tenure track faculty.

G. 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, non-voting)
 - 5. Learning Resource Center Coordinators (ex officio)
 - 6. IT Systems Support Specialist, (ex officio, non-voting)
 - 7. Director of WSON (ex officio)
 - 8. WSON office manager (ex officio, non-voting)

H. WSON Promotion and Tenure Committee

- a. Purpose: To evaluate the portfolios of WSON faculty for promotion and tenure
- b. Responsibilities:
 - 1. As laid out in the University Faculty Handbook, Review and Evaluation of Faculty Performance.
 - 2. Includes review of portfolios for promotion review as needed.
- c. Membership:
 - 1. At least five (5) full time tenure track faculty.
 - 2. Three (3) faculty with professor status, and two (2) faculty with Associate Professor status.

I. Learning Resource Center Committee

- a. Purpose: Provide support and guidance to the Learning Resource Center (LRC) and serve as a liaison between the LRC and the WSON.
- b. Responsibilities:
 - 1. Review and evaluate LRC educational activities
 - a. Review LRC policies and procedures to ensure safety and quality education
 - b. Evaluate LRC educational activities to ensure safety and quality education is being delivered
 - 2. Represent the LRC Advisory Committee as ad hoc members on the Undergraduate Curriculum Committee (UCC) and Graduate Curriculum and Program Evaluation Committee (GCPEC)
 - 3. Ensure educational activities are consistently designed and congruent with the university, college, undergraduate program, and graduate program philosophies and outcomes
 - 4. Ensure programs are available to develop qualified faculty using the LRC
 - 5. Collect and analyze outcome data for LRC program improvement
 - 6. Ensure procurement of adequate equipment and resources to deliver quality processes
 - 7. Facilitate community partnerships
 - 8. Publish annual reports
 - 9. Obtain and maintain Society for Simulation in Healthcare (SSH) Accreditation
- c. Membership:
 - 1. Learning Resource Center Coordinator (ex-officio)
 - 2. Simulation Coordinator (ex-officio)
 - 3. Simulation Support Specialist (ex-officio, non-voting)
 - 4. One graduate faculty

5. Two undergraduate faculty
6. One graduate student
7. One undergraduate student

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 four (4) graduate faculty; with a minimum of one faculty from each graduate program
 3. Graduate Student Services Coordinator (ex officio, non-voting)

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 (GCPEC).

<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 (GCPEC).
- d) Proposals must be available to GCPEC committee members at least one week prior to scheduled meeting for discussion and vote.
- e) A majority of voting members of the GCPEC is required to approve and adopt proposals.
- f) Once GCPEC 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 (GCPEC). Chair of the Graduate Curriculum Committee is responsible to ensure all steps of the process are completed.
- i) The GCPEC 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 WellStar Primary Care Nurse Practitioner (WPCNP) and Leadership in Nursing (LN), programs.
2. Associate Director, Graduate Nursing Program (ex officio)
3. Two (2) graduate students. (one WPCNP and one NL)

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. Graduate Student Services Coordinator (ex officio, non-voting)
 4. All Graduate Students are invited

Section 3: Undergraduate Standing Committees

Standing committees of the Undergraduate Programs are:

- Undergraduate Admissions, Progression, and Retention Committee
- Undergraduate Advisory Committee on Student Behavior
- Undergraduate Clinical Advisory Committee
- Undergraduate Curriculum
- Undergraduate New Student Success Program Committee
- Undergraduate Program Evaluation Committee
- Undergraduate Program Testing Committee
- Undergraduate Scholarship Committee
- Undergraduate Student Advisory Committee
- Undergraduate 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, non-voting)
2. Assistant Director of BSN Programs (ex officio, non-voting)
3. At least five (5) Faculty Teaching at the Undergraduate level

B. Undergraduate Advisory Committee on Student Behavior

a. Purpose: To review clinical performance and professional behavior issues and provide suggestions for handling these situations by objectively reviewing the issues with faculty members. This committee serves in an advisory capacity collaborating with faculty and Associate Director of Undergraduate Programs.

b. Responsibilities:

1. Recommend policies pertaining to clinical performance and professional behavior.
2. Meet with involved faculty as needed to review clinical performance/professional behavior issues and provide recommendations and/or guidance where course or program consequences are anticipated.
3. Inform faculty of current and emerging issues regarding clinical evaluation and unprofessional behavior.

c. Membership:

1. At least three (3) faculty teaching in the WSON Undergraduate program.

d. Process:

1. Clinical performance issues should be discussed with the student as soon as concerns are identified or practical. Following a discussion with the student, the issue should be discussed at the team level before approaching the committee. A prescription for remediation and/or a *Clinical Evaluation Contract* (Appendix A) may then be developed.
 - a) A prescription for remediation will be developed in collaboration with the student.
 - b) A *Clinical Evaluation Contract* (Appendix A) will be developed by the involved faculty and presented to the student. Faculty may request advice or guidance from the committee.
 - c) The faculty member should inform the student of available counseling and support services.
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 issue.
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 may meet with the committee for presentation and dialogue of the student clinical situation.
6. The committee may provide written recommendations of an advisory nature to the faculty member.

7. The faculty member will maintain responsibility for evaluation of the student to assess adherence with contact or remediation.
- e. Process for Non-adherence to Expected Professional Behaviors:
1. The faculty member identifying the behavior should meet with the student to discuss and document observed concerns as soon as any unprofessional behavior is identified or as soon as practical.
 2. A student who displays non-professional behaviors or actions which violate the *ANA Code of Ethics* ([Student Handbook](#)) and/or the WSON Policy: Professional and Ethical Behavior of Nursing Students ([Student Handbook](#)) may be brought to the attention of the Advisory Committee on Student Behavior.
 - a) If the issue is presented to the committee and the committee concludes that the student's behavior violates the *ANA Code of Ethics* and/or the *WSON Policy: Professional and Ethical Behavior of Nursing* as alleged, the student will be given an opportunity to meet with the accusing faculty member and a member of the committee and/or the Associate Director of Undergraduate Nursing. At that time, the student will have the chance to hear and respond to the specific allegation(s). A student's decision not to attend such a meeting will not be construed as an admission of responsibility. However, if the student receives notification of the meeting and fails to attend, the committee will make a decision based on the available preponderance of evidence regardless of whether the student chooses to attend.
 - b) If the committee finds that the student did breach professional standards, the student will be placed under a *Professional Behavior Contract* (Appendix B). This contract will be developed jointly by the reporting faculty member and the committee. The faculty will then meet with the student to review the contract and its implications.
 - c) When there is an alleged violation of professional behavior as specified in the *ANA Code of Ethics* and/or the *WSON Policy: Professional and Ethical Behavior of Nursing Students*, **and** if identified behavior(s) also constitute a potential violation of the *Kennesaw State University Codes of Conduct*, the student may be referred to KSU Department of Student Conduct and Academic Integrity (SCAI) for appropriate investigation and possible university sanctions.
 3. Undergraduate faculty may be informed of all *Professional Behavior Contracts* (Appendix B), without the use of student identifiers, through the Advisory Committee on Student Behavior's monthly report at the WSON undergraduate faculty meeting.
 4. A copy of the contract will be included in the student's WSON academic file. The student will be required to adhere to the terms outlined in the contract during the remainder of their time in the program of study or such time as identified in the contract.

C. Undergraduate 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 textbooks 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>
 - 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 (NURS 4490) 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 an NURS 4490 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) WSON Faculty Teaching at the Undergraduate level
- 2. A member of the WSON Undergraduate Curriculum Committee will serve as the liaison to the WSON Undergraduate Program Evaluation Committee (UPEC).
- 3. One (1) Undergraduate Student

E. Undergraduate 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 for the event.
 - 3. Review and evaluate effectiveness of the New Student Success Program.
- c. Membership
 - 1. Four (4) WSON Faculty members teaching in the BSN program
 - 2. Documentation Specialist to serve as an ex-officio, non-voting member
 - 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 Curriculum) to evaluate and present recommendations for continuous program improvement to the faculty.

b. Responsibilities:

1. Collaborates with Undergraduate Curriculum Committee to 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 GCPEC 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 Improve.

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. Undergraduate 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. Coordinate faculty and student orientation to the current comprehensive testing program each semester.
3. Recommend faculty and student policies and procedures with the administration, remediation, and evaluation of the current comprehensive testing program.
4. Collaborate with the vendor agency for the comprehensive testing program on the administration, reporting, and analyses of the tests.
5. 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. Testing Program Coordinator
3. A member of the Program Testing Committee will serve as the liaison to the Undergraduate Program Evaluation Committee (UPEC).
4. Two (2) Undergraduate Students

H. Undergraduate Scholarship Committee

- a. Purpose: To collaborate with the KSU Foundation, Office of Development and Advancement and award individual scholarships to undergraduate WSON students based on the scholarship criteria.
- b. Responsibilities:
 - 1. Participate in annual meetings with the Office of Development and Advancement.
 - 2. Review nursing scholarship applications.
 - 3. Select applicants for funds based on Scholarship criteria.
 - 4. Forward list of selected applicants to the KSU Foundation, Office of Development and Advancement, Assistant Director of Scholarship & Donor Recognition.
- c. Membership:
 - 1. Undergraduate Associate Director of WSON (ex officio)
 - 2. Two (2) faculty teaching at the Undergraduate Level.
 - 3. KSU Foundation, Office of Development and Advancement, Assistant Director of Scholarship & Donor Recognition (non-voting)

I. 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

J. Undergraduate Survey Committee

- a. Purpose: Through the use of surveys, interviews, and focus groups, faculty 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
 - 2. A member of the Survey Committee 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

- a. 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

Robert, H., Honemann, D., and Balch, T. (2011). *Roberts' rules of order: Newly Revised* (11th ed.). New York: Da Capo Press.

Revised and Accepted: 11/19/01, 2/20

Revised: 07/08, 07/09, 07/10, 10/10, 7/13, 8/14, 4/15, 5/16, 7/17, 7/18, 9/20

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 09/08/2015, were approved by the faculty of the Department of WellStar School of Nursing in accordance with department policies and procedures:

Yvonne D. Eaves, DFC Chair Yvonne D. Eaves 09/09/2015
 Name (printed or typed) / Title (DFC chair, etc.) Signature/ Date

Department Chair Approval - I approve the attached bylaws:

Tommie P. Nelms Tommie Nelms 9-9-15
 Name (printed or typed) Signature/ Date

College Faculty Council Approval - I approve the attached bylaws:

ROBERT BURESH Robert Buresh
 Name (printed or typed) Signature/ Date

College Dean Approval - I approve the attached bylaws:

Monic Warden Monic Warden
9-10-15
 Name (printed or typed) Signature/ Date

Provost Approval - I approve the attached bylaws:

W. Ken Harrison W. Ken Harrison 9/14/15
 Name (printed or typed) Signature/ Date

WSON Committees

Admission, Progression, Retention (BSN, GDN)	Report to BSN or MSN Meetings
Advisory Committee on Student Behavior	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
Learning Resource Center Committee	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
Diversity (BSN)	Report to WSON meetings
WSON Promotion and Tenure	Report to WSON meetings

Updated 7/15, 7/16

Revised 7/17, 7/18, 7/19, 9/20

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

Guidelines for Promotion, Tenure 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 promotion, tenure, 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. The document includes tables that delineate descriptions of the evidence required to demonstrate achievement of expectations according to the academic ranks as well as outline the minimum requirements faculty should meet over a three-year period within workload track options of the WCHHS and WSON.

II. General Guidelines for WSON Faculty Performance

The WSON has appropriate, discipline-specific guidelines informing colleagues and faculty of acceptable 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 3.5) and adhere to the mission, goals, and philosophy. 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

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

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

Evaluation of a faculty member's teaching 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 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.

Research & Creative Activity

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

- research activities with dissemination in peer-reviewed scientific and professionally based journals, monographs, and book chapters.
- peer-reviewed research or professional presentations at conferences, consortia, and seminars.
- editorships/reviewer board membership of professional journals or scholarly books/monographs.
- internally and externally funded research grant development. 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.

Evaluation of a faculty member's scholarship and creative activity 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

Service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit or support individuals and/or groups. A strong service function is necessary to facilitate effective delivery of programs and student services within the university. Faculty service activities include but are not limited to:

- leadership and/or significant achievements in activities among professional organizations at the state, regional, national and international level (boards, standing committees, ad hoc committees, and task forces).
- leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations.
- leadership and/or active participation in university, college, or department level activities, committees, and task forces.
- leadership (faculty sponsor/advisor) in student-based professional clubs, and honor societies.
- professional review of external accreditation reports, folios, or self-studies

Service activities will be evaluated based upon the documented nature and extent to which the individual applies professional expertise at: a) local, state, regional, national, or international professional organizations, b) University community in support of teaching, service, and research functions, and c) community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

III. Performance Planning & Evaluation Guidelines for 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 WSON Director. The details affecting expectations are discussed in the following track selection process and are relative to the faculty member's rank and/or tenure status.

It is implicitly understood that all faculty will, at times, maintain varying levels of emphasis on teaching, research and creative activity, and service. Faculty must consistently meet the minimum expectations of performance in teaching, research and creative activity, and service based upon the "track" delineated guidelines set forth in Table I and Table II.

A selected track reflects a three-year commitment on the part of the faculty member. **It is the responsibility of the faculty member to demonstrate the quality and significance of contributions** as it relates to rank and track. 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 their 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 represents descriptions and expectations associated with each track.

Clinical Track

The Clinical Track provides a workload option for faculty with interests and talents in at least two evaluated areas of teaching and service. The normal teaching expectation for this model is 15-18 contact hours. This track is available for faculty members not seeking tenure. While there is no expectation for scholarship, Clinical Track faculty may negotiate the addition of research and scholarship into their workload. This addition of research will be reflected in the annual FPA and is subject to external review if promotion is sought.

Balanced Track

The Balanced Track provides a workload option for faculty with interests and talents in all three evaluated areas of teaching, research, and service. The faculty member will have a workload of 9-12 hours. Advanced practice faculty with national certification may require practice time in their workload. This track is available for tenured or tenure track faculty.

Research Track

The Research Track provides a workload option for faculty to concentrate on research and scholarly activities. The normal teaching expectation for this model is 6-9 contact hours. A faculty member who chooses this track has completed the terminal degree and is tenured or seeking tenure.

IV. Post Tenure Review

Information about the Post Tenure Review process can be found on the KSU Academic Affairs website (<http://kennesaw.edu/handbooks/faculty/>). All Post Tenure Review goes directly to the College Promotion and Tenure Committee.

V. Quality and Significance

According to the KSU Faculty Handbook, Research and Creative Activity (<http://kennesaw.edu/handbooks/faculty/>) is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy. Furthermore, this activity will be evaluated based on the quality and significance of the work and not merely a simple listing of individual tasks and projects. These works will be judged in the context of their use of current knowledge and their impact on peers. The WSON evaluates quality and significance based on a variety of measures such as, but not limited to: confirmations from credible sources (e.g., academic peers or other experts), written documents (e.g., citations in books, original articles, reviews, manuals, reports), quality of the publication outlet (e.g.,

acceptance rates, impact factors, national/international status), impact on professionals/practitioners (e.g., pedagogical use, policies/procedures, coaching practice), and awards/honors received in recognition of the work. Certainly all scholarship can vary greatly with respect to the quality and significance of the work.

VI. Portfolio Guidelines

Faculty should follow University established guidelines in the preparation and content of portfolios as indicated in the University Faculty handbook Section 3.7 located at the Academic Affairs web site at <http://kennesaw.edu/handbooks/faculty/>. Summary and examples of needed documentation are also located at this site and will be helpful in the development of a portfolio for promotion, tenure and post-tenure review.

Approved July 2013

Reviewed 6/14, 7/15, 10/15, 7/18, 7/19, 9/20

Revised 8/12/16

Table 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.

