

# **Faculty Handbook 2007-2008**



**Nursing**  
DEPARTMENT

*University of West Georgia*

**UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING  
FACULTY HANDBOOK**

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Dear Friends and Colleagues:

This Department of Nursing Faculty Handbook is our guide to “educational excellence in a caring environment.” It provides information about the Department of Nursing policies and procedures and serves as a supplement to the following University of West Georgia documents available at [www.westga.edu/~vpaa/AcadPolicies.html](http://www.westga.edu/~vpaa/AcadPolicies.html):

- UWG Faculty Handbook
- UWG Statutes
- UWG Policies and Procedures Manual
- UWG Policy for Use of University Facilities
- Ethics in Government Policy

The UWG Department of Nursing Faculty Handbook includes the following sections:

1. Mission and Governance
2. Faculty Evaluation and Workload
3. Faculty Evaluation Forms
4. Policies and Procedures Related to Teaching, Service, and Travel
5. Advising Tips
6. Student-related Forms

Thank you for all you do for the students, the department, and the profession.

Kathryn Grams, PhD, RN  
Chair and Professor of Nursing

**SECTION 1: MISSION AND GOVERNANCE****DEPARTMENT MISSION (REVISED 3/28/05)**

In accordance with the mission of the University of West Georgia, the Department of Nursing is committed to offering high quality undergraduate and graduate education that:

- Prepares registered nurses for basic and advanced practice roles in diverse health care settings in Georgia and the surrounding region.
- Integrates a strong liberal arts curriculum.
- Provides regional outreach related to undergraduate and graduate nursing education through external degree and off-campus programs.
- Provides a caring, supportive, personal environment for learning that:

Affirms the holistic nature of individuals

Reflects caring as the essence of nursing

Expects that nurses use critical thinking in decision making

Supports evidence-based practice

Utilizes disciplinary rigor to support BSN student progress toward clinical competence and MSN student progress toward assuming leadership and education roles.

**DEPARTMENT AND FACULTY GOALS (REVISED 4/26/04)**

1. Maintain high quality undergraduate and graduate nursing programs.

Outcome measures:

- a. 80% of generic BSN graduates will pass NCLEX-RN on their first attempt.
- b. 100% of generic BSN graduates will pass NCLEX-RN within one year of graduation. (May graduates by June 30 of the next year, December graduates by January 31).
- c. 100% of BSN/MSN graduates seeking employment in nursing will be successful.
- d. 90% of responding employers will indicate that BSN/MSN graduates function competently in the role for which they were hired.
- e. 90% of responding BSN/MSN graduates will indicate satisfaction with the program.
- f. 10% of responding BSN/MSN graduates will indicate enrollment in and/or completion of an advanced nursing degree within 3 years.

2. Maintain graduation rates:

Outcome measures:

- a. 70% of students admitted to the BSN program will graduate within 3 academic years.
- b. 70% of MSN students will complete the program within 4 academic years.

3. Maintain faculty who demonstrate excellence in teaching, scholarship, and service to the university, the community, and the profession.

Outcome measures:

- a. 50% of nursing tenure track faculty will hold a doctoral degree.
- b. 50% of nursing tenure track faculty will submit manuscripts or abstracts for professional publication or presentation each year.
- c. 100% of faculty will have positive self, peer, and student evaluations of teaching effectiveness.
- d. 25% of submitted manuscripts/abstracts will be accepted.
- e. 75% of nursing tenure track faculty will participate in Department and university committees.
- f. 100% of nursing faculty will be actively involved in professional and community activities.

4. Maintain a personal learning environment characterized by caring, holism, critical thinking, and professional commitment.

Outcome measures:

- a. 90% of responding BSN/MSN graduates will agree that caring, holism, critical thinking, and professional commitment characterize the learning environment at graduation.
- b. 90% of responding employers will agree that BSN/MSN graduates demonstrate caring, holism, critical thinking, and professional commitment.

#### **DEPARTMENT TOTAL PLAN FOR EVALUATION (REVISED 4/26/04)**

The Total Plan for Evaluation provides a framework for assessing the quality and effectiveness of DON programs and the current is available at

<http://www.westga.edu/~nurs/Program%20%20Information/TPE%20Form%20approved%208-28-06.htm>

#### **STATEMENT OF PHILOSOPHY AND ASSUMPTIONS (REVISED 3/28/05)**

The faculty of the Department of Nursing believe and support the purpose of the University of West Georgia, which is to provide students with “opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good” and to offer “educational experiences that foster the development of leaders and productive citizens who make a positive impact throughout an increasingly global society.” The faculty are committed to creating a milieu for learning that fosters “educational excellence in a personal environment.” In pursuit of these beliefs, the faculty declare the following statements of our beliefs and assumptions:

People are unique and dynamic as thinking, caring, feeling, and intuitive contributors to society. People are holistic, representing an integration of mind, body, and spirit. They have spiritual-social-ethical beliefs and values that influence the perception of self, others, and the world. Each person has the potential for growth and the right to make choices and take the responsibility for choices made. People value human dignity, freedom, and truth and are altruistic in their capacity to be responsible in the care of self and others. These beliefs about persons refer to patients and other health care recipients, as well as students and faculty.

People construct meaning and develop knowledge through being in the world and interacting with it. Environment is the world around us. Environment includes other persons, families, groups, communities, cultures, things, and the natural world. A concern for the environment is essential for survival and the preservation of the context of our existence.

Health is a dynamic state of being in which there is a balanced integration of relationships, choices, and human potentials: physical, mental, emotional, and spiritual. The individual's perception of this balanced integration, or wholeness, is unique and self-determined. People experiencing illness or disability may perceive themselves as whole or healthy, even though society may view them as unhealthy.

Nursing, an art and a science, is creative and occurs in a variety of settings. Nursing involves the creation of a safe, nurturing, and healing environment emphasizing respect for the opinions, wishes, and goals of those receiving nursing care. The environment in which nursing is practiced is constantly changing, and nurses must be responsive to consumer and other political demands in health care systems. In an attempt to prepare students to practice in a rapidly changing health care environment, the faculty believe the priorities set forth in Healthy People 2010 related to health promotion, maintenance, protection, and disease prevention provide direction for the selection of curricular content. To prepare the profession of nursing for evolving health care, we believe it is critical to provide education at the graduate level designed to foster utilization of theoretical knowledge in the development of health policy, the management of health care systems and the development and implementation of educational programs.