<i>Performance Expectations</i>	<i>Clinical Track</i>	<i>Balanced Track</i>	<i>Research Track</i>
<u>Workload Expectations</u> Contact Hours per week per semester	15-18 hours (or equivalency for clinical hours)	9-12 hours (or equivalency for clinical hours)	6-9 hours (or equivalency for clinical hours)
<u>Teaching Expectations</u> Appropriate for Rank in Table II	High Quality Performance in teaching, supervision & student mentoring	High Quality Performance in teaching, supervision & student mentoring	High Quality Performance in teaching, supervision & student mentoring
<u>Service Expectations</u> Appropriate for Rank in Table II	Leadership activities with substantive involvement at the school, college and/or university level. Demonstration of formal contributions that support teaching, scholarly activities, and clinical practice.	Leadership activities with substantive involvement at the school, college and/or university level. Demonstration of formal contributions with professionally related state, regional, or national organizations.	Leadership activities with substantive involvement at the school, college and/or university level. Demonstration of formal contributions with professionally related state, regional, or national organizations.
<u>Scholarship Expectations</u> Appropriate for Rank in Table II	Not Required – No Minimum: Peer-reviewed presentation = 1 Unit Peer-reviewed publication: <ul style="list-style-type: none"> • non-research = 2 Units • research/data-based = 3 Units Internal grant submitted <ul style="list-style-type: none"> • not funded = 2 Units • funded = 3 Units External grant submitted/not funded: <ul style="list-style-type: none"> • Private/Foundation = 3 Units • Federal = 4 Units External grant funded: <ul style="list-style-type: none"> • Private/Foundation = 4 Units • Federal = 5 Units 	Minimum of 6 Units (Over 3 Years) Peer-reviewed presentation = 1 Unit Peer-reviewed publication: <ul style="list-style-type: none"> • non-research = 2 Units • research/data-based = 3 Units Internal grant submitted <ul style="list-style-type: none"> • not funded = 2 Units • funded = 3 Units External grant submitted/not funded: <ul style="list-style-type: none"> • Private/Foundation = 3 Units • Federal = 4 Units External grant funded: <ul style="list-style-type: none"> • Private/Foundation = 4 Units • Federal = 5 Units 	Minimum of 18 Units (Over 3 Years) Peer-reviewed presentation = 1 Unit Peer-reviewed publication: <ul style="list-style-type: none"> • non-research = 2 Units • research/data-based = 3 Units Internal grant submitted <ul style="list-style-type: none"> • not funded = 2 Units • funded = 3 Units External grant submitted/not funded: <ul style="list-style-type: none"> • Private/Foundation = 3 Units • Federal = 4 Units External grant funded: <ul style="list-style-type: none"> • Private/Foundation = 4 Units • Federal = 5 Units

Table II - Interpretations & Adaptation of the University's General Criteria in this School by Rank

Implied within this rubric is that faculty in the next rank meet the previous rank's expectations

Clinical Track Criteria for Teaching		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Criterion: Clinical track faculty will demonstrate expertise in clinical/classroom teaching and practice.		
Examples	Examples	Examples
<ul style="list-style-type: none"> • Effectively participates in course and curricular design, implementation and evaluation • Demonstrates clinical competence and professionalism in teaching • Develops effective clinical teaching methods and applies novice classroom teaching skills • Provides contribution to the incorporation of current clinical developments in the WSON curriculum • Demonstrates collaborative relationships and utilizes opportunities with agency personnel in clinical course implementation and evaluation • Participates in the role of course co-coordinator 	<ul style="list-style-type: none"> • Demonstrates collaborative work with colleagues in course and curricular design implementation, and evaluation • Utilizes best practices in clinical teaching and evaluates outcomes • Demonstrates classroom and clinical teaching skills while utilizing innovative teaching methods and evaluating outcomes. • Contributes to ongoing curriculum development and revision while consistently incorporating best practices • Promotes unique clinical learning experiences to provide optimal clinical learning and evaluates those experiences • Masters the role of course coordinator 	<ul style="list-style-type: none"> • Leads in course and program design, implementation and evaluation • Demonstrates excellence in classroom and clinical teaching • Recognized at the national level as a role model for classroom and clinical teaching • Leads ongoing curriculum development and revision, while consistently incorporating best practices • Creates WSON and agency collaboration in clinical learning • Mentors others in role of course coordinator

Clinical Track Criteria for Service/Practice		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Criterion: Clinical track faculty will participate in professional service that supports teaching/learning, scholarly activities, and activities that promote clinical practice.		
Examples	Examples	Examples
<ul style="list-style-type: none"> • Provides active service on WSON committees/task forces • Provides service or consultation to local/community entities • Actively participates in professional organizations at local/state levels • Maintains currency in clinical practice and contributes to community health via service or faculty practice • Pursues national certification in teaching or clinical specialty 	<ul style="list-style-type: none"> • Provides active service and leadership on WSON/College committees/task forces • Provides service or consultation within his/her area of expertise to state and regional entities • Provides consultation in professional organizations at local/state/regional levels • Provides clinical expertise at local/state/regional levels • Possesses national certification in teaching or clinical specialty 	<ul style="list-style-type: none"> • Provides active leadership in WSON/College/University committees/task forces • Lead efforts in service or consultation within their area of expertise to state/regional/national entities • Provides leadership in professional organizations at the state/regional/national levels • Provides clinical expertise at state/regional/national levels • Develops opportunities for clinical service at agencies and/or community levels
Clinical Track Criteria for Scholarship and Creative Activity		
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Criterion: Clinical track faculty may focus on clinical issues as they relate to patient care and clinical/classroom instruction of students. Although not a key component for clinical faculty, scholarship can be demonstrated by involvement in one or more of the following:		
Examples	Examples	Examples
<ul style="list-style-type: none"> • Participates with peers in the scholarship of teaching through curricular development and teaching innovation • Disseminates scholarly work at the local/state level • Contributes to the planning and writing of grant proposals and/or scholarly work 	<ul style="list-style-type: none"> • Participates with peers in conducting applied clinical or educational research • Disseminates scholarly work at the local/state/regional level • Makes substantial contributions to the writing of grant proposals and/or scholarly work 	<ul style="list-style-type: none"> • Conducts substantive clinical research or other innovative project • Publishes findings of scholarly work and/or innovative projects in reputable professional journals in print or online • Initiates the writing of grant proposals and/or scholarly work

Balanced and Research Track Criteria for Teaching		
Assistant Professor	Associate Professor	Professor
Criterion: Establishes self as a highly effective teacher.	Criterion: Establishes self as a leader in instructional and educational initiatives.	Criterion: Establishes self as a highly effective and highly accomplished teacher.
Examples	Examples	Examples
<ul style="list-style-type: none"> • Develop a well-stated philosophy of teaching & learning • Document individual contributions to assigned team-taught courses • Experiment with a variety of teaching innovations/incorporate into teaching strategies & methodologies • Analyze/evaluate student evaluations as well as incorporate data in revising teaching strategies and methodologies • Develop assessment methods to determine student-learning outcomes • Develop and maintain currency in instructional context and delivery by updating and revising course content and plans 	<ul style="list-style-type: none"> • Initiate major course or curriculum revisions as needed • Develop new nursing electives • Employ new pedagogical strategies • Involve undergraduates in service learning opportunities • Promote cultural diversity and culturally congruent care • Initiate new and meaningful clinical experiences that prepare nursing students for current and future nursing practice • Receive invitations for guest lecturing and speaking, in areas of teaching expertise • Engages in formal assessment of student learning outcomes 	<ul style="list-style-type: none"> • Mentor junior faculty in curricular and instructional activities • Serve as a leader in curricular and instructional development, evaluation or reform in department and discipline • 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

Balanced and Research Track Criteria for Service		
Assistant Professor	Associate Professor	Professor
Criterion: Participates in professional and community service	Criterion: Demonstrates effective professional and community service	Criterion: Demonstrates effective leadership in professional and community service
Examples	Examples	Examples
<ul style="list-style-type: none"> Actively participates in local and/or regional professional organization(s) Articulates relationship of scholarly expertise to profession and community service 	<ul style="list-style-type: none"> Actively participates in scholarly societies (e.g. specialty organization, regional and/or national professional organization) in leadership roles Committee/Board member or officer in local, state, or regional professional activities (conferences, specialty organizations, community-based organizations) Recognized as a leader in the profession at the local and regional level Provides community with knowledge and skills related to scholarly expertise 	<ul style="list-style-type: none"> Serves in a leadership position in national or international professional activities Integrates service with research and/or education mission activities Recognized as a leader in the profession at the national and/or international level Committee member or officer in national and/or international professional activities Provides consultation to the profession Holds leadership positions in local, state, regional, national, and/or international community advisory groups

Balanced Track Criteria for Scholarship and Creative Activity		
Assistant Professor	Associate Professor	Professor
Criterion: Shows evidence of competence in scholarship	Criterion: Participates in focused scholarly output	Criterion: Increases depth and breadth of sustained scholarship
Examples	Examples	Examples
<ul style="list-style-type: none"> Clearly articulates a scholarship plan Beginning establishment of trajectory of scholarly productivity 	<ul style="list-style-type: none"> Establishment of scholarly productivity Individual, interdisciplinary or collaborative research or other scholarly initiatives 	<ul style="list-style-type: none"> Sustained record of scholarship Sustained demonstration of broad dissemination of scholarly initiatives
Criterion: Defines an area of scholarship	Criterion: Demonstrates visibility as a scholar at local and/or state level	Criterion: Sustained visibility as a scholar at the regional, national and/or international level
Examples	Examples	Examples
<ul style="list-style-type: none"> Clearly articulates area(s) of scholarship and significance to nursing knowledge development and practice Develops a defined plan of scholarly activities 	<ul style="list-style-type: none"> Invited or peer-reviewed speaker to present scholarship at the local and/or state level Serves as reviewer of professional journal manuscripts, books, book chapters Positive external evaluations of scholarly activities 	<ul style="list-style-type: none"> Invited or peer-reviewed to present scholarship at the regional, national and/or international level Serves on editorial board of professional journal Serves as a reviewer on internal and/or external grants for professional organizations Receipt of scholar award recognition Positive external evaluations of scholarly activities

Balanced Track Criteria for Scholarship and Creative Activity		
Assistant Professor	Associate Professor	Professor
Criterion: Successfully disseminates scholarly knowledge	Criterion: Established record of successful dissemination of scholarly knowledge	Criterion: Sustained record of disseminating scholarly knowledge
Examples	Examples	Examples
<ul style="list-style-type: none"> • Submission and publication of refereed book chapter or journal article independently or with colleagues • Publication record may also include book chapters, books, review papers, and/or monographs • Local and/or state poster or podium presentations independently or with colleagues 	<ul style="list-style-type: none"> • Publication record includes book chapters, books, review papers, monographs, and/or articles in peer-reviewed journals • Presents scholarly work (poster or podium) at regional and/or national professional conferences 	<ul style="list-style-type: none"> • Substantial publication record that includes book chapters, books, review papers, monographs, and/or articles in peer-reviewed journals • Sustained record of competing successfully to present scholarly work (poster or podium) at national and/or international professional conferences
Criterion: Participates in the scholarly climate of WSON	Criterion: Contributes to the scholarly climate of WSON	Criterion: Scholarly mentorship of students, academic and professional colleagues
Examples	Examples	Examples
<ul style="list-style-type: none"> • Collaborates with colleagues in planning, implementation, critique and completion of creative scholarship projects • Participates in advising students on scholarly projects 	<ul style="list-style-type: none"> • Collaborates with academic and professional colleagues in planning, implementation, critique and completion of creative scholarship projects • Record of advising and mentoring students on scholarly projects 	<ul style="list-style-type: none"> • Takes a leadership role in planning, implementation, critique and completion of creative scholarship projects • Successfully mentors students in scholarly activities • Sustained record of advising and mentoring students on scholarly projects

Research Track Criteria for Research, Scholarship, and Creative Activity		
Assistant Professor	Associate Professor	Professor
Criterion: Demonstrates competence in conducting research	Criterion: Develops a focused program of research	Criterion: Sustained demonstration of active engagement in program of research
Examples	Examples	Examples
<ul style="list-style-type: none"> • Clearly articulates area of research focus • Begin to establish a trajectory of research productivity • Interdisciplinary or collaborative team research or other scholarly activities 	<ul style="list-style-type: none"> • Co-I, Co-PI, or PI on internally funded research grant award • Consultant on internal grant application processes or other scholarly activities • Submit as Co-I, Co-PI, or PI on externally funded research grant proposal 	<ul style="list-style-type: none"> • Sustained creativity and sophistication in focused areas of research • Expanding scope of research methodology • Sustained record of grant awards as PI, Co-PI, and Co-I • Consultant on internal and/or external grant application processes or other scholarly activities
Criterion: Defines fundable area of research	Criterion: Merits local and/or state recognition as a researcher	Criterion: Has regional, national, and/or international recognition as a researcher
Examples	Examples	Examples
<ul style="list-style-type: none"> • Clearly articulates direction of research program and its significance to nursing knowledge development and practice • Develops a defined plan of research 	<ul style="list-style-type: none"> • Positive external evaluations of program of research • Local/state/regional research consultation • Local/state/regional award for research or scholarship • Invited and/or peer reviewed podium presentations in area of expertise at local/state/regional programs • Research cited in publications 	<ul style="list-style-type: none"> • Positive external evaluations of program of research • Member of editorial board or national scholarly review panel • Member of national/international scholarly advisory committee, consensus group, or expert panel • National research consultant • National/international award for research or scholarship • Invited and/or peer reviewed podium presentations in area of expertise at regional/national and/or international programs • Research cited in publications

Research Track Criteria for Research, Scholarship, and Creative Activity		
Assistant Professor	Associate Professor	Professor
Criterion: Successfully disseminates research and/or scholarly knowledge	Criterion: Established record of successful dissemination of research and scholarly knowledge	Criterion: Sustained record of disseminating research and scholarly knowledge
Examples	Examples	Examples
<ul style="list-style-type: none"> • Scholarly papers published/in press in peer-reviewed journals and books <ul style="list-style-type: none"> ○ Published dissertation findings • Publication record may also include book chapters, books, review papers, and/or monographs • Local, state or regional poster or podium presentations 	<ul style="list-style-type: none"> • Publication record includes articles in peer-reviewed journals that are recognized as authoritative, and scientifically rigorous • Increased record of publications with data-based peer-reviewed papers • Publication record may also include book chapters, books, review papers, and/or monographs • Invited and/or peer reviewed presentations of scholarly work (poster or podium) at state, regional and/or national professional conferences 	<ul style="list-style-type: none"> • Substantial publication record that includes articles in peer-reviewed journals that are recognized as authoritative and scientifically rigorous • Publication record includes a majority of data-based peer-reviewed papers • Sustained record of students co-authoring/authoring publications • Serves as editor or guest editor for peer-reviewed research journals or textbooks that are recognized as exerting major influence on health care and/or the discipline of nursing • Serves as guest reviewer of national/international grants, scholarship, and prestigious journal articles • Publication record may also include book chapters, books, review papers, and/or monographs • Sustained record of presenting scholarly work (poster or podium) at national and/or international professional conferences • Presents research at national and/or international conferences

Research Track Criteria for Research, Scholarship, and Creative Activity		
Assistant Professor	Associate Professor	Professor
Criterion: Participates in the scholarly climate of WSON	Criterion: Contributes to the research climate of WSON	Criterion: Research mentorship of students and Assistant/Associate professors
Examples	Examples	Examples
<ul style="list-style-type: none"> • Begins collaborative efforts in research and scholarship with academic and/or professional colleagues • Mentors students in planning, implementation, critique and completion of research and scholarship projects • Serves on graduate student committees as participating member 	<ul style="list-style-type: none"> • Collaborates with academic and/or professional colleagues in research and scholarship • Record of advising and participating on graduate student committees • Involves students in program of research and scholarship projects • Engages student co-authors or co-presenters at local/state/regional research conferences 	<ul style="list-style-type: none"> • Sustained record of leading and mentoring junior faculty and professional colleagues in research and scholarship • Sustained record of advising graduate students and chairing/participating on graduate committees • Sustained record of involving students in research • Sustained record of mentoring students to present/co-present at conferences (local to international) • Sustained record of students as co-authors on published research and scholarship

Revised 3/05, 9/05, 8/05, 2/07, 7/15, 8/16
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External Letters

Beginning Fall 2018, all tenured and tenure-track faculty, or non-tenure track faculty with an FPA of 50% or more in scholarship, who are seeking promotion and/or tenure are required to have external review letters in P & T portfolios following the policy and procedures outlined in the KSU Faculty Handbook.

Change in T&P Procedure	Fall 2017	Fall 2018	Actions
Switch to P and T (i.e. must be promoted to Associate before being tenured)	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by Senate & CDA
External Letters	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by President Olens 29 March 2017
Only Professors voting on promotion from Associate to Professor	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by Senate & CDA
Tally of votes recommending/not recommending an action	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by Senate & CDA

The actual process for obtaining external letters will be:

I) Department Committees

- a. There is a single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).
- b. Only Professors can vote on a candidate's promotion to Professor. Both Associate Professors and Professors can vote on a candidate's promotion to Associate Professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Professor.
- c. Faculty with the rank of Professor are expected to serve on P&T committees as required.
- d. The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

II) Letters

- a. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/school director (herein after referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.
- b. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate

and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list..

- c. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.
- d. For promotion to Professor, the candidate chooses 2 names out of the final 3 letter writers; the chair chooses 1.
- e. For promotion to Associate Professor, the candidate chooses 2 out of the final 3 letter writers; the chair chooses 1.
- f. The candidate may veto two names on the chair's initial list with no reasons or explanations required.
- g. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.
- h. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching, and/or Service from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such. . No individual may write more than one (1) letter of support for a single candidate's portfolio.
- i. The department chair contacts the potential letter writers by email or phone requesting their assistance.
- j. If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.
- k. If the letter writer declines, the chair will choose another letter writer in the order of the list.
- l. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer
- m. The letter writers will send their letter to the department chair who will upload the letter into electronic portfolio workflows.
- n. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.
- o. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.
- p. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76). At the end of the process, the department chair will remove the letters and keep them on file for seven (7) years following separation of the employee from the institution (USG Record Retention Guidelines for Employee Personnel Records #0472-04-01).

III) Department Chairs

- a. Department Chairs who are Associate Professors may review the portfolio of any faculty member regardless of rank.

IV) College P&T Committees

- a. Only Professors can vote on a candidate's promotion to professor. Both Associate Professors and Professors can vote on a candidate's promotion to Associate professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Professor.
- b. College committees require a minimum of 3 voting members at the appropriate rank for each portfolio.
- c. The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes)
- d. If there are fewer than three departments in a College, then the College P&T committee will include as many representatives from another College as needed.

V) Administrators

All department chairs, deans, associate deans, VPs, AVPS etc. must follow the same procedure for soliciting incorporating external letters into their portfolio following the guidelines for teaching faculty.

Adopted 4/13/2017
Reviewed 7/18, 7/19, 9/20

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

Assessment Philosophy and Continuous Program Improvement Plan

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 (Association of American Colleges and Universities and the Council for Higher Education Accreditation, 2008;Hernon, Dugan & Schwartz, 2006; Palomba & Banta, 2001; Palomba & Banta, 1999). The Kennesaw State University (KSU) WellStar School of Nursing (WSN) mission, philosophy, goals, and program and student learning outcomes are intimately linked to the WSON’s assessment plan. The primary purpose of the plan is to foster continuous 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 to continually evaluate and refine strategies to assure the most appropriate means of assessing the program and student learning outcomes.

Assessment of program and student learning outcomes is an expectation of programs of nursing education. Program outcomes are performance-based factors which include quality and productivity. Student learning outcomes assess the knowledge a student should possess upon completion of the learning process (Raup, King, Hughes, & Faidley, 2010).Instruments of student learning outcome assessment include the National Council Licensing Examination (NCLEX) for Registered Nurses, which all undergraduates must pass to be employable in the field of nursing; and the nurse practitioner/advanced practice certification exams 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.

Assessment Process

Assessment is a collaborative process that involves faculty, staff, students, and the professional community. The assessment process should be regularly examined for utility, feasibility, propriety, accuracy, continuity, and flexibility (Palomba & Banta, 1999). The continuous improvement framework for the WSON is shown in Figure A. The Comprehensive Evaluation Plan (CEP)provides the overall evaluation criteria, phases for data collection, analysis, and synthesis of recommendations and decision-making for the WSON. The Total Assessment Blueprint (TAB) provides the expected student learning outcomes for the graduates of each nursing program within the WSON. The TAB 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 Undergraduate and Graduate Program Evaluation Committees are the oversight bodies that ensure the CEP is being followed. The Program Evaluation Committees receive information from various committees on surveys, BSN testing program, and other reports to summarize, evaluate, and present recommendations to the faculty for continuous quality improvement. Specific responsibilities for the Program Evaluation Committees and various other committees are outlined in the WSON Bylaws.

Comprehensive Evaluation Plan

The CEP is the WSON's written document to guide faculty during the process of continuous program improvement. The CEP is divided into four sections (Mission & Governance; Institutional Commitment & Resources; Curriculum & Teaching Learning Practices; Assessment & Achievement), representing the four standards of program quality assessed by CCNE for program accreditation. Each program quality standard contains various elements that are assessed by WSON faculty. For each element, the evaluation methodology required, sources of information/data needed, a timeframe for data collection, oversight responsibility, and the procedure for documentation of outcomes and program changes/revisions are outlined in detail. The undergraduate and graduate nursing programs each have TAB documents that specifically outline the multiple assessment measures and sources needed for data collection. Assessment requirements mandated by KSU's Academic Program Assessment Plan are also incorporated into the CEP.

Total Assessment Blueprint

The faculty believes that program and student learning outcomes are best assessed by using multiple assessment measures. The TABS for the undergraduate and graduate programs document the multiple assessment measures used. The WSON faculty has carefully selected a variety of methods and approaches to assess program and student learning 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 WSON. The Program Evaluation Committees and other associated committees review each of the assessment methods annually, or more frequently if necessary, to determine program effectiveness and to foster continuous improvement.

Methods Used by Both the Undergraduate and Graduate Master's Programs

The following assessment methods are used by both undergraduate and graduate Master's programs:

Exit Survey

Undergraduate nursing students are surveyed electronically via a department-created assessment instrument immediately upon graduation from the nursing program. Results are tabulated and analyzed by the Survey Committee, and presented to the Undergraduate Program Evaluation Committee (UPEC) for further analysis, with an emphasis on evaluating the nursing program's student learning outcomes. Results and findings are presented annually to the undergraduate nursing 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. Students evaluate their current perceptions of the strengths and limitations of the program in preparing them for advanced practice nursing roles. This information will be of value in continuous graduate program improvement. Results are tabulated and analyzed by the Graduate Curriculum and Program Evaluation Committee (GCPEC). Results and findings are presented annually to the graduate faculty regarding potential curricular implications.

Employer Survey

Employers of graduates from the undergraduate nursing program are surveyed electronically via a department-created assessment instrument 9 – 11 months after the students' graduation (dependent on the graduate providing employer contact information as part of the Alumni Survey). Results are tabulated and analyzed by the Survey Committee. In addition, designated persons of clinical agencies that employ KSU nursing graduates are periodically contacted and asked to complete a survey. All undergraduate employer survey results are analyzed by the Survey Committee and presented to the UPEC for further analysis, with

an emphasis on evaluating the nursing program's student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Actual and potential employers of graduates of the master's programs are randomly contacted (e.g., telephone calls) every three years to evaluate their current perceptions of KSU WSON graduates with regard to program strengths, and areas where graduates could be better prepared for advanced practice nursing roles. Graduates are asked to provide employer contact information. Preceptors of graduate students are considered potential employers. The faculty believes that evaluation by current or potential employers provides data regarding overall satisfaction with the WSON program and information about the students' or graduates' abilities. Results are tabulated and analyzed by GCPEC. Results and findings are presented when available to the graduate faculty regarding potential curricular implications.

Methods Used by the Undergraduate Program

The following assessment methods are used by the undergraduate program:

Current Comprehensive Testing Program

This is 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 (NURS 3209) and continues with testing throughout the program. At the end of the curriculum (NURS4417), 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 Undergraduate Program Testing Committee. These results, as well as observations and recommendations, are presented to the undergraduate 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 Undergraduate Program Evaluation Committee (UPEC) based on preset criteria listed in the TAB and presented to the undergraduate faculty annually regarding potential curricular implications. NCLEX pass rate data are also presented to the full WSON faculty biannually.

Alumni Survey

Undergraduate nursing students are surveyed electronically via a department-created assessment 9 – 11 months post-graduation of the nursing program. Results are tabulated and analyzed by the Survey

Committee, and presented to the UPEC for further analysis, with an emphasis on evaluating the nursing program's student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Preceptor Survey

During the last semester of the undergraduate nursing program, students are enrolled in a clinical capstone preceptorship. Senior student preceptors are surveyed electronically via a department-created assessment instrument near the end of the semester. Results are tabulated and analyzed by the Survey Committee and presented to the UPEC for further analysis, with an emphasis on evaluating the nursing program's student learning outcomes. Results and findings are presented annually to the undergraduate nursing faculty regarding potential curricular implications.

Scholarly Papers/Projects/Course Assignments

To enhance the robustness of the assessment process, a variety of graded course activities, assignments, tests, and/or competencies have been identified as appropriate measures of specified student learning outcomes. The courses are taken at or near the end of the baccalaureate program. These graded activities have been determined by the faculty of the involved courses to demonstrate the knowledge, skills, attitudes, and/or competencies involved and to align with the specified learning outcomes. Guidelines and/or rubrics specific to each assessment are outlined in the course syllabi. Faculty within the courses compile and report final data to the Program Evaluation Committee for further analysis. Results and potential curricular implications are presented to the faculty annually.

Methods Used by the Graduate Master's Programs

The following assessment methods are used 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. 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 90% or greater within one year of graduation. Results are compiled by the administrative team, and examined and presented to the graduate faculty by GCPEC annually to discuss any potential curricular implications. Nurse practitioner national certification examination pass rates are also presented to the full WSON faculty annually.

Thesis Projects/ Research Projects/Course Projects

These assessment approaches have been implemented in the MSN programs (refer to specific program total assessment blueprints for courses using these approaches). Percentages of students successfully completing projects are compiled to ensure that the aggregate number of students meets the criteria as outlined in the total assessment blueprints. Results are examined by GCPEC and presented to the graduate faculty annually regarding potential curricular implications.

Methods Used by the Graduate Doctoral Program

The following assessment methods are used 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.

Use of the CEP for Continuous Program Improvement

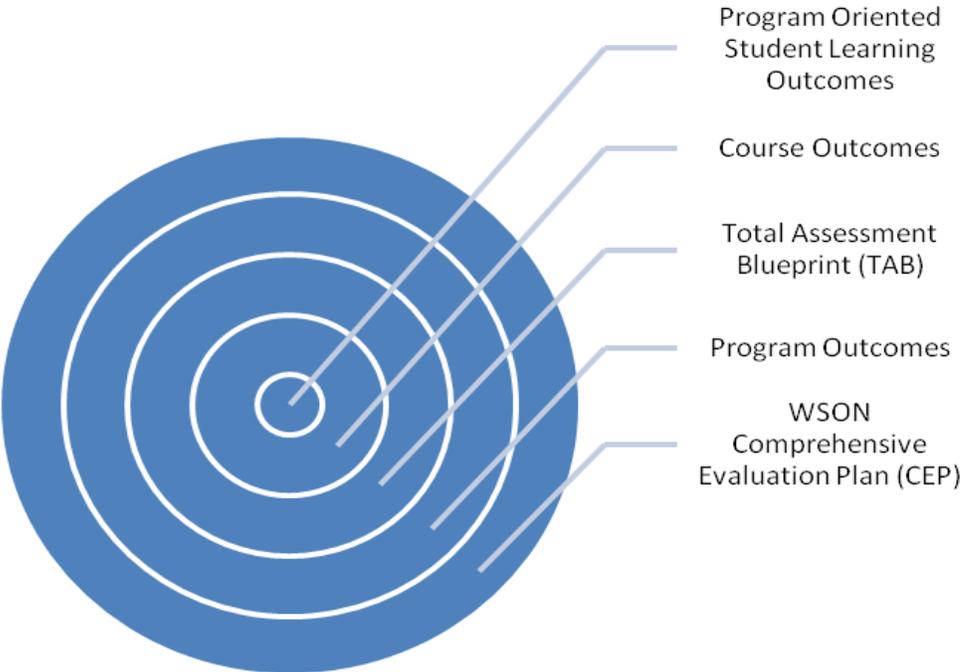
A key principle of the continuous improvement process is to use data to develop specific, effective strategies to enhance student learning (Association of American Colleges and Universities and the Council for Higher Education Accreditation, 2008). Program and student learning outcome data are collected and analyzed by the undergraduate and graduate programs, as outlined by the CEP, for the purpose of continuous program improvement. On an ongoing basis, the program evaluation committees report assessment data and recommendations to their respective faculties for discussion of changes and revisions to program curricula, policies, documents, etc. The discussion and recommendations for program changes are documented in the undergraduate and graduate faculty meeting minutes. A summary of undergraduate or graduate program-specific changes are reported to the full faculty on an annual or biannual basis. Changes to policies or documents that are WSON-specific, rather than program-specific, are discussed and voted upon by the full faculty of the WSON.

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Updated 9/12_PAC, 7/15
Revised 7/13, 7/14, 5/16, 9/19, 7/20
Reviewed: 7/17, 7/18

Figure A: Continuous Improvement Framework for the WellStar School of Nursing



**Table A: Undergraduate Program
Student Learning Outcomes Evidence of Learning**

STUDENT LEARNING OUTCOME	NCLEX Pass Rate	ATI Comp. Predictor	Alumni Survey	Employer Survey	Exit Survey	Preceptor Survey	4416 Leadership Project	4417 Clinical Reflective Journal	4417 EBP Clinical Project	4417 Professional Communication/Behavior	4417 Clinical Skills Checkoff	4412 Population Project	4412 Family Assessment
1	x	x	x	x	x	x		x	x		x		
2	x	x	x	x	x	x		x		x	x	x	x
3	x	x	x	x	x	x	x	x	x			x	
4	x	x	x	x	x	x		x	x			x	x
5	x	x	x	x	x	x		x			x		
6			x	x	x	x		x	x			x	
7	x	x	x	x	x	x	x	x	x	x			
8	x	x	x	x	x	x		x				x	x
9	x	x	x	x	x	x		x	x	x		x	x

**Table B: DNS
Program Outcomes and Assessment Approaches**

Program Outcomes	Stats I Exam	Stats II Exam	NURS 9000Phil Science Project	NURS 9010 Ethics Paper	NURS 9005 Theory Paper	NURS 9100 Policy Paper	NURS 9015 Quant Project	NURS 9025 Qual Project	NURS 9035 Prac Project	NURS 9205 PhilEd Paper	NURS 9210 Curr Paper	NURS 9105 Phil Paper	NURS 9110 Socio Paper	Elec Gen & Ed	NURS 9400 Diss
1	X	X	X	X	X	X									
2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3				X	X	X	X	X	X					X	X
4				X	X	X	X	X	X			X	X		X
5	X	X			X		X	X	X	X	X			X	X

Reviewed 7/13, 7/14, 7/15, 7/16, 7/17, 7/18, 9/19, 7/20

KENNESAW STATE UNIVERSITY
WellStar College of Health and Human Services
WellStar School of Nursing

Comprehensive Evaluation Plan

Standard I. Program Quality: Mission and Governance				
The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality				
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
<p>I-A: The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> • congruent with those of the parent institution; and • reviewed periodically and revised as appropriate. 	<p>1) Evaluate WellStar College of Health and Human Services (WCHHS) strategic plan, WellStar School of Nursing (WSON) philosophy, mission, organizing framework, and program/student learning outcomes for congruency with Kennesaw State University (KSU), appropriate to the program as reflected in faculty and student handbooks, catalog, and website.</p> <p><i>Source of Information/Data: Mission, goals and expected program outcomes; major institutional and nursing unit reports; catalogs, faculty and student handbooks; committee minutes that reflect decision-making related to program mission and governance, program advertising and promotional materials.</i></p>	<p>1) Every five years (2021, 2026)</p>	<p>1) WSON Faculty, Curriculum Committees and Director and Administrative Team</p>	<p>Reflected in program reports with revisions presented at WSON faculty meetings with documented motions and results (include analysis of demographics and institutional characteristics that influence mission, goals, and expected outcomes of program).</p>
<ul style="list-style-type: none"> • I-B: The mission, goals and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. 	<p>1) Review and update the mission, goals, and expected program/student learning outcomes for congruency with any changes in: American Nurses Association (ANA) Foundations of Nursing Documents; American Association of Colleges of Nursing (AACN) Essentials for Baccalaureate (AACN, 2013) and Master's (AACN, 2011) programs, Georgia Board of Nursing (GA BON) Rules and Regulations, CCNE standards, and other professional nursing standards.</p> <p><i>Source of Information/Data: Mission, goals and expected program outcomes; CCNE standards, NTF on Quality NP Education Criteria, GA BON; American Nurses Association's (ANA) Code of Ethics for Nurses (2015); ANA's Nursing: Scope and Standards of Nursing Practice (2010); ANA's Nursing's Social Policy Statement (2010); Domains and Competencies of Nurse Practitioner Practice (The National</i></p>	<p>1) Every five years (2021, 2026)</p>	<p>1) WSON Director and Administrative Team with input from Curriculum Committees</p>	<p>Reflected in committee minutes. Revisions presented at WSON faculty meetings with documented motions and results.</p>

	<i>Organization of Nurse Practitioner Faculties [NONPF], 2012); The Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2012); National League for Nursing's Scope of Practice for Academic Nurse Educators (2012); Southern Regional Education Board's Nurse Educator Competencies (2002); and American Organization of Nurse Executives' Nurse Executive Competencies (2015); AACN Indicators of Quality in Research Focused Doctoral Programs; major institutional and nursing unit reports; reports submitted to and official correspondence received from applicable accrediting and regulatory agencies; catalogs, faculty and student handbooks; committee minutes that reflect decision-making related to program mission and governance.</i>			
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
I-C: The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.	1) Evaluate mission, goals, and expected outcomes with the community of interest to ensure they meet the needs and expectations of the community of interest.	1) Annual	1) WSON Director and Administrative Team; WellStar/WSON Academic – Practice Partnership Committee	Reflected in committee minutes.
I-D: The WSON expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	1) Evaluate mission, goals, and expected outcomes of the program with the expected faculty outcomes through review of the Faculty Performance Agreement (FPA) and Promotion and Tenure (P and T) guidelines. 2) Expected faculty outcomes are written, communicated, and accessible to faculty. <u>Source of Information/Data:</u> <i>Mission, goals and expected program outcomes; CCNE standards, NTF on Quality NP Education Criteria, GA BON; appointment, promotion, and tenure policies; major institutional and nursing unit reports; catalogs, faculty and student handbooks, personnel manuals, committee minutes that reflect decision-making.</i>	1) Every five years (2021, 2026) 2) Annual	1) WSON Director and Administrative Team 2) WSON Director	Reflected in committee minutes, course reports and individual faculty evaluations. Revisions presented at WSON faculty meetings with documented motions and results. Expected faculty outcomes are outlined and described in the University Faculty Handbook and WSON Faculty Handbook.
I-E: Faculty and students participate in program governance.	1) Evaluate WSON Bylaws for appropriate and clearly defined faculty and student involvement in program governance. 2) Ensure faculty and student representation on appropriate committees. <u>Source of Information/Data:</u> <i>Appointment, promotion, and tenure policies; major institutional and nursing unit reports</i>	1) Annual 2) Annual	1) Bylaws Committee 2) Bylaws Committee	Reflected in committee minutes. Revisions presented at WSON faculty meetings with documented motions and results. Academic program policies documented and published in both the WSON Faculty Handbook and WSON