The domains of nursing are helping, teaching-coaching, diagnostic and patient monitoring, managing rapidly changing situations, administering and monitoring therapeutic interventions, ensuring quality of health care, and organizational and work-role competencies (Benner, 1984). Benner's domains provide a framework for problem solving and describe what it is that nurses do. Within the domains of nursing, the nursing process provides a theoretical framework for guiding nursing care. The nursing process includes assessment, diagnosis, planning, intervention, and evaluation in the implementation of nursing practice.

Nursing care may be provided by a variety of practitioners. The professional nurse, a graduate of a baccalaureate nursing program, fulfills three roles: provider of care, manager of care, and member of a profession. In the first role, provider of care, the professional nurse provides competent nursing care to individuals, families, groups, and communities. This competent care assists others to achieve and maintain wholeness and/or to face death with dignity and comfort. The nurse prepared at the Master of Science in Nursing level functions in advanced practice roles related to the management and quality of health systems as well as in the areas of patient education and the education of nurses through the application of theory and participation in research and research utilization.

Within the second role, manager of care, professional nurses manage people and things. Their management style, responsive to change and collaborative in nature, reflects a commitment to caring and includes behaviors that recognize the holistic nature of people. Professional nurses are concerned with issues related to quality of care and may act as change agents in the health care or education setting. The nurse prepared at the graduate level has the knowledge and critical thinking skills needed to collaborate with other health care providers to implement changes that will improve health care delivery and/or educational programs.

In their third role as members of the nursing profession, nurses assume individual accountability and responsibility. They practice within the legal and ethical boundaries of the nursing profession. Professional nurses participate as citizens in political/societal decision making and are involved in issues related to the quality of care. Professional nurses demonstrate commitment by participating in professional organizations, life-long learning, and activities that benefit the global community. At the graduate level, the nurse is expected to assume leadership roles within professional organizations and is also expected to attain a level of scholarship congruent with preparation for doctoral study.

Caring, critical thinking, holism, and communication are inherent in all roles of the professional nurse. In addition, the characteristics of competence (clinical and cultural), confidence, commitment, conscience, and collaboration are considered essential to the practice of nursing. The descriptions of these concepts follow:

Caring, a basic way of being, is the essence of nursing and means that people, interpersonal concerns, and things matter (Watson, 1979). Caring for self and others involves self-awareness and belief in personal empowerment. Caring includes maintaining academic and practice standards to ensure the quality of the profession. Caring extends beyond the limits of patients/clients, families, groups, and communities to other nurses, other members of the health care team, and to self. Caring is learned through a variety of life experiences and is enhanced by experiencing caring practices among students, teachers, clients, and members of the health care team.

Critical thinking, a composite of knowledge, skills, and attitudes, is purposeful mental activity that produces and evaluates ideas and is focused on deciding what to believe and do. Critical thinking involves evaluating information for professional decision making. Persons who are critical thinkers seek and evaluate information, think about other's ideas before accepting them, learn from others, reassess their own views with new information, and make their own judgments (Ruggerio, 2004). Critical thinking, for nurses, involves the use of scientific and humanistic concepts, nursing theory, and research in professional decision making.

Holism recognizes the interaction of mind-body-spirit within people. People are not comprised of distinct parts that can be treated separately, but are seen as "Whole." People are energy systems who are in constant interaction with their environment. They possess the inherent ability to heal and recognize death as natural in the cycle of life. Within a holistic framework many ways of knowing are valued, and self-responsibility is regarded as the foundation of all health care.

Communication involves knowledge, skills, and attitudes integral to all the characteristics of professional practice. Clear, assertive, and honest communication is necessary to establish and maintain caring human relationships that form the basis of professional nursing. Effective written, oral, electronic, and nonverbal communication is required of professional nurses.

Competence is possessing knowledge, judgment, skills, energy, experience, and motivation to meet the demands of clinical practice. Competence includes the technical skills of nursing as well as skills related to problem solving, collaboration, negotiation, technology, and evidence-based practice. Some of the attitudes needed to become competent are inquisitiveness, willingness to seek help, and an appreciation of lifelong learning. Cultural competence (AAN, 1992) is defined as "care that is sensitive to issues related to culture, race, gender, and sexual orientation" and is demonstrated by the ability to implement appropriate nursing care within the context of an individual or community's values and health beliefs.

Confidence implies a pervading belief or trust in a person. It is a belief in one's abilities to accomplish tasks. In this case, the trust of individual capabilities of those involved in a caring relationship—students, faculty, patients/clients, health care team members, and others. Confidence is demonstrated by an assertive demeanor, verbalized positive regard, willingness to learn new things, empowerment, and self-awareness. It involves the skills of communication, self-assessment and self-awareness, willingness to perform, speaking without hesitance as well as technical skills.

Commitment is the affective ability needed to keep one's obligations congruent with one's desires and to guide choices related to one's trust, in this case, a nurse's obligation to the profession of nursing. Commitment includes the attitudes of empowerment, advocacy, assertiveness, courage, self-responsibility and accountability, and a profound desire to "maintain and elevate the standards of the profession." Commitment to nursing is demonstrated by employment in nursing, membership in professional

organizations, participation in lifelong learning activities, pursuit of advanced degrees, and involvement in activities that benefit one's community.

Conscience involves knowledge, skills, and attitudes constituting an awareness of one's moral responsibility to self and other. Conscience serves as a guide to one's personal and professional behaviors and involves right-making actions and inquiry into right and wrong. Professional nurses need knowledge of ethical theory, legal principles, moral development, and decision-making theory. Insight into personal values, as well as, the values of diverse societies supports the characteristics of conscience. Skills include ethical decision-making, value clarification, critical thinking, and conflict resolution. Conscience will be evidenced by such attitudes as open-mindedness, truth seeking, courage, examination of one's values, and respect for cultural beliefs/values of others. Conscience involves practicing nursing within the legal prescription of the profession.