	<i>(Bylaws); Catalogs, faculty and student handbooks, Committee minutes that reflect decision-making.</i>			Student Handbook.
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
I-F: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: <ul style="list-style-type: none"> • fair and equitable; • published and accessible; and, • reviewed and revised as necessary to foster program improvement 	<p>1) Review policies related to student recruitment, admission, retention, and progression to reflect congruency with KSU policies, GA BON rules and regulations, and accreditation requirements.</p> <p>2) Review policies to ensure that they are fair and equitable, published and accessible, and revised as necessary to foster program improvement.</p> <p><u>Source of Information/Data:</u> <i>Mission, goals and expected program outcomes; CCNE standards, NTF on Quality NP Education Criteria, AACN Indicators of Quality in Research Focused Doctoral Programs; GA BON; major institutional and nursing unit reports; catalogs, faculty and student handbooks, policies, committee minutes that reflect decision-making</i></p>	<p>1) Annual</p> <p>2) Annual</p>	<p>1) Admission, Progression and Retention Committees</p> <p>2) Admission, Progression, and Retention Committees.</p>	<p>Reflected in committee minutes and annual report. Revisions presented at WSON faculty meetings with documented motions and results and reflected in both the WSON Faculty Handbook and WSON Student Handbooks.</p>
I-G: The program defines and reviews formal complaints according to established policies.	<p>1) Review WSON policy on formal complaints for consistency with policies found in University Undergraduate and Graduate Catalogs and Student Handbooks.</p> <p>2) Review all grievances to ensure timeliness and objectivity of review.</p> <p><u>Source of Information/Data:</u> <i>Major institutional and nursing unit reports; catalogs, faculty and student handbooks, policies, committee minutes that reflect decision-making</i></p>	<p>1) Every 5 years (2021, 2026)</p> <p>2) Annual</p>	<p>1) Admissions, Progression and Retention Committees</p> <p>2) WSON Director and Administrative Team</p>	<p>Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.</p>
I-H: Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<p>1) Review documents and publications related to program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, fees, licensure, and certification examinations for accuracy. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.</p> <p>2) Evaluate the process to notify constituents about changes.</p> <p><u>Source of Information/Data:</u> <i>KSU catalogues, faculty and student handbooks, policies, all publications, WSON website.</i></p>	<p>1) Annual</p> <p>2) Annual</p>	<p>1) WSON Director and Administrative Team</p> <p>2) WSON Director and Administrative Team</p>	<p>Reflected in all documents and publications on program offerings.</p>

Standard II: Program Quality: Institutional Commitment and Resources				
The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.				
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
II-A: Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically and resources are modified as needed.	<p>1) Evaluate WSON budget and faculty and staff compensation to ensure adequacy of fiscal resources to fulfill WSON mission, goals, and expected outcomes.</p> <p>2) Conduct WSON survey to assess adequacy of physical resources of space, equipment, and supplies to faculty, staff, and students.</p> <p><u>Source of Information/Data:</u> <i>Nursing unit budget; minutes of Fiscal and Physical Resources Committee that reflect decision-making; and WSON faculty meeting minutes</i></p>	<p>1) Annual</p> <p>2) Every five years (2021,2026)</p>	<p>1) WSON Director and Administrative Team and Fiscal and Physical Resources Committee</p> <p>2) WSON Director and Administrative Team and Fiscal and Physical Resources Committee</p>	Reflected in committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
II-B: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.	<p>1) Evaluate clinical sites and classroom/lab/simulation space inventory to ensure adequacy of physical resources to fulfill WSON mission, goals, and expected outcomes.</p> <p>2) Conduct WSON survey to assess adequacy of physical resources of space, equipment, and supplies to faculty, staff, and students.</p> <p><u>Source of Information/Data:</u> <i>Nursing unit budget; minutes of Fiscal and Physical Resources Committee that reflect decision-making; and WSON faculty meeting minutes</i></p>	<p>1) Annual</p> <p>2) Every five years (2021,2026)</p>	<p>1) WSON Director and Administrative Team and Fiscal and Physical Resources Committee</p> <p>2) WSON Director and Administrative Team and Fiscal and Physical Resources Committee</p>	Reflected in committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
II-C: Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.	<p>1) Evaluate academic support services by reviewing strategic plan, library resource inventory, technology inventory, research support, distance education support, admission and advising services for students.</p> <p><u>Source of Information/Data:</u> <i>WSON budget; minutes of Fiscal and Physical Resources Committee that reflect decision-making; annual report of the Admission, Progression, and Retention Committee</i></p>	1) Annual	1) WSON Director and Administrative Team, Fiscal and Physical Resources Committee, Admission, Progression, and Retention Committee	Reflected in committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.

Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
<p>II-D: The chief nurse administrator of the WSON:</p> <ul style="list-style-type: none"> • is a registered nurse (RN); • holds a graduate degree in nursing; • holds a doctoral degree if the WSON offers a graduate program in nursing; • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and • provides effective leadership to the WSON in achieving its mission, goals, and expected program outcomes. 	<p>1) Evaluate WSON Director’s academic qualifications and experience to ensure leadership capacity to accomplish the WSON mission, goals, and expected student and faculty outcomes.</p> <p>2) Evaluate WSON Director’s leadership effectiveness in achieving the WSON mission, goals, and expected student and faculty outcomes.</p> <p><u>Source of Information/Data:</u> <i>Current Curriculum Vita (CV) of the chief nursing administrator/Director; annual evaluation data.</i></p>	<p>1) Upon appointment and discretion of KSU President</p> <p>2) Annual</p>	<p>1) WCHHS Dean, University President</p> <p>2) WSON Faculty and the Department Faculty Council/Department Evaluation Review Committee</p>	<p>1) Academic qualifications and documented experience stays on file for accreditation review purposes.</p> <p>2) Reflected in WSON Director annual evaluations. Summative evaluation report submitted to WCHHS Dean.</p>
<p>II-E: Faculty are:</p> <ul style="list-style-type: none"> • sufficient in number to accomplish the mission, goals, and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach. 	<p>1) Evaluate current faculty numbers, CVs, current licensures, student evaluations of teaching effectiveness, and faculty performance reviews to ensure faculty qualifications.</p> <p>2) Evaluate workload assignments.</p> <p><u>Source of Information/Data:</u> <i>Key faculty information (name, title, degrees, specialization, certification, relevant work experience, teaching responsibilities); current CVs of the nursing faculty; Faculty Qualification Record (FQR); and policies regarding faculty workload</i></p>	<p>1) Annual and upon appointment</p> <p>2) Annual</p>	<p>1) WSON Director and Administrative Team</p> <p>2) WSON Director and Administrative Team and Fiscal and Physical Resources Committee</p>	<p>Reflected in annual evaluations completed by WSON Director, administrative documentation, and Committee minutes.</p>
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
<p>II-F: Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</p>	<p>1) WSON Director and/or Program Associate Director (or designee) evaluates preceptor qualifications by reviewing Preceptor Qualification forms.</p> <p><u>Source of Information/Data:</u> <i>Policies and procedures regarding preceptor qualifications and evaluation; and documentation of preceptor qualifications and evaluation</i></p>	<p>1) Upon appointment and annually</p>	<p>1) WSON Director and Administrative Team</p>	<p>Reflected in Preceptor Qualification forms for both undergraduate and graduate programs</p>

II-G: The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	1) Evaluate faculty performance expectations, workload assignments, WSON budget, KSU Faculty handbook, and WSON Faculty handbook to assess supportive work environment.	1) Annual	1) WSON Director and Administrative Team, Fiscal and Physical Resources Committee, and Bylaws Committee	Reflected in committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
	2) Provide data on educational offerings from the Faculty Development Committee	2) Annual	2) Faculty Development Committee	
<i>Source of Information/Data: Policies of faculty workload, committee minutes that reflect decision-making</i>				

Standard III: Program Quality: Curriculum and Teaching-Learning Practices				
The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.				
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: <ul style="list-style-type: none"> are congruent with program's mission and goals; are congruent with the roles for which the program is preparing its graduates and consider the needs of the program identified community of interest 	1) Evaluate WCHHS strategic plan, WSON philosophy, mission, organizing framework, and program/student learning outcomes for congruency with KSU, GA BON, and other professional nursing standards appropriate to the program as reflected in faculty and student handbooks, catalog, and website. 2) Review course reports, syllabi and individual student learning outcomes for congruency with program outcomes. 3) Evaluate the expectation of the communities of interest with respect to the curriculum. <i>Source of Information/Data: KSU Academic Program Assessment Plan; Undergraduate and Graduate Total Assessment Blueprints; course syllabi; course reports; committee minutes that reflect decision-making</i>	1) Every five years (2021, 2026) 2) Annual 3) Annual	1) Curriculum Committees, and Program Evaluation Committees. 2) Curriculum Committees, Program Evaluation Committees and Faculty responsible for course 3) WSON Director and Administrative team; WellStar/WSON Academic-Practice Partnership Committee.	Reflected in course reports, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results.
III-B: Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student	1) Evaluate overall curriculum and outcomes for congruency with: ANA Foundations of Nursing Documents; ANA Code of Ethics; AACN Essentials for Baccalaureate Education (AACN, 2008, GA BON Rules and Regulations, and any other relevant professional organizations.	1) Every five years (2021, 2026)	1) Undergraduate Curriculum Committee and Program Evaluation Committee.	Reflected in course reports, team minutes, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results.

<p>outcomes (individual and aggregate).Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008)</p>	<p>2) Analyze curriculum mapping process with respect to roles and documentation of where and how required content, knowledge, and skills are identified in specific courses and student learning outcomes.</p> <p>3) Review individual courses (syllabi and student learning outcomes) for congruency with professional standards, guidelines and other regulatory requirements.</p> <p><u>Source of Information/Data:</u> <i>KSU Academic Program Assessment Plan; Undergraduate Total Assessment Blueprints; course syllabi; course reports; committee minutes that reflect decision-making; examples of assignments and/or course content reflecting incorporation of professional nursing standards and guidelines in curriculum</i></p>	<p>2) Every five years (2021, 2026)</p> <p>3) Every five years (2021, 2026)</p>	<p>2) Undergraduate Curriculum Committees and Program Evaluation Committees.</p> <p>3) Undergraduate Curriculum Committee, Program Evaluation Committee, and Faculty responsible for course</p>	
<p>III C. Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> • Master’s program curricula incorporate professional standards and guidelines as appropriate <ul style="list-style-type: none"> a) All master’s degree programs incorporate <i>The Essentials of Master’s Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program b) All master’s degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016) • Graduate-entry master’s program curricula incorporate 	<p>1) Evaluate overall curriculum and outcomes for congruency with: ANA Foundations of Nursing Documents; ANA Code of Ethics; AACN Essentials for Master’s Education (AACN, 2011), GA BON Rules and Regulations, and any other relevant professional organizations.</p> <p>2) Analyze curriculum mapping process with respect to roles and documentation of where and how required content, knowledge, and skills are identified in specific courses and student learning outcomes.</p> <p>3) Review individual courses (syllabi and student learning outcomes) for congruency with professional standards, guidelines and other regulatory requirements.</p> <p><u>Source of Information/Data:</u> <i>KSU Academic Program Assessment Plan; Graduate Total Assessment Blueprints; course syllabi; course reports; committee minutes that reflect decision-making; examples of assignments and/or course</i></p>	<p>1) Every five years (2021, 2026)</p> <p>2) Every five years (2021, 2026)</p> <p>3) Every five years (2021, 2026)</p>	<p>1) Graduate Program Evaluation & Curriculum Committees</p> <p>2) Graduate Program Evaluation & Curriculum Committees</p> <p>3) Graduate Program Evaluation & Curriculum Committee & Individual faculty responsible for courses</p>	<p>Reflected in course reports, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results</p>

<p><i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines.</p>	<p><i>content reflecting incorporation of professional nursing standards and guidelines in curriculum</i></p>			
<p>III-F: The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge 	<p>1) Evaluate course content, organization, and sequencing as well as prerequisites in KSU undergraduate and graduate catalogs and individual course syllabi for achievement.</p> <p><u>Source of Information/Data:</u> <i>KSU Academic Program Assessment Plan; Undergraduate and Graduate Total Assessment Blueprints; course syllabi; Undergraduate and Graduate Catalogs; course reports; committee minutes that reflect decision-making</i></p>	<p>1) Every five years (2021, 2026)</p>	<p>1) Curriculum Committees, Program Evaluation Committees, and Faculty responsible for course</p>	<p>Reflected in curriculum mapping process, course reports, and committee minutes. Revisions presented at WSON faculty meetings with documented motions and results.</p>
<p>Standard Element</p>	<p>Assessment/Evaluation Methodology with Source of Information/Data</p>	<p>Timeframe</p>	<p>Oversight Responsibility</p>	<p>Documentation of Outcomes and Changes/Revisions</p>
<p>III-G: Teaching-learning practices:▪</p> <ul style="list-style-type: none"> support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest; and expose students to individuals with diverse life experiences, perspectives, and backgrounds. 	<p>1) Evaluate course reports, course syllabi, handouts/study guides, and student and peer evaluations (including clinical evaluations) for appropriate teaching-learning practices.</p> <p>2) Analyze curriculum mapping process for appropriate achievement of both program and student learning outcomes.</p> <p>3) Evaluate the expectation of the communities of interest with respect to the curriculum and teaching-learning practices.</p> <p>4) Evaluate and enhance the climate of diversity and inclusion among faculty & students within WSON.</p> <p><u>Source of Information/Data:</u> <i>Undergraduate and Graduate Total Assessment Blueprints; course syllabi; examples of student work reflecting student learning outcomes; student performance</i></p>	<p>1) Annual and every semester</p> <p>2) Every five years (2016, 2021)</p> <p>3) Annual</p> <p>4) Annual</p>	<p>1) Curriculum Committees, Program Evaluation Committees, and Faculty responsible for course</p> <p>2) Curriculum Committees, Program Evaluation Committees, and Faculty responsible for course</p> <p>3) WSON Director and Administrative team; WellStar/WSON Academic-Practice Partnership Committee.</p> <p>4) Diversity Committee</p>	<p>Reflected in course reports, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results.</p>

	<i>evaluations (didactic/clinical); course/faculty evaluation course reports, committee minutes that reflect decision-making; course syllabi; examples of student work reflecting student learning outcome; current affiliation agreements with institutions where instruction occurs; student and faculty evaluations of clinical sites; course reports; committee minutes that reflect decision-making, Employer Survey</i>			
<p>III-H: The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> • enable students to integrate new knowledge and demonstrate attainment of program outcomes; • foster interprofessional collaborative practice and; • are evaluated by faculty 	<p>1) Evaluate course reports, course syllabi, and student and peer clinical evaluations for appropriate teaching-learning practices.</p> <p>2) Analyze curriculum mapping process for appropriate achievement of outcomes.</p> <p>3) Evaluate aggregate data report of student evaluations of clinical agencies (sites and preceptors)</p> <p><u>Source of Information/Data:</u> <i>Undergraduate and Graduate Total Assessment Blueprints; course syllabi; KSU examples of student work reflecting student learning outcomes; student performance evaluations (clinical); course/faculty evaluations; current affiliation agreements with institutions where instruction occurs; student and faculty evaluations of clinical sites; course reports; committee minutes that reflect decision-making</i></p>	<p>1) Annual and every semester</p> <p>2) Every five years (2021, 2026)</p> <p>3) Every five years (2021, 2026)</p>	<p>1) Curriculum Committees, Program Evaluation Committees, and Faculty responsible for course</p> <p>2) Curriculum Committees and Program Evaluation Committees.</p> <p>3) Curriculum Committees and Program Evaluation Committees.</p>	<p>Reflected in course reports, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results.</p>
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
<p>III-I: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>1) Evaluate individual student performance related to achievement of student learning outcomes.</p> <p><u>Source of Information/Data:</u> <i>Undergraduate and Graduate Total Assessment Blueprints; course</i></p>	<p>1) Every semester</p>	<p>1) Curriculum Committees, Program Evaluation Committees, and Faculty responsible for course</p>	<p>Reflected in course reports, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results.</p>

	<i>syllabi, Faculty and Student Handbooks; examples of student work reflecting student learning outcomes: course reports; committee minutes that reflect decision-making</i>			
III-J: Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals and evaluation data are used to foster ongoing improvement.	<p>1) Review mechanism for curriculum improvement and evaluate overall curriculum through course mapping.</p> <p>2) Analyze individual courses and teaching-learning practices through course and faculty evaluations. Identify areas of improvement which stem from these evaluations.</p> <p><u>Source of Information/Data:</u> <i>KSU Academic Program Assessment Plan; Undergraduate and Graduate Total Assessment Blueprints; course syllabi; course report; committee minutes that reflect decision-making</i></p>	<p>1) Every five years (2021, 2026)</p> <p>2) Every semester</p>	<p>1) Curriculum Committees, Program Evaluation Committees, and Faculty responsible for course</p> <p>2) Faculty responsible for the course</p>	Reflected in course reports, committee minutes, and annual reports. Revisions presented at WSON faculty meetings with documented motions and results.