Collaboration, the ability to work with others for a common goal, typifies the move toward interdisciplinary health care. Caring nurses must be responsive to a number of constituents. The skills of collaboration include negotiation, communication, problem solving, and critical thinking. Collaborative attitudes include respect for diversity, a positive response to change, and belief in "power with" rather than "power over."

The optimum setting of nursing education is an academic environment with critical linkages into the practical environment. This environment provides an opportunity for the acquisition of general and specific knowledge of nursing as well as the biological, physical, medical, and social sciences and the humanities. Application of theory and evidence-based research findings are essential to the acquisition of knowledge.

Teaching and learning are reciprocal, lifelong growth processes that nurture and facilitate growth in all participants. Teacher-learners interact with learner-teachers; all teach and all learn. There are many ways to teach, learn, and to know—and all have value. Learning occurs through meaningful interaction and takes place when the whole person is involved and participative. Learning occurs when it is placed in context and involves the examination of accepted truths and cherished assumptions. Learning involves openness and the willingness to confront paradoxes.

Students are responsible for their own learning. Teachers facilitate learning and create an environment that empowers students to take responsibility for learning. Each student is unique with different learning potentials and ways of learning. The process of teaching and learning is as important as the content.

### **BSN ORGANIZING FRAMEWORK AND CURRICULUM DEVELOPMENT PLAN (REVISED FALL 2005)**

The philosophy of the Department of Nursing serves as the organizing framework and declares the beliefs and assumptions that support the mission of the BSN program. Beliefs about human beings, environment, health, nursing, teaching and learning, and the capstone concepts of caring, critical thinking, holism, communication, professional roles, teaching/learning, the domains of nursing and the nursing process are defined and described within the philosophy. In addition, Roach's (2002) characteristics of competence, confidence, commitment, conscience, and collaboration as well as the concept of culturally competent care guide the curriculum and outcomes.

#### Caring

Theoretical knowledge related to caring is introduced in NURS 3122, Professional Concepts. During the first academic year semester of nursing, Caring Groups, an experiential activity designed to provide the

students with the opportunity to learn caring, experience caring and practice caring are implemented. The Caring Group experience is continued each semester throughout the nursing program. The caring group curriculum begins with concepts related to caring for self and progresses to caring for each other, for colleagues and for patients. Activities within caring groups emphasize each of the progressive phases of caring. In addition, caring is included as an objective in each nursing course and is emphasized in class and clinical settings.

### Critical Thinking

Theoretical concepts related to critical thinking are introduced in NURS 3122, Professional Concepts. Classroom activities are designed to explore these concepts and to provide practice in the critical thinking process. This course is designated as a Writing Across the Curriculum course and the informal/formal writing activities encompass critical thinking/writing concepts.

Critical Thinking skills are further developed through activities in each nursing course. In the clinical courses (NURS 3135 - Professional Nursing Practice, 3235 - Mental Health Nursing Practice, 3245 - Family Health Nursing Practice, 3355 - Junior Practicum, 4335 - Adult Health Nursing Practice, 4345 - Community Health Nursing Practice and 4468 - Senior Practicum, 4470 - Community Health Nursing for RN Students, N4475 - Nursing Leadership and Management for RN Students), the ability to use critical thinking in assessing, diagnosing, planning, implementing and evaluating nursing care is evaluated.

Learning activities in NURS 3172 and each of the nursing skills courses (NURS 3182, 3272, and 4382) require that students utilize scientific concepts and research findings to assess individuals and implement therapeutic nursing interventions.

Research and Evidence-Based Nursing Practice (NURS 3222) focuses on the use of critical thinking in evaluating research findings and their application to nursing practice. This course is also designated as a Writing Across the Curriculum course and the informal/formal writing activities encompass critical thinking/writing concepts.

Senior Seminar (NURS 4422) emphasizes the use of critical thinking in analyzing nursing practice issues from a historical, contemporary and futuristic perspective. It is also designated as a Writing Across the Curriculum course and the informal/formal writing activities encompass critical thinking/writing concepts.

Nursing Leadership and Management (NURS 4433) is designed to encourage the use of critical thinking in the decision making process with nursing management situations.

### Holism

Theoretical concepts related to holism are introduced in NURS 3122, Professional Concepts. The emphasis is on learning to view self and others as holistic beings with diverse cultural perspectives. This includes a view of the importance of self-awareness and self-empowerment. Within the nursing practice courses (NURS 3135 - Professional Nursing Practice, 3235 - Mental Health Nursing Practice, 3245 - Family Health Nursing Practice, 3355 - Junior Practicum, 4335 - Adult Health Nursing Practice, 4345 - Community Health Nursing Practice and 4468 - Senior Practicum, 4470 - Community Health Nursing for RN Students, N4475 - Nursing Leadership and Management for RN Students), students are expected to demonstrate patient care from a holistic perspective. NURS 3172, Health Assessment, includes assessment within a holistic framework. NURS 3272, Nursing Skills II, introduces the student to holistic interventions such as relaxation exercises, therapeutic touch, music, imagery and humor. Activities related to specific interventions with these therapies are included in subsequent courses such as NURS 4335, Adult Health Nursing Practice.

### Professional Roles

The introduction to the professional roles of nursing begins in NURS 3122, Professional Concepts. The provider of care role is emphasized in NURS 2023, Applied Pharmacology, and each clinical practice and skill-oriented course. The role of manager of care is introduced in the NURS 4335, Adult Health Nursing Practice, and progresses to more complex management skills in NURS 4433, Leadership and Management and NURS 4475, Nursing Leadership and Management for RN Students. In NURS 4475, the clinical experience focuses entirely on the role of manager of care. In NURS 4433, the classroom content focuses on the role of manager with students completing clinical management activities in NURS 4468, Senior Practicum.

The role of member of profession is initiated in NURS 3122, Professional Concepts. NURS 4422, Senior Seminar, provides the opportunity for synthesis and integration of information related to the role of member of profession. Activities related to member of profession are integrated throughout the curriculum. There is an active chapter of the Georgia Association of Nursing Students (GANS)/National Student Nurses Association (NSNA) at West Georgia with strong faculty support. The faculty is committed to recognizing students for attending state and national meetings and grants clinical time for student participation in professional organizations. The importance of belonging to professional organizations is stressed throughout the nursing program. Faculty who are active in the American Nurses Association (ANA) and the Georgia Nurses Association (GNA) speak to the entering students. The GANS advisors and officers recruit beginning nursing students into the organization. In NURS 4422, Senior Seminar, speakers from the Georgia Nurses Association are invited to speak to students to discuss what the professional organization does for nurses.

### Domains of Nursing

The domains of nursing practice (Benner) are addressed in NURS 3122, Professional Concepts, and NURS 3135, Professional Nursing Practice, and provide a foundation for use in subsequent nursing practice courses. The domains guide student practice and performance assessment in all the clinical courses. Specific domains are emphasized in various courses. The domains of Helping, Teaching-Coaching, Diagnostic and Patient Monitoring, and the Administration and Monitoring of Therapeutic Interventions and Regimens are emphasized in all clinical practice and skill-related courses. For example, establishing the helping relationship is emphasized in NURS 3182, Nursing Skills I. Effective Management of Rapidly Changing Situations is emphasized in NURS 4335, Adult Health Nursing Practice, and NURS 4382, Nursing Skills III. The domain, Organizational and Work Role Competencies, is addressed in NURS 4382 - Nursing Skills III, NURS 4433 - Nursing Leadership and Management, and NURS 4475 - Nursing Leadership and Management for RN Students.

Ensuring Quality Health Care is a focus for NURS 4433, Nursing Leadership and Management, and NURS 4475, Nursing Leadership and Management for RN Students. Learning activities include assignments that relate to assessing institutional plans for monitoring quality.

### Nursing Process

The nursing process is a systematic method that provides a framework for planning and meeting the healthcare needs of patients and is introduced in NURS 3135, Professional Nursing Practice. The five steps include assessment (gathering data about the patient), diagnosis (analysis of data and identification of problems), planning (development of goals, outcomes, and nursing interventions), implementation (implementing the nursing interventions), and evaluation (assessment of outcomes and achievement of goals). All clinical and skills-related courses utilize the nursing process for professional decision-making.

### Additional Concepts

The curriculum is also organized around other significant concepts that include: health promotion and maintenance, culturally competent nursing care, writing and scholarship, and Communication.

#### Health Promotion, Maintenance, Protection and Disease Prevention: Healthy People 2010

An emphasis on health promotion, maintenance, protection and disease prevention is based on the criteria developed for Healthy People 2010. The emphasis on health, wellness and prevention of illness is introduced with Healthy People 2010 in NURS 3122 - Professional Concepts, and NURS 3125 - Professional Nursing Practice, and advanced in NURS 4345 - Community Health Nursing Practice and NURS 4470 - Community Health Nursing for RN Students. Each of the priorities related to health and wellness identified in Healthy People 2010 are covered in clinical practice courses throughout the curriculum.

### Culturally Sensitive Nursing Care

The importance of culturally sensitive nursing care is introduced in NURS 3122, Professional Concepts, and is integrated into each course. The provision of culturally competent care is a focus of NURS 3245, Community Health Nursing Practice, and NURS 4470, Community Health Nursing for RN Students. The manager's role in providing culturally competent nursing care is a component of NURS4433, Nursing Leadership and Management, and NURS 4475, Nursing Leadership and Management for RN Students.

### Writing and Scholarship

The curriculum has a strong emphasis on scholarship and writing. NURS 3222, Research and Evidence-Based Practice, focuses on research utilization and prepares students to read, critique, and utilize nursing research in the delivery of care in their clinical nursing courses. Students graduating from the program earn seven hours of Writing Across the Curriculum (WAC) credit in nursing (NURS 3122 - Professional Concepts, NURS 3222 – Research and Evidence-Based Nursing Practice, NURS 4422 - Senior Seminar).

### Communication

All aspects of communication, including oral, written and electronic, are integrated throughout the curriculum. Professional and therapeutic communications are a focus of the practice, manager, and member of a profession courses.

#### Roach's (2002) Characteristics

The characteristics of competence, confidence, commitment, conscience, and collaboration are the foundation for program outcomes and are addressed throughout the curriculum.

### Teaching/Learning

The concepts related to teaching and learning are introduced in NURS 3122, Professional Concepts. Activities related to teaching and learning are included throughout the program.

## FACULTY BYLAWS (REVISED 4/23/07)

### PREFACE.

These Bylaws establish the role and function of the Faculty of the Department of Nursing of the University of West Georgia.

### ARTICLE I. Title and purpose.

**Title.** The Faculty of the Department of Nursing shall be the title of this organization.

#### Purpose.

1. Develop, implement, and evaluate the mission, philosophy, goals, programs, purposes and policies of the Department of Nursing and operationalize them within the framework of the University of West Georgia and the Board of Regents of the State of Georgia, the Georgia Board of Nursing, accrediting agencies, and professional standards of nursing care.
2. Promote excellence in scholarship, teaching, research, and service within the framework of the University of West Georgia and the Board of Regents of the State of Georgia.

### ARTICLE II. Functions.

#### Section 1.

Serve as the policy-making body of the Faculty of the Department of Nursing for policies related to Faculty operational activities and pertaining to Faculty welfare.

#### Section 2.

Designate all committees of the Department of Nursing.

#### Section 3.

Develop, implement, and evaluate all nursing programs and policies for admission, progression, graduation, and dismissal for students.

#### Section 4.

Participate in the activities of the Department of Arts and Sciences and University faculty.

#### Section 5.

Formulate specific policies for the Faculty of Nursing within the framework of University policies regarding promotion and tenure.

#### Section 6.

Conduct the business of the Faculty.

### ARTICLE III. Membership.

#### Section 1. Composition.

The membership of the Faculty of the Department of Nursing shall consist of the Department Chair and all members and associate members.