Standard IV: Program Effectiveness: Assessment and Achievement				
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.				
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
IV-A: A systematic process is used to determine program effectiveness.	<p>1) Evaluate program effectiveness through routine assessment of program and student learning outcomes annually.</p> <p><u>Source of Information/Data:</u> <i>KSU Academic Program Assessment Plan; Undergraduate and Graduate Total Assessment Blueprints (TABs); committee minutes that reflect decision-making</i></p>	1) Annual	1) Program Evaluation Committees.	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
IV-B: Program completion rates demonstrate program effectiveness.	<p>1) Evaluate retention and graduation rates of both Undergraduate and Graduate programs</p> <p><u>Source of Information/Data:</u> <i>KSU Academic Program Assessment Plan; Southern Regional Educational Board Report; AACN Annual Report</i></p>	1) Annual	1) Curriculum Committees, Program Evaluation Committees, Admission, Progression and Retention Committee.	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
IV-C: Licensure pass rates demonstrate program effectiveness.	1) Review National Council Licensure Examination (NCLEX) pass rates from state and compare to national scores.	1) Annual	1) Curriculum Committees and Program Evaluation Committees.	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty

				meetings with documented motions and results.
IV-D: Certification pass rates demonstrate program effectiveness.	1) Compare certification pass rates to national pass rates <i>Source of Information/Data: National Certification Boards, TABs, and KSU Academic Program Assessment Plan; and National Council of State Boards of Nursing (NCSBN)</i>	1) Annual	1) Graduate Program Evaluation and Curriculum Committee	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
IV-E: Employment rates demonstrate program effectiveness.	1) Analyze aggregate undergraduate Survey results and within 12 months post-graduation to determine employment status 2) Analyze aggregate graduate Survey results upon exit of program/graduation to determine employment status <i>Source of Information/Data: Undergraduate standardized aggregate survey reports; graduate aggregate exit survey reports</i>	1) Annual 1) Annual	1) Undergraduate Survey Committee 2) Graduate Curriculum Program Evaluation Committee	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
IV-F: Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	1) Analyze undergraduate and graduate Total Assessment Blueprint results for identified areas for improvement and recommendations. <i>Source of Information/Data: National Certification Boards, TABs, and KSU Academic Program Assessment Plan; and National Council of State Boards of Nursing (NCSBN)</i>	1) Annual	1) Curriculum Committees, Program Evaluation Committees	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
IV-G: Aggregate faculty outcomes demonstrate program effectiveness.	1) Review faculty vitae and annual reviews 2) Review faculty outcome results for teaching, research, service and practice <i>Source of Information/Data: Digital Measures and faculty evaluations</i>	1) Annual 2) Annual	1) WSON Director and Administrative Team 2) WSON Director and Administrative Team	Reflected in annual evaluations and evaluations by students.
Standard Element	Assessment/Evaluation Methodology with Source of Information/Data	Timeframe	Oversight Responsibility	Documentation of Outcomes and Changes/Revisions
IV-H: Aggregate faculty outcome data are analyzed and	1) Compare actual levels of aggregate faculty outcomes to expected aggregate faculty outcomes.	1) Annual	1) WSON Director and Administrative Team	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty

used, as appropriate, to foster ongoing program improvement.	2) Review the governance structure of WSON for assurance that faculty are engaged in the program improvement process.	2) Annual	2) WSON Director and Administrative Team	meetings with documented motions and results.
IV-I: Program outcomes demonstrate program effectiveness.	1) Review both Undergraduate and Graduate annual evaluations of assessment outcomes <u>Source of Information/Data:</u> <i>TABs and KSU Academic Program Assessment Plan</i>	Annual	1) Curriculum Committees and Program Evaluation Committees.	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.
IV-J: Program outcome data are used, as appropriate, to foster ongoing program improvement.	1) Review Comprehensive Evaluation Plan with current criteria from Georgia Board of Nursing and CCNE Standards 2) Review TABs for identified areas for improvement and recommendations <u>Source of Information/Data:</u> <i>TABs, Mission, goals and expected program outcomes; CCNE standards, NTF on Quality NP Education Criteria, GA BON; Major institutional and nursing unit reports; Catalogs, faculty and student handbooks, policies, committee minutes that reflect decision-making</i>	1) Every 5 years (2021,2026) 2) Annual	1) Curriculum Committees and Program Evaluation Committees. 2) Curriculum Committees and Program Evaluation Committees.	Reflected in Committee minutes and annual reports with revisions presented at WSON faculty meetings with documented motions and results.

Revised: 12/11, 7/16, 5/16, 9/19

**Kennesaw State University
Baccalaureate Nursing Program
TOTAL ASSESSMENT BLUEPRINT**

STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES

Program Outcomes

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.

Student Outcomes

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.

Assessment Criteria	Source of Data/Time Frame	Responsible Party for Collection and Analysis	Associated Student Learning Outcome
NCLEX			
NCLEX Pass Rate of 92% for each class on 1 st attempt	NCSBN quarterly reporting tools and unofficial self-reporting of graduates on a semester-by-semester basis.	Associate Director for the Undergraduate Program	1, 2, 3, 4, 5, 7, 8, 9
ATI			
80% of the NURS 4417 students will meet or exceed the benchmark of 72% (equivalent to a 94% pass rate on NCLEX) on the ATI Comprehensive Predictor each semester (include both attempts)	RN Comprehensive Predictor Exam administered each semester by N4417 course coordinator	Testing Committee Report provided to UPEC, Faculty, & WSON Leadership.	1, 2, 3, 4, 5, 7, 8, 9
SURVEYS			
Preceptor Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line Survey completed by N 4417 assigned preceptors each semester.	Survey Committee Report provided to UPEC, Faculty, & WSON Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Exit Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line Survey completed by graduating students each semester.	Survey Committee Report provided to UPEC, Faculty, & WSON Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Alumni Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line survey completed by alumni one year post-graduation	Survey Committee Report provided to UPEC, Faculty, & WSON Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Employer Survey: Minimum acceptable mean score = 3.6 (Scale 1-5)	On-line Survey completed by employers of alumni one year post-graduation	Survey Committee Report provided to UPEC, Faculty, & WSON Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9
Course Assignments/Assessments			
NURS 4412 Population Project: 90% of students will achieve a grade of 90% or higher on the Population Project.	Course Assignment administered by N4412 Faculty.	NURS 4412 Faculty Report provided to UPEC	2, 3, 4, 6, 8, 9

NURS 4412 Family Case Study: 90% of students will achieve a grade of 80% or higher on the Family Case Study.	Course Assignment administered by N4412 Faculty.	NURS 4412 Faculty Report provided to UPEC	2, 4, 8, 9
NURS 4416 Leadership Project: Expected mean score: 90% of 100 points = 90.	Course Assignment administered by N4416 Faculty.	NURS 4416 Faculty Report provided to UPEC	3, 7
NURS 4417 Professional Communication/Behavior: 95% of students will achieve a score of 100/100 points.	Student Evaluation conducted by N4417 Faculty.	NURS 4417 Faculty Report provided to UPEC	2, 7, 9
NURS 4417 Clinical Skills Competency Assessment: 100% of students will pass competency by the established clinical start date.	Student Evaluation conducted by N4417 Faculty.	NURS 4417 Faculty Report provided to UPEC	1, 2, 5
NURS 4417 Clinical Project: Expected mean score: 90% of 250 points = 225 points	Course Assignment administered by N4417 Faculty.	NURS 4417 Faculty Report provided to UPEC	1, 3, 4, 6, 7, 9
NURS 4417 Clinical Reflective Journal: Expected mean scores: 90% of 250 points = 225 points.	Course Assignment administered by N4417 Faculty.	NURS 4417 Faculty Report provided to UPEC	1, 2, 3, 4, 5 6, 7, 8, 9

Updated 4/2015, 9/2019, 7/2020
Reviewed 7/16, 7/17

**Kennesaw State University
WellStar Nurse Practitioner Program
TOTAL ASSESSMENT BLUEPRINT**

STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES

Program outcomes

1. Demonstrate continuing academic quality of students admitted to the program.
2. Maintain a program completion rate of 90% or higher within 6 years of admissions.
3. Demonstrate improvement in scholarly productivity of students.

Student Learning Outcomes

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.
3. Implement patient/family-centered evidence-based clinical prevention strategies for health promotion.
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.

Assessment Criteria	Source of Data/Time Frame	Responsible Party for Collection and Analysis	Associated Program Outcome
NP Admissions Assessment			
<ul style="list-style-type: none"> 100% of MSN applicants meet the admissions requirements as stated in the application evaluation rubric 	MS admission data, Fall 20xx Percent of applicants meeting admission requirements: Number of admissions:	Associate Director for the Graduate Program, NP Program Coordinator, Graduate APR Committee	Program outcome 1
Program Completion Assessment			
<ul style="list-style-type: none"> 90% of students graduate within 6 years. 	KSU SAS Portal, Fall 20xx Data related to student admission and time to graduation	NP Program Coordinator and Faculty	Program outcome 2
Student Scholarly Productivity Assessment			
Assessment of Scholarly projects submitted for presentation or publications <ul style="list-style-type: none"> 100% of students have completed a scholarly project 	Course report of NURS 7725, 8854	NUR 7725, 8854 Course Faculty, Program Coordinator, GCPEC	Program outcome 3
Employment Rate			
<ul style="list-style-type: none"> 70% of students are employed 	Exit Survey, Fall 20xx	GCPEC	CCNE Outcome

NP Assessment Criteria	Source of Data/Time Frame	Responsible Party for Collection and Analysis	Associated Student Learning Outcome
Residency Assessments			
Primary Care Residency IV Preceptor survey N 8853 Criteria: 100% of students will meet or exceed expectations Papers/ Projects: 90% of students will successfully complete the papers/projects.	Preceptor Evaluation Summary, Aggregate and individual semester: Fall 20xx Standard of care project, Fall 20xx	N8853 Course Faculty GCPEC NURS 8853	SLO 1,2,3,4,5,6,7 SLO 6
Certification Exam NP			
90% of the students will pass the Certification Exam	AANP and ANCC Annual Aggregate Report Written and verbal communication with graduates	Program Coordinator Program Coordinator	SLO 1
ASSESSMENTS/SURVEYS			
<i>Exit Survey</i>			
Summary of student responses to questions regarding program strengths and areas of program improvement.	On-line Survey completed by graduating students, Fall 20xx Graduate Student Advisory Committee Survey	GCPEC, Report provided each Fall Semester to graduate faculty, & WSON Director Program Coordinator & Faculty Committee Members	SLO 1,2, 5,6,7
<i>Employer Survey</i>			
Summary of employer responses to questions regarding program strengths and areas of program improvement	Random contact with actual and potential employers (e.g., phone calls, focus groups, etc.) every three years starting Fall 20xx.	GCPEC, Report provided every three years (beginning in 2016) to graduate faculty, & WSON Director	SLO 7
<i>Preceptor Survey</i>			
Summary of preceptor responses to questions related to student performance	Preceptor Evaluations (quantitative and qualitative feedback)	Program Coordinator & Faculty Committee Members	SLO 1,2,4,5,7

**Kennesaw State University
Nurse Practitioner Graduate Program
EVALUATION OF ASSESSMENT OUTCOMES**

Evaluation Results Related to Program Outcomes		
Program Assessment Criteria	Assessment Results/Evidence	Criteria Met/Not Met
<i>1. Demonstrate continuing academic quality of students admitted to the program</i>		
100% of MSN applicants meet the admissions requirements as stated in the application evaluation rubric.	# admissions: xx <u>Percent meeting requirements:</u> xx%	
<i>2. Maintain a program completion rate of 90% or higher within 6 years of admissions</i>		
90% of students graduate within 6 years	Percent graduates in 6 years: XX%. xx% graduated within 6 years.	
<i>3. Demonstrate improvement in scholarly productivity of students</i>		
Assessment of Scholarly projects submitted for presentation or publications 100% of students have completed a scholarly project during or within one year of graduation.	<u>NURS 8854 Primary Care Clinical Project:</u> (n = xx), Percent of Graduate student scholarship: xx% <u>NURS 7725 Advance Practice Theory Course Scholarly Paper/Project:</u> (n = xx) Percent of Graduate student scholarship: xx%	
<i>4. Employment Rate</i>		
70% of students are employed	# Graduates: xx; xx graduates employed xx% employment rate	

Evaluation Results Related to Student Learning Outcome		
Assessment Criteria	Assessment Results/Evidence	Criteria Met/Not Met
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.		
<p><u>Exit Survey:</u> Summary of responses</p> <p><u>NUR 8853 Evaluation of Student:</u> 100% of students will meet or exceed expectations</p> <p><u>NP Certification Exam:</u> 90% of the students will pass the Certification Exam</p>	<p>xx surveys sent, xx surveys returned, xx% response <u>Exit Survey:</u> Summary of strengths and areas of program improvement</p> <p><u>NUR 8853 Preceptor Evaluation of Student:</u> (n = xx) Percent successfully meeting expectations: xx%</p> <p><u>NP Certification Exam:</u> (n = xx) Percent of students successfully passing the Certification Exam = xx%.</p>	
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.		
<p><u>Exit Survey:</u> Summary of responses</p> <p><u>NUR 8853 Preceptor Evaluation of Student:</u> 100% of students will meet or exceed expectations</p> <p><u>NURS 8830 Scholarly Paper/Project</u> 90% of class will successfully complete</p>	<p>xx surveys sent, xx surveys returned, xx% response <u>Exit Survey:</u> Summary of strengths and areas of program improvement</p> <p><u>NUR 8853 Preceptor Evaluation of Student:</u> (n = xx) Percent successfully meeting expectations: xx%</p> <p><u>NURS 8830 Scholarly Paper/Project:</u> (n = xx) Percent successfully completed: xx%</p>	

Assessment Criteria	Assessment Results/Evidence	Criteria Met/Not Met
3. Implement patient/family-centered evidence-based clinical prevention strategies for health promotion.		
<p><u>NUR 7735 Advance Health Assessment</u> <u>Review of Video Recorded History and Physical Assignment:</u> 100% of students will meet or exceed expectations <u>NURS 8852 Teaching Tool for EBP:</u> 90% of class will successfully complete</p>	<p><u>NUR 7735 Video Recorded History and Physical:</u> (n = xx) Percent successfully meeting expectations: xx%</p> <p><u>Teaching Tool for EBP:</u> (n = xx) Percent successfully completed = xx%</p>	
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.		
<p><u>N8853 Practicum IV Preceptor Evaluation of Student:</u> 100% of students will meet or exceed expectations. <u>NUR 7715 Scholarly Paper:</u> 90% of class will successfully complete</p>	<p><u>NUR 8853 Preceptor Evaluation of Student:</u> (n = xx) Percent successfully meeting expectations: xx%</p> <p><u>Scholarly Paper & Presentation :</u> (n = xx) Percent successfully completed = xx%</p>	
5. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals and families.		
<p><u>Exit Survey:</u> Summary of responses <u>N8853 Practicum IV Preceptor Evaluation of Student:</u> 100% of students will meet or exceed expectations</p>	<p>xx surveys sent, xx surveys returned, xx% response <u>Exit Survey:</u> Summary of strengths and areas of program improvement</p> <p><u>NUR 8853 Preceptor Evaluation of Student:</u> (n = xx) Percent successfully meeting expectations: xx%</p>	
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.		
<p><u>Exit Survey:</u> Summary of responses <u>NUR 8853 Standard of Care Project:</u> 90% of class will successfully complete</p>	<p>xx surveys sent, xx surveys returned, xx% response <u>Exit Survey:</u> Summary of strengths and areas of program improvement</p> <p><u>Standard of Care Project:</u> (n = x) Percent successfully completed = xx%</p>	

Assessment Criteria	Assessment Results/Evidence	Criteria Met/Not Met
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.		
<p><u>Exit Survey:</u> Summary of responses</p> <p><u>Employer Survey (if applicable):</u></p> <p><u>N8853 Practicum IV Preceptor Evaluation of Student:</u> 100% of students will meet or exceed expectations.</p> <p><u>NUR 8854 Research Project:</u> 90% of class will successfully complete</p>	<p>xx surveys sent, xx surveys returned, xx% response</p> <p><u>Exit Survey:</u> Summary of strengths and areas of program improvement</p> <p><u>Employer survey conducted every 3 years.</u></p> <p><u>NUR 8853 Preceptor Evaluation of Student:</u> (n = xx) Percent successfully meeting expectations: xx%</p> <p><u>Research Project:</u> (n = xx) Percent successfully meeting expectations: xx%</p>	
Evidence of Improvement and Recommendation for Change		
<u>Preceptor Evaluation of Student:</u>		
<u>Exit Survey:</u>		
<u>Employer Survey (if applicable):</u>		
<u>Other Areas of Improvement:</u>		

Kennesaw State University
Leadership in Nursing Graduate Nursing Program
TOTAL ASSESSMENT BLUEPRINT

STUDENT LEARNING OUTCOMES/PROGRAM OUTCOMES

Program outcomes

1. Increase the graduation rate of students from the program within six years of admission.
2. Increase the number of qualified applicants accepted into the program.
3. Demonstrate the scholarly productivity of students during the program.

Student Learning 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 systems 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.