#### Section 2. Members.

- a. All faculty holding full-time tenure track and non-tenure track positions shall be members of the Faculty of the Department of Nursing;

- b. Members shall be eligible to vote on business of the Faculty of the Department of Nursing and to serve on standing and ad hoc committees;
- c. Faculty holding honorary, part-time, or adjunct faculty appointments shall be associate members;
- d. Associate members may enjoy all privileges of members except that of voting.

### Section 3. Chairperson.

The Chairperson shall be the Chair of the Department of Nursing Faculty and shall:

- a. Preside at all meetings;
- b. Call special meetings;
- c. Appoint ad hoc committees;
- d. Prepare and present written agenda for meetings prior to the meeting;
- e. Delegate duties as necessary to enable the mission, philosophy, and goals of the Department;
- f. Be an ex-officio member of all committees and receive notices and minutes of all regular and called committee meetings;
- g. Appoint an acting representative as Chairperson should the Chair be unable to attend a meeting;
- h. Represent the Faculty of the Department of Nursing on appointed occasions;
- i. Perform other duties as approved by the Faculty of the Department of Nursing.

## ARTICLE IV. Meetings and Conduct.

### Section 1. Standard Meetings.

The Faculty of the Department of Nursing shall meet as a whole a minimum of once each semester during the academic year. Undergraduate and graduate faculty shall each meet a minimum of once each semester during the academic year.

### Section 2. Special Meetings.

Special meetings of the Faculty of the Department of Nursing may be called at the discretion of the Chairperson or upon written request of fifty-one percent of the members.

### Section 3. Quorum.

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

### Section 4. Voting.

Decisions of the Faculty of the Department of Nursing shall be determined by consensus or a majority vote. The Faculty of the Department of Nursing can take no formal action if a quorum is not present.

### Section 5. Submission of Agenda Items.

Items for the proposed agenda shall be submitted to the Chair a minimum of 72 hours prior to the scheduled meeting.

### Section 6. Distribution of Agenda.

The Department Chair shall distribute the agenda of the scheduled meeting at least one day prior to the scheduled meeting.

### Section 7. Minutes of the Meetings.

The Department secretary or designated person shall complete minutes of the meetings. They shall be reviewed by the Chair and distributed to the faculty within one week of the next scheduled meetings.

## ARTICLE V. Amendment of these Bylaws.

### Section 1. Vote necessary to amend Bylaws.

A two-thirds majority vote of the faculty members is necessary to amend the Bylaws.

## Section 2. Procedure for Amending Bylaws.

Any voting member may propose an amendment or repeal of these Bylaws. An amendment or repeal must be submitted in writing to all members of the Faculty of the Department of Nursing at least one week before the meeting in which final action may be taken.

## ARTICLE VI. Committees.

### Section 1. General Rules.

The operation of the Department of Nursing will transpire with the assistance of standing and ad hoc committees. Committee members shall serve a one-year term. Members may serve more than one term on a committee to maintain continuity. Selection of Faculty members to committees shall occur at the first meeting of the fall academic term, at which time each committee will select a chair. If vacancies in the committees occur, the Chair of the Faculty of the Department of Nursing shall appoint faculty to the vacancies.

### Section 2. Standing Committees.

The standing committees of the Faculty of the Department of Nursing shall be:

- a. Caring for Students Committee;
- b. Caring for Faculty Committee;
- c. Sustaining a Caring Curriculum Committee;
- d. Evaluating the Caring Community Committee.

### Section 3. Membership on Standing Committees.

- a. Committee members shall include a minimum of: 4 members each to the Caring for Students Committee; the Caring for Faculty Committee; and the Sustaining a Caring Curriculum Committee; and 3 members to the Evaluating the Caring Community Committee;
- b. Each committee shall include undergraduate and graduate Faculty members;
- c. Associate members may serve on the standing committees. Associate members may enjoy all the privileges of members except that of voting;
- d. Students shall be represented on the standing committees and may enjoy all the privileges of members except that of voting. The student body shall select student representatives to serve on the standing committees during the fall semester of each academic year;
- e. At least one student representative from the Generic BSN program, one from the RN-BSN program and one from the MSN program shall be selected by their peers and/or invited to serve on each standing committee.

### Section 4. Ad Hoc Committees.

- a. The Chair shall appoint ad hoc committees;
- b. Membership and function of the ad hoc committees shall be designated at the time of formation;
- c. Ad hoc committees shall function only for the length of time necessary to achieve the designated task;
- d. Associate members and student representatives may be appointed to serve on ad hoc committees and may enjoy all the privileges of membership except that of voting.

## ARTICLE IX. Caring for Students Committee.

The purpose of the Caring for Students Committee shall be to:

- a. Develop, recommend, implement, and evaluate policies and procedures for students related to:
  - 1) Advising;
  - 2) Recruitment;
  - 3) Orientation;
  - 4) Admission/readmission criteria;
  - 5) Progression;

- 6) RN-BSN articulation;
  - 7) Dismissal;
  - 8) Graduation;
  - 9) Grading;
  - 10) Grievance/appeal processes;
  - 11) Selection of student representatives to the standing committees;
  - 12) Selection of Generic BSN class presidents and their faculty advisors;
  - 13) Graduation Celebration ceremony;
  - 14) Student awards;
- b. Distribute scholarship funds;
  - c. Develop and implement programs for student support;
  - d. Provide advisement to the Georgia Association of Nursing Students;
  - e. Maintain minutes of every meeting, submitting one copy to the Chair of the Department of Nursing and placing one copy in the Department Minutes Notebook.

#### ARTICLE X. Caring for Faculty Committee.

The purpose of the Caring for Faculty Committee shall be to:

- a. Develop, recommend, implement, and evaluate policies and procedures related to:
  - 1) Faculty growth and development related to teaching, scholarship, service, and practice;
  - 2) Faculty workload;
  - 3) Faculty evaluation for annual, pre-tenure, tenure and promotion, and post-tenure reviews;
- b. Recommend technology, library, and development resources for faculty;
- c. Evaluate the adequacy of financial resources to support faculty and their development;
- d. Review Bylaws and make recommendations as appropriate;
- e. Perform faculty search activities in accordance with university policy:
  - 1) Advertise and recruit;
  - 2) Accept and review applications;
  - 3) Schedule interviews and presentations with appropriate personnel (chair, faculty & dean);
  - 4) Obtain faculty input;
  - 5) Make hiring recommendations to the department chair based on faculty input;
- f. Maintain minutes of every meeting, submitting one copy to the Chair of the Department of Nursing and placing one copy in the Department Minutes Notebook.