Assessment Criteria	Source of Data/Time Frame	Responsible Party for Collection and Analysis	Associated Program Outcome
Graduation Rate			
70% of students will complete the program within 6 years	Student graduation records, KSU SAS Portal Fall 20xx Number of students enrolled Number of students graduated	Associate Director for the Graduate Program	Program Outcome 1
Admission Rate			
The number of applications to the program will increase. 100% of qualified applicants will be admitted to the program.	MSN admission data from student records, Fall 20xx, Spring 20xx, Summer 20xx Number of completed applications to the program Percent of qualified applicants admitted	Graduate Admission, Progression, and Retention Committee, Associate Director for the Graduate Program	Program Outcome 2
Employment Rate			
70% of students are employed	Exit Survey	GCPEC	CCNE Outcome
Student Scholarly Productivity Assessment			
Assessment of Scholarly projects submitted for presentation or publications and including research project/thesis. 100% of students have completed a scholarly project.	Course report of NURS 8863 Exit Survey, Fall 20xx, Spring 20xx, Summer 20xx	Course Faculty, GCPEC	Program Outcome 3

Assessment Criteria	Source of Data/Time Frame	Responsible Party for Collection and Analysis	Associated Student Learning Outcome
Nurse Education and Nursing Administration Scholarly Papers and Projects			
A mean grade score of 80 or higher for the class	NUR 7793 Scholarly Paper, Fall 20xx NUR 8875 Self-Critique Paper, Fall 20xx NUR 7780, Scholarly Paper, Summer 20xx NUR 7751, Scholarly Project, Spring 20xx NUR 6150 Business Plan Project, Spring 20xx NUR 7752 Measurement Innovation Teaching Project, Summer 20xx NUR 8863 Research Project/Thesis, Fall 20xx NUR 8882 Scholarly Paper, Fall 20xx NUR 7795 Scholarly Paper, Fall 20xx NUR 7753 Scholarly Paper, Summer 20xx	Course Faculty, GCPEC Course Faculty, GCPEC	SLO 1 SLO 1 SLO 2 SLO 2 SLO 3 SLO 3 SLO 1,4 SLO 4, 6 SLO 5 SLO 6
ASSESSMENTS/SURVEYS			
<i>Exit Survey</i>			
Summary of student responses to questions regarding program strengths and areas of program improvement.	On-line Survey completed by graduating students each semester	GCPEC, Report provided each Fall Semester to graduate faculty, & WSON Director	SLO 2, 5, 7
<i>Preceptor Survey</i>			
NUR 8882: Mean scores on specific survey question (7). Minimum acceptable mean score of 3 on 4 point Likert Scale	On-line Survey completed by preceptors in NUR 8882, NURS 8875	GCPEC, Report provided each Fall Semester to graduate faculty, & WSON Director	SLO 7

Kennesaw State University
Leadership in Nursing Graduate Nursing Program
Evaluation of Outcomes

Program Assessment outcome Criteria	Assessment Results/Evidence	Evidence of Improvement and Recommendations for Change
1. Graduation Rate		
70% of students will complete the program within 6 years	6 year time frame: 20xx – 20xx; x students admitted and x students completed degree within 6 years. xx% graduated within 6 years.	
2. Admission Rate		
The number of applications to the program will increase. 100% of qualified applicants will be admitted to the program.	# admissions (Fall 20xx): n = x Percent meeting requirements: xx%	
3. Employment Rate		
70% of students are employed	# Graduates n = xx; x graduates employed xx% employment rate	
4. Student Scholarly Productivity		
Assessment of Scholarly projects submitted for presentation or publications and including research project/thesis. 100% of students have completed a scholarly project.	Percent of students passing the research project/thesis: xx% (n = x) Percent of students publishing research project/thesis in Digital Commons: x% (n = x)	

ASSESSMENTS/SURVEYS		
Survey Results Related to Each Student Learning Outcome (Data Fall 2016 – Summer 2017)		
Student Learning Outcome Criteria	Assessment Results/Evidence	Criteria Met/Not Met
2. Synthesize knowledge from nursing, related sciences, and humanities in the implementation of advanced nursing roles.		
<p><u>NUR 7793 Scholarly Paper</u> A mean grade score of 80 or higher for the class</p> <p><u>NUR 8875 Self-Critique Paper:</u> A mean grade score of 80 or higher for the class</p> <p><u>NURS 8863 Research Project/Thesis:</u> 80% of the students will successfully complete a presentation of their research project/thesis.</p>	<p>NUR 7793 Scholarly Paper: Mean Grade Score: xx (n = x)</p> <p>NUR 8875 Self-Critique: Mean Grade Score: xx (n = x)</p> <p>NURS 8863: Percent with Successful Presentation: xx% (n = x)</p>	
2. Integrate social, economic, organizational, ethical, legal, and cultural influences in the planning, delivery, management, and evaluation of care for individuals, families, and populations.		
<p><u>Exit Survey:</u> Summary of student responses to questions regarding program strengths and areas of program improvement.</p> <p><u>NUR 7780 Scholarly Paper:</u> A mean grade score of 80 or higher for the class</p> <p><u>NUR 7751 Scholarly Project:</u> A mean grade score of 80 or higher for the class</p>	<p>X surveys sent, x survey returned, xx% response Response summaries: Summary of strengths and areas of program improvement</p> <p>NUR 7780 Scholarly Paper: Mean Grade Score: xx (n = x)</p> <p>NUR 7751 Scholarly Project: Mean Grade Score: xx (n = x)</p>	
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.		
<p><u>NUR 6150 Business Plan Project:</u> A mean grade score of 80 or higher for the class</p> <p><u>NUR 7752 Measurement Innovation Teaching Project:</u> A mean grade score of 80 or higher for the class</p>	<p>NUR 6150: Mean Grade Score: xx (n = x)</p> <p>NUR 7752: Mean Grade Score: xx (n = x)</p>	
4. Translate evidence-based knowledge into practice by applying research outcomes within educational and practice settings.		
<p><u>NURS 8863 Research Project/Thesis:</u> 80% of the students will successfully complete a presentation of their research project/thesis.</p> <p><u>NUR 8882 Scholarly Paper:</u> A mean grade score of 80 or higher for the class</p>	<p>NURS 8863: Percent with Successful Presentation: xx% (n = x)</p> <p>NUR 8882: Mean Grade Score: xx (n = x)</p>	

Assessment Criteria	Assessment Results/Evidence	Criteria Met/Not Met
3. Apply knowledge of health policy development process to improve health care outcomes Employ advocacy strategies at the systems levels to influence health policy processes for the improvement of care for individuals, families, populations, and organizations.		
Exit Survey: Summary of student responses to questions regarding program strengths and areas of program improvement. NUR 7795 Scholarly Paper: A mean grade score of 80 or higher for the class	x surveys sent, x survey returned, xx% response Response summaries: Summary of strengths and areas of program improvement NUR 7795: Mean Grade Score: xx (n = x)	
6. Employ informatics and healthcare technologies in the delivery, integration, and coordination of care for individuals, families, populations, and organizations.		
NUR 8882 Scholarly Paper: A mean grade score of 80 or higher for the class NUR 7753 Scholarly Project: A mean grade score of 80 or higher for the class	NUR 8882: Mean Grade Score: xx (n = x) NUR 7753: Mean Grade Score: xx (n = x)	
7. Apply inter-professional collaboration, communication, and leadership skills in the management and coordination of care to improve outcomes for patients and populations.		
Exit Survey: Summary of student responses to questions regarding program strengths and areas of program improvement. Preceptor Evaluation Question 7: NUR 8882 Minimum acceptable mean score = 3. (Scale 1-4) Preceptor Evaluation Question 7: NUR 8875 Minimum acceptable mean score = 3. (Scale 1-4)	x surveys sent, x survey returned, xx% response Response summaries: Summary of strengths and areas of program improvement NUR 8882 Mean score: xx (n = x) NUR 8875: Mean score: Mean Grade Score: xx (n = x)	
Assessment Criteria	Assessment Results/Evidence	Criteria Met/Not Met
Evidence of Improvement and Recommendation for Change		
Exit Survey:		
Preceptor Survey:		
Employer Survey (if applicable):		
Other Areas of Improvement:		

Updated 4/2015, 7/16

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

Criteria	Means of Assessment: Criteria	Time Frame & Party Responsible for Data collection	Responsible Party for Data Analysis & Report Deadline Date	Assessment Results	Use of Results for CQI& Recommendations
Admission Criteria	Multiple data points, GRE, GPA, Interview, Goal statement, etc. (See Rubric for Evaluation of Admission to DNS Program attached)	Application deadline for fall 2009 was June 1 (due to BOR approval date) Changed to March 1 for fall 2010 admission to give students more time to apply for scholarships and ext. funding	Doctoral Program Coordinator and Doctoral Faculty Decision deadline July 1 or fall 2009 Decision deadline April 1 for fall 2010	Rubric Scoring: Minimum score=0 Maximum score with interview=24 Maximum score without interview=26 Minimum score to be considered for adm=14 Mid score meeting all criteria=20 Avg. score to be interviewed=20	Spring 2009: 13 apps, 11 apps completed, 8 interviewed, 6 offered admission, 5 started program (1 to another pg.) Spring 2010: 12 apps, 11 apps completed, 8 interviewed, 7 offered adm (2 to another pg.) 5 to start program Admission Criteria and Eval Rubric work well
End of First Year	Preliminary Examination Covering integration of content from 5 courses: STATS 1, STATS 2, N9000, N9005, & N9015	Between the end of Summer and Fall semester	Doctoral Program Coordinator and Doctoral Faculty	See Preliminary Exam evaluation criteria (attached)	Remediation? (students may repeat exam 1 time) Exit program? (after 2 nd failure of exam) Continue in program? (when Prelim is passed)
End of Second Year	Comprehensive Examination	After completion of 50-60 hours of coursework	Doctoral Advisory Committee	See Comprehensive Exam evaluation criteria (attached)	

End of Program Outcomes	Means of Assessment: Criteria	Time Frame & Party Responsible for Data Collection	Responsible Party for Data Analysis & Report Deadline Date	Assessment Results	Use of Results for CQI& Recommendations
1.Synthesize knowledge of the theoretical foundations of nursing and related fields	<p>A. Preliminary Examination (See evaluation criteria attached)</p> <p>B. Comprehensive Examination (See evaluation criteria attached)</p>	<p>A. End of 1st year of coursework: Stats 1, Stats 2, N9000, N9005, N9015</p> <p>B. End of 50-60 hours of coursework</p>	<p>A. Doctoral Program Coordinator and Doctoral Faculty</p> <p>Students receive results of exam within 30 working days of examination submission</p> <p>B. Doctoral Program Coord. And Doctoral Advisory Committee</p> <p>Individualized examination structure</p> <p>Students receive preliminary feedback within 3 weeks of submission</p>	<p>A. PASS on 1st attempt: continue in program FAIL on 1st attempt: retake exam x 1 PASS on 2nd attempt: continue in program FAIL on 2nd attempt: terminated from program</p> <p>B. PASS on 1st attempt: admitted to candidacy FAIL on 1st attempt: retake exam x 1 PASS on 2nd attempt: admitted to candidacy FAIL on 2nd attempt: terminated from program</p>	<p>A. Continuation in program, Remediation, or Exit program</p> <p>Faculty will use examination results to revise course content and learning activities as needed to enhance student knowledge synthesis</p> <p>B. Same as above</p>

End of Program Outcomes	Means of Assessment: Criteria	Time Frame & Party Responsible for Data Collection	Responsible Party for Data Analysis & Report Deadline Date	Assessment Results	Use of Results for CQI& Recommendations
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	Written research proposals developed in N9015 Quantitative Inquiry and N9025 Qualitative Inquiry	End of courses, Course assignments submitted to course faculty	Doctoral Program Coord. And Doctoral Faculty	Proposals evaluated according to Grading Rubrics developed by course faculty	Continue with or revise course content and learning activities based on student performance
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	Students conduct a research project in N9035, Practicum in Applied Nursing Research	End of courses, Course activity supervised by course faculty and research mentors	Doctoral Program Coord., Doctoral Faculty, and Research mentors in educational and healthcare organizations	Research projects evaluated according to goals and objectives for the project developed by course faculty, research mentor, and students	Continue with or revise course content and learning activities (research project) based on student performance

End of Program Outcomes	Means of Assessment: Criteria	Time Frame & Party Responsible for Data Collection	Responsible Party for Data Analysis & Report Deadline Date	Assessment Results	Use of Results for CQI& Recommendations
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.	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	End of courses, Course activities supervised by course faculty	Doctoral Program Coordinator and Doctoral Faculty	Analysis and project evaluated according to grading rubrics developed by course faculty	Continue with or revise course content and learning activities based on student performance
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	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	End of courses, Course activities supervised by course faculty	Doctoral Program Coordinator and Doctoral Faculty	Analysis and project evaluated according to grading rubrics developed by course faculty	Continue with or revise course content and learning activities based on student performance

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

1ST SEMESTER
Fundamentals (Proctored)

2ND SEMESTER
Medical Surgical (Practice)
Pharmacology (Proctored)

3RD SEMESTER
Mental Health (Proctored)
Nursing Care of Children (Proctored)
Maternal/Newborn (Proctored)

4TH SEMESTER
Community Health (Proctored)
Medical Surgical (Proctored)

5TH SEMESTER
Leadership (Proctored)
Comprehensive (Proctored)

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
 Reviewed: 7/16, 7/17, 7/18

Time Line for ATI Testing Accelerated Program

1ST SEMESTER
Fundamentals (Proctored)

2ND SEMESTER
Medical Surgical (Practice)
Pharmacology (Proctored)
Mental Health (Proctored)* *Fall Entry Students only

3rd SEMESTER
Nursing Care of Children (Proctored)
Maternal Newborn (Proctored)
Medical Surgical (Proctored)
Mental Health (Proctored) ** ** Spring Entry Students Only

4th SEMESTER
Community (Proctored)
Leadership (Proctored)
Comprehensive (Proctored)

Updated: 7/28/06, 7/31/12, 7/9/13
 Reviewed 7/16, 7/17, 7/18, 7/19, 9/20

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 2019 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.

**KENNESAW STATE UNIVERSITY
BACCALAUREATE DEGREE PROGRAM
WellStar College of Health and Services
WellStar School of Nursing**

Faculty Development Policy

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.

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

Admission and Progression Policies

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 required nursing courses that include proctored exams* with objective test items (e.g., true/false, multiple choice, matching, short answers), a student must achieve a combined average of 75% or higher on the proctored objective exams (or equivalent thereof in course points) to pass the course. Grades are not rounded for the purposes of determining if a student has achieved the 75% proctored objective test score benchmark.
 - If a student achieves an average of 75% or higher on the proctored objective exams, then other components of the grade (e.g., papers, projects) are calculated into the final grade
 - If a student achieves an average below 75% on the proctored objective exams, then the student’s average percentage score on the proctored objective exams is converted into the student’s final grade. The student will not receive a passing grade for the course.

*Definition of a proctored exam: An exam administered under the direct supervision of a faculty member or faculty designated person. At a minimum, the faculty or appointed proctor should be able to guarantee the identity of students taking the exam and provide sufficient supervision to ensure that students do not access outside resources to assist in answering questions.

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. Prior to an appeal, students are encouraged to meet with the Associate Director of the WSON for Undergraduate Programs or designee. The Committee will review the student appeal, WSON academic and clinical history and any exceptional or extenuating circumstances. The committee will 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** one year of 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.)
3. Current unencumbered RN licensure in the state of Georgia (submit copy).
4. Written statement of personal program goals.
5. Undergraduate research course.
6. Two professional letters of reference.

MSN Leadership in Nursing Program – Nursing Administration & Transformational Leadership Track admission requires:

Admission decisions for acceptance into Kennesaw State University’s MSN Leadership in Nursing Track 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. A **minimum** one year of 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.)
3. Current unencumbered RN licensure in the state of Georgia (submit copy).
4. Written statement of personal program goals.
5. Undergraduate research course.
6. Two professional letters of reference.

MSN Leadership in Nursing Program – Nursing Education Leadership in the Digital World Track admission requires:

Admission decisions for acceptance into Kennesaw State University’s MSN Leadership in Nursing Track 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.)
3. Current unencumbered RN licensure in the state of Georgia (submit copy).
4. Written statement of personal program goals.
5. Undergraduate research course.
6. Two professional letters of reference.

In Summer 2017, The WellStar School of Nursing eliminated the GRE as an admissions requirement because research has shown that the examination does not accurately predict student success in graduate nursing programs. The years of experience requirement was eliminated or reduced to allow earlier entry into the graduate programs. These changes reduce barriers to entry and, over time, will result in more MSN-prepared graduates in the workplace.

Grades

Any graduate nursing course less than a “B” is a failure, and course must be repeated before progressing. Two graduate nursing course failures will result in dismissal from the graduate nursing program.

Petition to Graduate

MSN candidates must petition to graduate at least one semester prior to completion of their degree requirements. Petition to graduate forms are now available online.

Revised: 7/17, 7/18

Reviewed 7/13, 6/14, 7/15, 7/16, 7/19, 9/20

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

BSN CALENDAR OF COURSES - TRADITIONAL PROGRAM Five Semesters Starting in the Fall*	
Fall Semester (1) NURS 3209 - Holistic Nursing 4-6-6 NURS 3309 - Health Assessment 2-3-3 BIOL 3317 - Human Pathophysiology 3-0-3	Spring Semester (2) NURS 3313 - Adult Health Nursing 3-9-6 NURS 3302 - Professionalism and Ethics in Nursing 3-0-3 NURS 3303 Pharmacology 3-0-3
Fall Semester (3) NURS 3314 – Mental Health Nursing 2-3-3 NURS 3318 – Parent & Child Nursing 3-9-6 NURS Elective 3-0-3**	Spring Semester (4) NURS 4412 - Community Nursing 2-9-5 NURS 4414 - Complex Health Nursing 3-0-3 *NURS 4402 - Research 3-0-3
Summer Semester (5) NURS 4416 - Leadership 3-0-3 NURS 4417 – Adv. Clinical Practicum 0-12-4 NURS Elective 3-0-3**	

BSN CALENDAR OF COURSES – TRADITIONAL PROGRAM Five Semesters Starting in the Spring*	
Spring Semester (1) NURS 3209 - Holistic Nursing 4-6-6 NURS 3309 - Health Assessment 2-3-3 BIOL 3317 - Human Pathophysiology 3-0-3	Fall Semester (2) NURS 3313 - Adult Health Nursing 3-9-6 NURS 3302 - Professionalism and Ethics in Nursing 3-0-3 NURS 3303 - Pharmacology 3-0-3
Spring Semester (3) NURS 3314 - Mental Health Nursing 2-3-3 NURS 3318 - Parent & Child Nursing 3-9-6 NURS Elective 3-0-3**	Summer Semester (4) NURS 4412 - Community Nursing 2-9-5 NURS 4414 - Complex Health Nursing 3-0-3 *NURS 4402 - Research 3-0-3
Fall Semester (5) NURS 4416 - Leadership 3-0-3 NURS 4417 - Adv. Clinical Practicum 0-12-4 NURS Elective 3-0-3**	

***NURS 4402** - May be taken at any point in the curriculum.
 ****NURS Electives** : See KSU Undergraduate Catalog (3 credit hours)
 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 are not offered in Summer Session except for accelerated students.