#### ARTICLE XI. Sustaining a Caring Curriculum Committee.

The purpose of the Sustaining a Caring Curriculum Committee shall be to:

- a. Develop, recommend, implement, and evaluate:
  1. Department mission, philosophy and goals;
  2. Program missions and objectives;
  - 3) Program curriculums, including course learning goals and content, course sequencing and offerings, teaching-learning activities, and evaluation methods;
- b. Evaluate the adequacy of resources to meet program missions, objectives, and expected results;
- c. Maintain minutes of every meeting, submitting one copy to the Chair of the Department of Nursing and placing one copy in the Department Minutes Notebook.

#### ARTICLE XII. Evaluating the Caring Community Committee.

The purpose of the Evaluating the Caring Community Committee shall be to:

- a. Develop, recommend, implement, and evaluate the Department Total Plan for Evaluation;

- b. Collect student, exit, alumni, and employer data as determined by the Faculty of the Department of Nursing;
- c. Direct accreditation activities;
- d. Schedule and conduct the Student Advisory meetings;
- e. Establish, schedule, and conduct the Community Advisory meetings;
- f. Maintain minutes of every meeting, submitting one copy to the Chair of the Department of Nursing and placing one copy in the Department Minutes Notebook.

#### **ROLE OF DEPARTMENT CHAIR (APPROVED 8/26/02/REVIEWED 11/13/06)**

The Department Chair is a tenure tract nursing faculty member with administrative responsibility for the Department of Nursing. She has line authority for faculty and staff and reports to the Dean of Arts and Sciences.

The Department Chair:

1. Supports the caring community of nursing students and faculty and the philosophy of the Department.
2. Leads the students, faculty, and staff in achieving the missions and goals of the Department and University.
3. Directs the faculty in planning, implementing, and evaluating the undergraduate and graduate programs and their curricula.
4. Manages human and financial resources with input from faculty, staff, and students.
5. Relates to community groups, clinical agency personnel, approval/accreditation agencies, and others involved with the attainment of Department goals.
6. Guides the faculty in achieving excellence in teaching, scholarship, and service, including approval/accreditation by the appropriate bodies.
7. Represents the Department of Nursing at various Department, University, city, state, and national meetings.
8. Seeks funding opportunities from private and public sectors to enhance existing programs, create new programs, and support scholarship.
9. Serves as student advocate.
10. Conducts Departmental meetings.
11. Serves as ex-officio member of all standing committees of the Department of Nursing.
12. Prepares reports as designated by the Department, the University, and approval/accreditation bodies.
13. Facilitates the development and coordination of programs, policies, and procedures of the Department, the Department, and the University.

#### **ROLE OF PROGRAM COORDINATORS (APPROVED 8/26/02/REVIEWED 11/13/06)**

Undergraduate and Graduate Program Coordinators are tenure tract nursing faculty members responsible for the daily operational functions of their respective programs. They report directly to the Department chair and have no line authority.

Program Coordinators:

1. Support the caring community of nursing students and faculty and the philosophy of the Department.

2. Maintain relationships at the University and with clinical agencies to implement the curriculum and facilitate the attainment of program learning objectives.
3. Coordinate student recruitment, admission, and advisement activities.
4. Direct orientation activities for newly admitted students.
5. Facilitate student progress toward completion of degree requirements.
6. Implement standardized testing activities as appropriate for the program.
7. Recommend faculty teaching assignments and semester course schedules according to the needs of the program and qualifications of faculty.
8. Revise the student handbook and UWG catalog description of the program annually as needed.
9. Implement student/faculty policies and procedures of the Department and the University.
10. Recommend student/faculty policy changes and curriculum revisions for Committee/Departmental review.
11. Assist the Department in program assessment activities.
12. Serve as student advocate.
13. Serve as a resource to faculty teaching in their respective program.
14. Conduct undergraduate/graduate faculty meetings as needed.
15. Advise the Department chair on program matters.

### **ROLE OF COURSE COORDINATORS (APPROVED 8/26/02/REVIEWED 11/13/06)**

Course Coordinators are tenure tract nursing faculty members who are responsible for the daily operational functions of their respective courses. They are the leader of an instructional team or may be the only faculty member teaching a particular course. They have no line authority.

Course Coordinators:

1. Support the caring community of nursing students and faculty and the philosophy of the Department.
2. Prepare the course syllabus (as approved by the Department) for distribution to students and uploading to the Department website.
3. File course materials (disk/CD and paper copies) in the Department course notebook.
4. Submit textbook orders to the Department Secretary.
5. Assign classroom/clinical instructional activities to team members.
6. Conduct student orientation to the course.
7. Schedule ATI tests as appropriate for the course.
8. Maintain relationships at the University and with clinical agencies to implement the curriculum and facilitate the attainment of course learning goals.
9. Direct clinical learning activities as follows:
  - a. Schedule clinical activities with agencies.
  - b. Prepare documents as required by clinical agencies to reserve instructional space.
  - c. Maintain records of student/faculty health/professional documents as required by the agency and the UWG contract.
  - d. Coordinate student/faculty clinical orientation activities.
  - e. Evaluate clinical agency/staff effectiveness.
10. Implement Departmental Guidelines for Test Development/Administration as follows:
  - a. Maintain course test bank and analysis statistics in a secure manner.
  - b. Assist faculty as needed in the writing/selection of test items and completion of the Department Table of Specifications.
  - c. Prepare final copy of the exam for administration to students.
  - d. Complete test analysis and faculty review activities.
  - e. Conduct test review activities.

11. Calculate final course grades and submit to Registrar.
12. Conduct course evaluation activities.
13. Serve as student advocate.
14. Serve as a resource for team members.
15. Conduct team faculty meetings as needed to meet course learning goals.
16. Implement student/faculty policies and procedures of the Department and University.

### **ROLE OF THE NURSING RESOURCE CENTER COORDINATOR (REVIEWED 11/13/06)**

The Nursing Resource Center Coordinator is a master's prepared nurse educator who manages the Center, provides instruction to nursing students, and works collaboratively with nursing at regional health care agencies to meet staff needs for skill and professional development.

The Nursing Resource Center Coordinator:

1. Supports the caring community of nursing students and faculty and the philosophy of the Department.
2. Provides classroom and clinical instruction to undergraduate nursing students within a framework that is congruent with the curriculum and policies and procedures of the Department of Nursing (not to exceed 16 contact hours per week).
  - a. Classroom instruction for NURS 3182 (3-0-3), NURS 3172 (1-2-2), NURS 3272 (2-0-2), and NURS 4382 (2-0-2) – 2-4 sections per week.
  - b. Clinical instruction for junior and senior generic students as needed – approximately 8 hours per week.
  - c. Provides practice opportunities in the Nursing Resource Center for skill development.
  - d. Evaluates and revises courses taught to meet instructional objectives.
3. Participates actively in the Department of Nursing organization.
4. Manages the Nursing Resource Center.
  - a. Establishes instructional goals/outcomes for the Center.
  - b. Identifies resources needed to meet instructional goals/outcomes (supplies, equipment, computer software and hardware, instructional support, etc.).
  - c. Develops and implement strategies to provide needed resources and meet instructional goals/outcomes.
  - d. Evaluates the effectiveness of the Center.

### **FACULTY MENTORING GUIDELINES (REVISED 10/25/04)**

Recognizing both students and teachers as unique human beings who contribute to society in thinking, caring, feeling, and intuitive ways, the faculty desires to enhance the professional and individual goals of each faculty member, while maintaining a caring philosophy that recognizes the freedom of individuals to express their talents and desires. Therefore, the faculty is committed to fully orienting and supporting new faculty as they strive for excellence in their professional roles.

Consistent with this philosophy of support and encouragement, each new faculty member will be assigned a faculty mentor by the Department of Nursing Chair. The faculty mentor will review the University and Departmental Faculty Handbook with the new faculty member, emphasizing its role as a guide to University and Department of Nursing policies and procedures. Additionally, the mentor will review with the new member the Student Handbook, which delineates the Departmental philosophy, program

objectives, student rights and responsibilities, and student conduct and discipline.

The mentor will also assist the new faculty member with the advisor role if appropriate. The mentor will work with the new faculty member by signing up for concurrent advisement times for at least one semester. During this time the new faculty member can observe advisement sessions, and the mentor can assist the new faculty member with identification of resources for assistance, use of the various forms, and use of Banweb for obtaining student information.

The following are further suggestions for activities in which the faculty mentor might wish to engage to assist the new faculty member in learning about policies, procedures, schedules, and expectations pertaining to the new position.

Mentors and mentees are encouraged to meet face-to-face at least once a month during the first academic year and keep in touch frequently through phone or email. Suggested mentoring activities:

- Discuss short term and long term career goals and professional interests.
- Attend programs offered by the faculty development and instructional design center or other campus units.
- Share information on academic and student support services on campus.
- Discuss effective instructional techniques, course development, and curricular issues.
- Attend campus events such as ball games, theater productions, and cultural programs.
- Share information on instructional resources and websites useful to new faculty.
- Discuss student issues such as advising, motivating, and handling academic dishonesty.
- Share experiences on managing time, handling stress, and balancing workload effectively.
- Discuss preparing for tenure and promotion and career advancement including development of teaching philosophy and the portfolio.
- Explore professional development opportunities available to new faculty.
- Address special needs, questions, and assistance in troubleshooting difficult situations.
- Mentors are identified through personal contacts and recommendations of the Department chair.

#### Duration of Mentoring Process

It is recommended that mentors and mentees interact frequently during the first academic year. At the end of the year they can decide if it is necessary to continue the mentoring relationship at the same pace, or on an as needed basis, or conclude it if individual goals have been met.

At any point during the mentoring process, if a mentor and/or mentee feel that the relationship is not productive, the department chair should be informed so that a different mentor or mentee can be assigned.

### Roles of Mentors

Mentors can take on various roles (friend, coach, champion, advocate, career guide, role model, instructional resource, etc.). Mentors are responsible for:

1. Taking the initiative for contacting the mentee and maintaining the relationship.
2. Devoting time to the relationship and being available when requested.
3. Assisting the mentee with any various questions, needs, or concerns.
4. Sharing their knowledge and experience to benefit the mentee and following up on the mentee's progress at UWG.
5. Maintaining confidentiality of the information shared by the mentee.
6. Participating in informal peer teaching observations with mentee as mutually agreed upon by mentor and mentee.

### Roles of Mentees

Mentees can take on various roles (friend, protégé, new colleague, etc.) depending on their needs, academic experience, and the nature of their mentoring relationship. Mentees are responsible for:

1. Devoting time to the mentoring relationship and interacting with the mentor often.
2. Making use of the opportunities provided by the mentor.
3. Keeping the mentor informed of academic progress, difficulties, and concerns.
4. Exchanging ideas and experiences with the mentor and seeking help and support when needed.
5. Participating in informal peer teaching observations with mentor as mutually agreed upon by mentor and mentee.

Both mentors and mentees have the responsibility for gaining each other's trust and confidence, interacting in a collegial manner so as to value each other's time, professional and personal commitments, and engaging in activities that support the mission of UWG.

## **SECTION 2: FACULTY EVALUATION AND WORKLOAD**

University of West Georgia policies and procedures related to faculty evaluation and workload, pre-tenure/third-year review, promotion and tenure, and post-tenure review are addressed in the University Faculty Handbook and are available at [www.westga.edu/~vpaa/handrev/](http://www.westga.edu/~vpaa/handrev/).

Department of Arts and Sciences policies and procedures related to faculty evaluation/review are available at [www.westga.edu/~artsci/](http://www.westga.edu/~artsci/).

Documents that relate specifically to the Department of Nursing follow.