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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.

SEMESTER CALENDARS			
BEGINNING SPRING SEMESTER		BEGINNING FALL SEMESTER	
<p><u>SPRING</u> BIOL 3317 - 3 hrs. NURS 3209 - 6 hrs. NURS 3309 - 3 hrs. NURS 4402 - 3 hrs.</p>	<p><u>SUMMER</u> NURS 3313 - 6 hrs. NURS 3303 - 3 hrs. NURS 3302 - 3 hrs. NURS Elec. - 3 hrs.</p>	<p><u>FALL</u> BIOL 3317 - 3 hrs. NURS 3209 - 6 hrs. NURS 3309 - 3 hrs. NURS 4402 - 3 hrs.</p>	<p><u>SPRING</u> NURS 3302 - 3 hrs. NURS 3303 - 3 hrs. NURS 3313 - 6 hrs. NURS 3314 - 3 hrs.</p>
<p><u>FALL</u> NURS 3314 - 3 hrs. NURS 3318 - 6 hrs. NURS 4414 - 3 hrs. *NURS Elec. – 3 hrs.</p>	<p><u>SPRING</u> NURS 4412 - 5 hrs. NURS 4416 - 3 hrs. NURS 4417 - 4 hrs.</p>	<p><u>SUMMER</u> NURS 3318 - 6 hrs. NURS 4414 - 3 hrs. NURS Elec. - 3 hrs. *NURS Elec – 3 hrs.</p>	<p><u>FALL</u> NURS 4412 - 5 hrs. NURS 4417 - 4 hrs. NURS 4416 - 3 hrs.</p>

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SEMESTER SCHEDULE
MSN Curriculum

PRIMARY CARE NURSE PRACTITIONER CURRICULUM	
FALL SEMESTER	SPRING SEMESTER
<p>NURS 7735 – 4 hrs. NURS 7755 – 2 hrs. NURS 7765 – 2 hrs. Residency – 90 hrs.</p>	<p>NURS 7725 – 2 hrs. NURS 7746 – 2 hrs. NURS 8800 – 3 hrs. NURS 8850 – 4 hrs. Residency – 135 hrs.</p>
SUMMER SEMESTER	FALL SEMESTER
<p>NURS 7715 – 2 hrs. NURS 8805 – 3 hrs. NURS 8851 – 4 hrs. Residency – 135 hrs.</p>	<p>NURS 8830 – 2 hrs. NURS 8852 – 4 hrs. NURS 8853 – 4 hrs. NURS 8854 – 2 hrs. Residency – 270 hrs.</p>

NURSE ADMINISTRATION AND TRANSFORMATIONAL LEADERSHIP TRACK CURRICULUM	
FALL SEMESTER	SPRING SEMESTER
<p>NURS 7793 – 4 hrs. NURS 7796 – 4 hrs. NURS 7745 – 4 hrs.</p>	<p>NURS 7747 – 3 hrs. NURS 6150 – 3 hrs. NURS 8880 – 3 hrs. Practicum – 90 hrs.</p>
SUMMER SEMESTER	FALL SEMESTER
<p>NURS 7780 – 3 hrs. NURS 7794 – 3 hrs. NURS 8881 – 3 hrs. Practicum – 90 hrs.</p>	<p>NURS 7795 – 3 hrs. NURS 8863 – 1-3 hrs. variable NURS 8882 - 4 hrs. Practicum – 135 hrs.</p>

**SEMESTER SCHEDULE
MSN Curriculum**

NURSING EDUCATION LEADERSHIP IN THE DIGITAL WORLD TRACK CURRICULUM	
FALL SEMESTER	SPRING SEMESTER
NURS 7736 – 3 hrs. NURS 7745 – 4 hrs. NURS 7765 – 4 hrs. Practicum – 45 hrs.	NURS 7747 – 3 hrs. NURS 7751 – 3 hrs. NURS 8873 – 4 hrs. Practicum – 135 hrs.
SUMMER SEMESTER	FALL SEMESTER
NURS 7752 – 3 hrs. NURS 7753 – 3 hrs. NURS 8874 – 3 hrs. Practicum – 90 hrs.	NURS 7755 – 2 hrs. NURS 7754 – 2 hrs. NURS 8875 – 4 hrs. NURS 8863 – 1-3 hrs. variable Practicum – 135 hrs.

Revised 7/13, 2/14, 6/14
 Reviewed 9/15, 7/16, 7/17, 7/18, 1/20

SEMESTER SCHEDULE & COURSE DESCRIPTIONS
DNS Curriculum

DNS PROGRAM OF STUDY FULL TIME			
YEAR	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
1	NURS 9101 – 3 hrs. NURS 9000 – 3 hrs. NURS 9010 – 3 hrs.	NURS 9102 – 3 hrs. NURS 9005 – 3 hrs. NURS 9100 – 3 hrs.	NURS 9205 – 3 hrs. NURS 9105 – 3 hrs. EDUCATION ELEC.- 3 hrs. PRELIMINARY EXAM
2	NURS 9015 – 3 hrs. NURS 9210 – 3 hrs. NURS 9110 – 3 hrs.	NURS 9025 – 3 hrs. NURS 9035 – 3 hrs.. ELECTIVE – 3 hrs.	NURS 9405 – 3 hrs. ELECTIVE – 3 hrs. COMPREHENSIVE EXAM
3	NURS 9400 – 3 hrs.	NURS 9400 – 3 hrs.	NURS 9400 – 3 hrs.

DNS PROGRAM OF STUDY PART TIME			
YEAR	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
1	NURS 9101 – 3 hrs. NURS 9000 – 3 hrs.	NURS 9102 – 3 hrs. NURS 9005 – 3 hrs.	NURS 9205 – 3hrs. NURS 9105 – 3 hrs. PRELIMINARY EXAM
2	NURS 9010 – 3 hrs. NURS 9015 – 3 hrs.	NURS 9100 – 3 hrs. NURS 9025 – 3 hrs.	ELECTIVE – 3 hrs. ELECTIVE – 3 hrs.
3	NURS 9210 – 3 hrs. NURS 9110 – 3 hrs.	NURS 9035 – 3 hrs. ELECTIVE – 3 hrs.	NURS 9405 – 3 hrs. COMPREHENSIVE EXAM
4	NURS 9400 – 3 hrs.	NURS 9400 – 3 hrs.	NURS 9400 – 3 hrs.

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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:

UNDERGRADUATE

A = 90-100
B = 80-89
C = 75-79
D = 70-74
F = 69 and Below

GRADUATE

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

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 SIMILATED EXPERIENCES

Students are placed in various clinical agencies for specific learning experiences. In order to successfully meet student-learning outcomes, students must care for all patients regardless of religious affiliation or cultural beliefs. Patients are defined as men, women and children. Faculty are 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). A cloth mask must be worn at all clinical settings at all times unless the facility requires a surgical mask and then a surgical mask will be worn. The cloth mask must be a solid color mask or a KSU mask. The uniform consists of:

1. Hospital - All students are required to purchase black uniforms from the approved School of Nursing professional apparel vendor. Black 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 WSON uniform.
3. Community Health Nursing dress code - Student will wear either the WSON uniform or 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 area below the collar bone 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 black (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 (First name and first initial of last 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.
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 face/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 silent at clinical. Cellphones should not be visible in patient care areas.

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

III. CLINICAL SIMULATION EXPERIENCE ON-CAMPUS

Students enrolled in courses requiring on-campus simulation will adhere to all the policies and procedures required in General Information, Section II Clinical Laboratory Experiences Off-Campus.

Revised: Summer 2010, 7/13, 7/16
Reviewed: 7/14, 7/15, 7/17, 7/18, 7/19, 9/20

**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, 7/16, 7/17, 7/18, 7/19, 9/20

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

Chemically Impaired Student Nurse Policy/Procedures

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 the suspected chemically impaired nursing student 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.
- Evaluation and referral for treatment.
- 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. The 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 confidentiality 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.
- The 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 the student of observations indicative of chemical impairment. The 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 a conference are to:
 - convey concern for the student as a caregiver as well as concern for the patients;
 - explain how the behavior interferes with the student's performance in the course;
 - explain academic consequences resulting from the student's chemical impairment identification;
 - 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 the student with a list of state-licensed agencies that provide chemical abuse evaluation services (see Appendix A). WSON Director also reviews with the 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 on the student's activities (i.e., limiting access to narcotics, a 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 of this process is ongoing participation in twelve-step and other support program meetings. Students will be encouraged to attend such meetings and be given the 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

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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, 7/16, 7/17, 7/18, 7/19, 9/20

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 470-578-6367, or the KSU Police at 470-578-6666 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
- Talbot 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. Judes 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. Judes 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

Appendix D

**Kennesaw State University
WellStar School of Nursing
Consent for Drug Testing Upon Admission and for the Duration of Enrollment in the
WellStar School of Nursing**

I understand that as a requirement for admission to the WellStar School of Nursing (WSN), I must submit to a drug test at a designated laboratory, which will provide the result of the test to the Chair of the WSN 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 WSN. A positive drug test or refusal to submit to testing may result in dismissal from the WSN.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE WSN 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 WSN DESIGNATED LABORATORY. IT ALSO CONSTITUTES CONSENT FOR THE LABORATORY TO RELEASE THE RESULT OF MY DRUG TESTS TO THE WSN.

In Witness Whereof, this statement is executed this the _____ day of _____, 2016 .

Student's Signature

Student's Printed Name

STATE OF Georgia **COUNTY OF** Cobb

On this _____ 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.

NOTARY PUBLIC

My commission expires: _____

SEAL

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 the clinical unit or makes self-spouse
- 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 the 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
- Frequent 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 the 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-reaction 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 others 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 a 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.

(Adapted from Catanzarite, A. (1989) and Dunn, D. (2005)

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 (WSN):

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 event 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 from 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 ensure 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 you 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)

Appendix K
Kennesaw State University
WellStar School of Nursing

Chemically Impaired Student Nurse Letter for Returning to the Nursing Program

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 on 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 you 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_____

[Adapted from Lambert, V. A., & Nugent, K. E., (1994). Addressing the academic progression of students encountering mental health problems. *Nurse Educator*, 19(5), 33-39.]

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

EXAMINATION POLICY

Checking In

1. Upon arrival, all personal items will be stored in a locker or at the front of the examination room.
2. All book bags, books, papers, etc. must be placed in the front of the room and secured prior to the start of the examination. All electronic devices and watches (cell phones, smart watches, MP3 players, cameras, fitness bands, etc.) must be removed and secured as advised by the proctor.
3. Students will need to present KSU Student Identification Card before the exam begins to validate their identity.
4. Hats, scarves, and gloves are prohibited during exams unless provisions have been made for religious/cultural apparel.
5. Students are to be seated at least every other seat in the examination room when possible.
6. Students may be given assigned seating as designated by exam proctor/faculty.

During Examination

1. Accessing personal items (cell phones, smart watches, MP3 players, cameras, fitness bands, etc) is prohibited during the course of the examination.
2. Students cannot consume food or drink, gum or candy during the exam period.
3. Students may only use resources, such as calculators, provided by the examination proctor during the exam or as otherwise designated by the proctor.
4. Students may not seek help from any other party in answering items (in person, by phone, text or by email) during the examination.
5. Students may not copy or reconstruct exam items during or following the exam for any reason.
6. If a student witnesses a violation of the WellStar School of Nursing Examination policy, the student is required to report it to the proctor immediately and comply with any follow up investigation.
7. Non-adherence to any component of the examination policy is cause for initiation of the misconduct policy as stated in the Student Code of Conduct Regulations in the KSU catalog and student handbook.
8. Students will be expected to sign an honor code pledge before beginning an examination.
I have neither given nor received aid in the completion of this examination. _____ (Initial Here)
9. Exam answer sheets or scratch paper issued during the examination must be covered at all times with a provided cover sheet. No writing is allowed on this cover sheet.
10. Students may not write along the margins of the examination, in between questions, or on the back of exam pages unless otherwise directed by the proctor.
11. Students must face forward during exams.
12. Students are to remain in their seat during an exam until excused by the exam proctor. If you have a question, raise your hand and a proctor will assist you.
13. Proctors will be in the examination room for all exams.
14. Proctors will walk around and observe students.

Examination Conclusion

1. Students may exit the examination area when dismissed by the proctor.
2. Students may be asked to sign out with the examination proctor at the conclusion of the exam.
3. Students are to collect their personal belongings and exit the examination area immediately following the exam. Students may not congregate in the hallway outside of the examination room.

4. Students may not remove examination items and/or responses (in any format) or notes about the exam from the examination room.
5. Students may not disclose or discuss examination information with anyone, other than the course faculty or persons designated by the course faculty (this includes posting or discussing questions on the Internet and social media websites).
6. Students may not reconstruct examination items at any time using memory of the exam or the memory of others.

Examination Review

1. The purpose of reviewing an examination is to identify patterns of mistakes or subject deficiencies.
2. Dates and times of examination review are at the discretion of the course faculty.
3. Students may be asked to present their KSU-issued student identification prior to examination review.
4. Students are not permitted to take a break from the examination review session.
5. All book bags, books, papers, etc. must be placed in the front of the room and secured prior to the start of the examination review. All electronic devices and watches (cell phones, smart watches, MP3 players, cameras, fitness bands, etc.) must be secured as advised by the proctor.
6. Students may not remove examination items and/or responses (in any format) or notes about the examination from the testing room.

References:

<https://www.unthsc.edu/students/center-for-academic-performance/exam-review-policy/>

<http://www.unmc.edu/com/education/student-policies/exam-review.html>

<https://www.ncsbn.org/1219.htm>

Approved: Fall 2006

Revised 12/2016, 7/17

Reviewed 7/13, 7/14, 7/15, 7/16, 7/18, 7/19, 9/20

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 may delegate 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, 7/16, 7/17, 7/18, 7/19, 9/20

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

Policy: Professional and Ethical Behavior of Nursing Students

Students in the WellStar School of Nursing are expected to abide by the following principles and precepts for all school related activities on and off campus. Students are expected to conduct themselves in ways consistent with the American Nurses Association Code of Ethics for Nurses ([Student Handbook](#)) and for upholding the provisions of the [KSU Student Codes of Conduct](#) as published in the [KSU Undergraduate Catalog](#). The following principles of ethics are core values held by persons in the nursing profession (Berman, Snyder, & Frandsen, 2016).

- 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
- Non-maleficence – duty to “do no harm”

A. Professional Behavior

The KSU faculty expect students to conduct themselves in a professional and respectful manner at all times for all school related activities on and off campus. Students are expected to:

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 clinical. Notify appropriate faculty in a timely fashion if late or unable to attend.
6. Refrain from using slander (malicious, false or defamatory statements), or libel (defamation by written 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 all actions.
9. Be ready and prepared for class/clinical. Arriving unprepared can cause potential harm to patients and liability to the health care facility and university. Being unprepared is grounds for immediate dismissal from the clinical site for that clinical day, which 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 prohibits the use of tobacco products on any University property: therefore, this policy extends to all clinical agencies ([Student Handbook](#))
 12. Contribute to upholding the reputation and community values of Kennesaw State University and nursing educational program in all areas, locally and abroad.
 13. Personal use of technology (such as social media) during class and clinical activities is prohibited. Do not take pictures at clinical activities without permission of instructor and clinical agency.
 14. WSON student uniform or lab coat should only be worn for clinical and school related activities.

B. Non-adherence to Expected Professional Behaviors

A student who displays non-professional behaviors or actions which violate the ANA Code of Ethics and/or the WSON Policy: Professional and Ethical Behavior of Nursing Students: will be brought to the attention of the Advisory Committee on Student Behavior.

1. The faculty member identifying the behavior should meet with the student to discuss and document observed behavioral concerns as soon as any unprofessional behavior is identified.
2. When there is an alleged violation of professional behavior as specified in the ANA Code of Ethics and/or the WSON Policy: Professional and Ethical Behavior of Nursing Students, **and** if identified behavior(s) also constitutes a potential violation of the [Kennesaw State University Student Codes of Conduct](#), the student may be referred to [KSU Department of Student Conduct and Academic Integrity \(SCAI\)](#) for appropriate investigation and possible university sanctions.

A faculty member who believes that a student has engaged in non-professional behavior may discuss that behavior with the WellStar School of Nursing Advisory Committee on Student Behavior. If the committee, in conjunction with the faculty and the Associate Director of Undergraduate Nursing, concludes that the student's behavior violates the ANA Code of Ethics and/or the WSON Policy: Professional and Ethical Behavior of Nursing Students, as alleged, the student will be given an opportunity to meet with the accusing faculty member and a member of the committee and/or the Associate Director of Undergraduate Nursing. At that time the student will have the chance to hear and respond to the specific allegation(s). A student's decision not to attend such a meeting will not be construed as an admission of responsibility. However, if the student receives notification of the meeting and fails to attend, the committee will make a decision based on the available preponderance of evidence regardless of whether the student chooses to attend. If the committee finds that the student did breach professional standards, the student will be placed under a *Professional Behavior Contract* developed jointly by the reporting faculty member and committee. The faculty will then meet with the student to review the contract and its implications. Signatures on the contract will include the student, reporting faculty member, chair of the advisory committee, and Associate Director for the Undergraduate Nursing Program.

3. The Advisory Committee on Professional Behavior and Clinical Performance may recommend that the student's *Professional Behavior Contract* include:
 - evaluation by KSU Student Health Services and/or KSU Counseling and Psychological services,

- completion of an assigned project,
- suspension from the undergraduate nursing program, or
- dismissal from the undergraduate nursing program.

If a student is suspended or dismissed, the student has the right to appeal the suspension or dismissal to the Admission, Progression, and Retention (APR) Committee within 30 days. If the student does not agree with the APR committee, the decision can be appealed to the WSON Director within 30 days.

4. Undergraduate faculty may be informed of all *Professional Behavior Contracts*, without the use of student identifiers, through the Advisory Committee to Faculty on Professional Behavior and Clinical Performance's monthly report at the WSON undergraduate faculty meeting.
5. A copy of the contract will be included in the student's WSON academic file. The student will be required to adhere to the terms outlined in the contract during the remainder of their time in the program of study.
6. If a faculty member determines that a student has violated the *Professional Behavior Contract a*, the student's behavior will be reported to the Advisory Committee to Faculty on Professional Behavior and Clinical Performance and the Associate Director of the undergraduate nursing program for further action.

Berman, A., Snyder, S. J., & Frandsen, G. (2016). *Kozier & Erb's Fundamentals of nursing: Concepts, process, and practice* (10th ed.). New Jersey: Pearson Prentice Hall.

C. 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, 7/17, 7/19

Reviewed 7/14, 7/15, 7/16, 7/18, 9/20

Professional Behavior Contract

Students are expected to conduct themselves in ways consistent with the American Nurses Association Code of Ethics for Nurses (Student Handbook) and for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate Catalog. This contract is being generated because the student has engaged in non-professional behavior(s).

Student:

Date:

Section 1: Description of Non-professional Behavior

Section 2: Expected Behaviors

Section 3: Consequences associated with Unprofessional Behavior

Section 4: Consequences for not adhering to Professional Behavior Contract

I, _____, a nursing student at Kennesaw State University, understand that I must satisfactorily meet the requirements in Section 2 in order to progress in the nursing program.

Student _____ Date _____

Faculty _____ Date _____

Chair of Advisory Committee on Student Behavior _____ Date _____

Assoc. Director, Undergraduate Nursing Program _____ 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 it will not negate the terms of the contract.

Cc: Director, WellStar School of Nursing
Associate Director Undergraduate Program,
WellStar School of Nursing Chair, Advisory Committee on Student Behavior
Student File

Student Rights and Grievance/Complaint Procedure

Students of Kennesaw State University are guaranteed all the rights, privileges, and freedoms granted to a citizen of the United States. [Refer to the [KSU Undergraduate Catalog](#) Rules and Regulations of Student Life and the [KSU Student Handbook](#) for policies regarding grievances or complaints.] 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 [KSU Undergraduate Catalog](#) and the [KSU 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 [KSU Undergraduate Catalog](#) and the [KSU Graduate Catalog](#).

Revised 7/13, 7/17, 7/18, 7/19
Reviewed 7/14, 7/15, 7/16, 9/20

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

REQUIREMENTS FOR CLINICAL PARTICIPATION

Health Records are due **annually**. If any of your credentials (i.e., TB Testing, Physical, TDAP, CPR and Bloodborne Pathogen Certifications) are due to expire *during a semester* 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 Stacy Richardson or Jessica Roberson. 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". 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.

WELLSTAR SCHOOL OF NURSING HEALTH FORM

- Annual Physical Form (within 4 weeks prior to starting your first class and annually – expires after 13 months) and Immunizations signed by a Physician or Nurse Practitioner.
- Students are required to purchase a subscription to Acemapp and other credentialing subscriptions for tracking Nursing Program required health records and credentialing for Health Care Agencies. Students will be responsible for uploading their records into Acemapp and keeping their records current.

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

PROOF OF HEALTH INSURANCE

Please upload 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 Documentation & Credentialing Specialist for a list of approved BLS instructors (470-578-2890).

TUBERCULOSIS TESTING

Negative initial 2 step PPD must be within a month of entry and must be updated annually with a regular (one step) PPD. If there is a history of a positive PPD, you must have a negative Quantiferon Gold report updated annually. If Quantiferon Gold is positive a negative chest x-ray and documentation will be required.

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

Proof of 2 vaccinations or laboratory evidence of immunity, (reactive) quantitative titer.

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

MEASLES, MUMPS & RUBELLA ~ MMR

Proof of 2 vaccinations or laboratory evidence of immunity, (reactive) quantitative titer for each measles, mumps and rubella.

If you are in the process of getting the series of immunizations, please show documentation.

HEPATITIS B SERIES & TITERS

Laboratory evidence of immunity, (reactive anti Hep B) Titer **and** 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. If you are not immune at program entry, a booster series will be required.

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 (not just proof of purchase) 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.)

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.

A student will be dismissed from the program if clinical placement continues to be denied or as a result of a student's background history the meeting of course clinical objectives cannot be accomplished.

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

Missing Clinical Credentialing documentation deadlines may result in administrative withdraw from clinical courses.

Revised 7/13, 7/14, 7/15, 7/16, 7/17, 7/18, 7/19, 9/20

KENNESAW STATE UNIVERSITY
WellStar College of Health and Human Services
WellStar School of Nursing

~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. Undergraduate students may contact Stacy Richardson at WellStar School of Nursing office (470) 578-2890 or by email srich129@kennesaw.edu. Graduate students may contact Jessica Roberson at the WellStar School of Nursing office (470) 578-3230 or by email jneely2@kennesaw.edu.

Missing Clinical Credentialing documentation deadlines may result in administrative withdraw from clinical courses.

Please submit all documentation to:

Ms. Stacy Richardson, Credentialing and Documentation Specialist
Kennesaw State University
WellStar School of Nursing ~ Room #3006
Ph: (470)578-2890 Email: srich129@kennesaw.edu

For Graduate students please submit all documentation to:

Ms. Jessica Roberson, Program Assistant
Kennesaw State University
WellStar School of Nursing ~ Room #3022
Ph: (470)578-3230 E-mail: jneely2@kennesaw.edu

RESOURCES FOR MEETING HEALTH REQUIREMENTS

Kennesaw State University Health Center:

3215 Campus Loop Road
Or 1074 Canton Place, Suite 5000 (University Village)
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, 7/16, 7/17, 7/18, 7/19, 9/20

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, 7/16, 7/17, 7/18, 7/19, 9/20

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.

Issue	Standard	Some Examples of Necessary Activities (not all necessary)
Critical Thinking	Critical thinking ability sufficient for clinical and academic judgment.	Identify cause-effect relationships in clinical situations. Use of the scientific method in the development of nursing care plans. Evaluation of the effectiveness of nursing interventions. Respond effectively to emergency situations. Identify and manage multiple priorities in caring for patients.
Professional Relationships	Interpersonal ability sufficient to interact professionally with individuals, families, and groups from a variety of social, cultural, emotion, and intellectual backgrounds.	Establish rapport with patients and colleagues. Capacity to engage in successful conflict resolution with patients, families, colleagues, and faculty members. Demonstrate respect for cultural diversity and rights of others. Ability to develop and maintain therapeutic relationships with patients and colleagues.
Communication	Communication abilities sufficient for professional interaction with others in verbal, written, and computer-assisted forms.	Speak and write English sufficiently to be understood by patients and families. Explain treatment procedures, health teaching, and plan of care. Document and interpret patient, data, nursing actions and patient responses completely and accurately. Proficient use of electronic medical charting.

Issue	Standard	Some Examples of Necessary Activities (not all necessary)
		Communicate therapeutically with patients, families, and colleagues in a variety of settings.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Move around patient's rooms, work spaces, and treatment areas. Administer rescue procedures - cardio-pulmonary resuscitation.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care and to maintain safety and security standards.	Calibrate & use equipment, position patient therapeutically. Provide and/or assist with patient activities of daily living, including bathing, toileting, and positioning patient. Ability to correctly administer oral, IM, IV, SC, and other parenteral medications correctly and safely.
Hearing	Auditory ability sufficient to monitor, assess, and respond to health needs.	Ability to hear monitoring device alarm, emergency signals, auscultatory sounds, and cries for help.
Visual	Visual ability sufficient for observation, assessment, and responding to patient care needs.	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.
Tactile Sense	Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.

Reviewed 7/13, 7/14, 7/15, 7/17, 7/18, 7/19, 9/20



CONSENT FOR USE OF STUDENT MATERIALS

I, _____, give consent
(Print Name)

to 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 all my work,
Completed during my undergraduate program.

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

Signature of the Student _____

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 American Hospital Association (AHA), and the Occupational Health and Safety Administration (OSHA).

The *Code of Ethics for Nurses* (2015) states, "The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person." 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/faculty 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 Post-exposure 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, 7/16

Reviewed: 7/14, 7/15, 7/17, 7/18, 7/19, 9/20

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

**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 and updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Post-exposure Prophylaxis published in the MMWR, September 9, 2013.

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 and clinical faculty.

"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%." Exposure to a source patient who has an undetectable serum viral load does not preclude the possibility of HIV transmission (MMWR, 2013).

Prompt post-exposure prophylaxis intervention reduces the risk of infection following an exposure and should be considered and an urgent concern. 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, Students should call the National Clinicians' Post-Exposure Prophylaxis hot line at 1-888-448-4911. This hot line is available 24 hours a day.

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

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:

Immediately follow the steps of the WSON Blood and Body Fluid Post-Exposure Management Checklist.

The **FACULTY** will:

Immediately assist the student to follow the steps of the WSON Blood and Body Fluid Post-Exposure Management Checklist and ensure that a copy of the completed checklist is submitted to the Associate Director of the Undergraduate Nursing Program.

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 Completed

_____ 1. Wash exposed area with soap and water. If mucous membranes or eyes exposed, flushed with water for 15 minutes, with contact lenses removed.

_____ 2. Immediately report exposure to Employee Health Department of the Clinical Site. If Employee Health is closed, then report to the Emergency Department of the site.

If the site does not have Employee Health or an Emergency Department, then call the CDC National Clinicians' Post-Exposure Prophylaxis Hotline at 1-888-448-4911 and report to the WellStar Kennesaw State University Health Clinic, or an Emergency Department or Urgent Care for evaluation of Blood or Body Fluid Post—Exposure Management.

_____ 3. Report incident to Faculty Member and Charge Nurse or Nurse Manager of assigned clinical area.

Name of Faculty Member _____

Name of Unit Contact _____

Title: _____

Institution: _____

Location in Institution: _____

Phone Number: _____

_____ 4. Complete necessary clinical agency documentation as required (e.g. hospital Incident Report).

_____ 5. Faculty member reports incident to course coordinator.

Date Completed

_____ 6. Complete the following information:

Explanation of exposure (please be as specific as possible)

Name of Agency providing evaluation and follow-up care for student:

Plan for student testing and prophylaxis (if needed).

_____ 7. Receive Counseling regarding the need for ongoing evaluation, Treatment, and counseling if applicable.

_____ 8. Complete the anonymous Safe Student Reports (SSR) of Student Nurse Practice Errors and Near Misses in Prelicensure Nursing programs at safestudentsreport.com.
KSU login: US05500100 Password: ds5792NH&

_____ 9. Submit a copy of completed KSU WSON Blood and Body Fluid Post-Exposure Management Checklist with signatures of faculty and student to Associate Director of Undergraduate Nursing for filing.

Faculty Signature and Date

Student Signature and Date

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 on Student Behavior. 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, 7/16, 7/17, 7/18, 7/19, 9/20

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 nursing faculty may require a clinical evaluation contract (Appendix A) and may be subject to, but is not limited to, the following action(s):

- a. Counseling
- b. Remediation (see appendix B, C)
- 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, 7/16, 7/17, 7/18, 7/19, 9/20

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 for 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 the 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 of 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 an 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, 7/16, 7/17, 7/18, 7/19, 9/20

Appendix A

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.

NURSING CLINICAL LAB SKILLS FOR BSN STUDENTS

1. Vital signs (oral temperature, radial & apical pulse, respiratory rate)
2. Manual Blood pressure
3. Focused Physical Assessment
4. Bed Bath/Oral Hygiene
5. Occupied/Unoccupied Bed Making
6. Range of Motion Exercise
7. Sterile Gloving
8. Sterile Dressing Change
9. Central Line Dressing Change
10. Standard Precautions and Isolation Procedures
11. Medication administration – PO
12. Medication administration -- IM
13. Medication administration -- SQ
14. Medication administration -- IVPB
15. Medication administration -- IV Push
16. Maintaining IV line
17. Maintaining a Central Line
18. Nasogastric Tube Insertion
19. Nasogastric Irrigation & Suction
20. Nasogastric Tube Assessment & Feeding
21. Urinary Catheterization
22. Tracheostomy Care
23. Tracheostomy Suctioning
24. Finger Stick Blood Glucose

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, 7/16, 7/17, 7/18, 7/19, 9/20

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 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, 7/16, 7/17, 7/18, 7/19, 9/20

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 appropriated 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.

<u>Skills</u>	<u>Course</u>
Basic Skills	ENGL 1101 & 1102
Word Processing	ENGL 1102 & 1102
Electronic Mail	NURS 3209
Research	NURS 3209
Presentation Technology	NURS 4412

Basic Skills

Computer terminology such as hard drive, CPU, memory, RAM, and flash drives
Operating system – Windows

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 should be competent in basic computer 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

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

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.

Abbreviation

U (unit)

IU (international unit)

QD (daily)

QOD (every other day)

Use Instead

Write “unit”

Write “international unit”

Write “daily”

Write “every other day”

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.**

Volume or Liquid Conversions:

1 ounce	=	30 mL
1 t	=	5 mL
1 T	=	15 mL
1 oz	=	30 mL
1 pint	=	500 mL
1 quart	=	1,000 mL

Mass or Weight Conversions:

2.2 lb	=	1 kg
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Length Conversion:

1 inch	=	2.5 cm
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Conversions within metric:

1 kilogram	=	1000 grams
1 gram	=	1000 milligrams
1 milligram	=	1000 micrograms

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 (0.X) before the decimal point for doses less than one.

Trailing zeros after the last digit on the right should be omitted.

<i>Unacceptable</i>	<i>Acceptable</i>
1.60 (may be misread as 160)	1.6
2.0 (may be misread as 20)	2
.75 (may be misread as 75)	0.75

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: $0.876 \text{ mL} = 0.88 \text{ mL}$

- For answers of **greater** than one milliliter: Since 3-6 mL syringes are calibrated in 10th 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 10th.
 - 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?”

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

LEARNING RESOURCE CENTER POLICIES

The Nursing Learning Resource Center (LRC) is a state-of-the-art learning facility designed to provide graduate and undergraduate students an opportunity to learn in a simulated clinical setting and enhance their nursing skills. The LRC serves as a multifunctional center where students acquire critical nursing skills, take part in simulation experiences and apply physical assessment competencies necessary in nursing practice. Our students benefit from an improved sense of confidence as they transition to the actual clinical setting.

The primary goal of the Nursing LRC is to promote patient safety through practice, critical thinking and competency testing in a laboratory setting before going to surrounding clinical facilities.

It is the intent of the faculty and administration in the WellStar School of Nursing to provide a safe environment for all students, staff and faculty. The following policies promote safety standards

1. No food or open drinks are permitted in the lab areas, exam rooms or simulation suites. Bottled liquids with a cap are permissible as long as it remains closed when not in use.
2. All manikins are to be treated with the same respect as live patients (i.e., log roll from side to side)
3. Ink pens, felt tipped markers, iodine and iodine based products are strictly prohibited near the manikins. These items will permanently stain the manikin's skin.
4. All sharps used during the clinical experience will be disposed of in the proper receptacle.
5. Students are not permitted to sit on beds, stretcher or wheelchairs unless practicing a particular skill under supervision.
6. All beds are to be returned to the lowest position, side rails up, bed linen neat and tucked in on all sides. Bedside trashcans are to be emptied into large trash receptacle after each lab experience.
7. Maintenance of equipment issues are to be reported to the Lab Faculty or Student Assistants on duty immediately.
8. Children and unauthorized personnel are not allowed in the lab areas.
9. All doorways in the lab areas must be free from obstruction at all times.
10. Manikins and equipment are not to be removed from the reserved space without coordination from Lab Faculty. The Simulation Support Professional is the designated person to remove or replace simulation manikins.
11. Students should sign in and out of the Practice Lab on the designated Kiosk.
12. Individual nurse pack supplies are to be utilized then working in the Practice Lab. The Practice Lab will not be stocked with supplies.

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Reviewed 7/13, 7/14, 7/15, 7/16, 7/18, 7/19, 9/20