**PEER TEACHING OBSERVATION AS EVIDENCE-BASED TEACHING  
(APPROVED 2/28/05)**

The faculty in the Department of Nursing at the University of West Georgia believe that evidence-based teaching is essential to a quality nursing program and that teaching is a scholarly activity (Boyer, 1990). Excellence in teaching can be developed through a comprehensive system of formative and summative evaluation methods that include:

1. Student Evaluations
2. A Teaching Portfolio
3. Peer Teaching Observations

Peer teaching observation supports educational excellence in a caring environment and demonstrates the commitment of the Department to nurture and develop its faculty as teacher scholars. It has value in improving instruction and making personnel decisions and utilizes observers who have knowledge of pedagogy and the processes of evaluation and receive workload consideration for their efforts.

Peer teaching observation is required for:

1. First year tenure track and non tenure track clinical faculty
2. Non tenure track faculty in their third and fifth years and every five years thereafter.
3. Mentors will serve as peer observers for all first year faculty. The peer observer for subsequent faculty observations will be selected by the faculty member in consultation with the Department chair.

Peer teaching observation is optional for tenure track faculty after the first year. Its use in third-year review, promotion and tenure, and post-tenure review is suggested. The peer observer will be selected by the faculty member in consultation with the Department chair.

Peer teaching observation includes classroom, campus lab, and clinical observations (as relevant) and consists of pre-observation, observation, and post-observation sessions between teacher and observer, the time/place for which are mutually determined. A rating scale and narrative component will be used to assess the following:

1. Classroom/campus lab – caring teacher-learner interaction; demonstrated knowledge in subject area; course management; content organization; presentation style; instructional materials/strategies/technology; enthusiasm for teaching; evaluation of learning.
2. Clinical – caring teacher-learner interaction; demonstrated clinical knowledge/proficiency; maintenance of patient/learner safety; course management; selection/organization of learning experiences; instructional materials/strategies/technology; enthusiasm for teaching; evaluation of learning.

**EVALUATION OF TENURE TRACK NURSING FACULTY  
(APPROVED 4/28/03/REVIEWED 4/23/07)**

As faculty in the University of West Georgia Department of Nursing, we are committed to the mission and goals of the University and the mission, philosophy, and goals of the Department. We recognize both students and teachers as unique human beings who contribute to society in thinking, caring, feeling, and intuitive ways. We view ourselves as holistic beings who represent an integration of mind, body, and spirit, who have the potential for growth, and who have the right to make choices and take responsibility

for those choices. These beliefs guide our decisions about faculty development and evaluation.

We seek a program of development and evaluation that defines the work of nursing faculty and includes all aspects of the faculty role (teaching, scholarship, service), yet respects individual needs, goals, and abilities—a program that enriches the individual and the University, enhances professional growth, encourages self-direction, ensures active participation in the evaluation process, and results in positive change.

As nursing faculty members, we are individually responsible for our own professional development and collectively responsible for the excellence of our programs of study. Faculty achievement must be consistent with the mission of the University of West Georgia. We believe that through negotiation, dialogue, and consensus, we can effectively perform our teaching, scholarly and service activities. Such an approach recognizes the freedom of individuals to express their talents and desires and acknowledges shared obligations to meet the mission and goals of the Department and the University. As we seek coherence between our actions and the mission of the institution, we are given permission to not “do it all” all the time. This approach offers the necessary flexibility to adjust the changing requirements of the department to various needs, interests, and expertise among the faculty.

Criteria for performance and evidentiary sources to measure the quality of teaching, professional growth and development, and service are derived from the following:

- UWG mission, Bread and Butter Goals and Visionary Goals.
- UWG Faculty Handbook.
- Faculty Evaluation/Review Guidelines of the Department of Arts and Sciences.
- UWG Student Evaluation of Instruction Form.
- Department of Nursing mission, philosophy, and goals/outcomes.
- Georgia Board of Nursing Rules and Regulations.
- AACN Standards for Accreditation of Baccalaureate and Graduate Education.
- AACN Position Statement on Defining Scholarship for the Discipline of Nursing.

### EVALUATION OF TEACHING

Effective teaching is central to the mission of the University and the Department in our quest for “educational excellence in a personal environment.” The maintenance of high quality undergraduate and graduate education depends upon teaching excellence.

Evidentiary sources for measuring the quality of teaching include:

- Student evaluations of teaching effectiveness.
- Peer evaluations of teaching effectiveness.
- Chair evaluations of teaching effectiveness.
- Well-developed Teaching Portfolio.
- Student attainment of departmental goals and program objectives.
- Honors or special recognitions for teaching accomplishments.
- Letters from former students attesting to the faculty member’s instructional abilities.
- Effective direction of independent student work and research such as scholarly projects and theses.

## EVALUATION OF PROFESSIONAL GROWTH AND DEVELOPMENT

Boyer (1990) describes an alternate paradigm for the consideration of scholarship in academia. Within this paradigm, legitimacy is ascribed to the full scope of academic work. He defines four areas of scholarship: discovery, integration, application, and teaching. The scholarship of discovery represents the traditional view of academic research and seeks to answer the question, “What is to be known, what is yet to be found?” (p. 19). It involves investigative research efforts to produce new knowledge. The scholarship of integration focuses on the interpretation and synthesis of existing knowledge to bring about new insights and ideas. It uses research data to better understand the nature of one’s own discipline, makes connections with other disciplines, and asks, “What do the findings mean?” (p. 19). The scholarship of application focuses on the interaction of theory and practice and is concerned with applying the knowledge of one’s academic discipline to “real world” settings to solve problems or to provide needed service to individuals, groups, or institutions. It asks, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” (p. 21). Lastly, the scholarship of teaching involves transforming and extending knowledge through teaching-learning strategies that stimulate active learning and encourage students to be critical and creative thinkers.

Boyer’s (1990) world view expands the traditional views of scholarship, teaching, and service and creates a context of freedom for faculty to pursue scholarship in a much broader sense. The Department of Nursing believes that Boyer’s model honors the diversity of talents and interests that represents us as faculty members of the University of West Georgia and as members of the practice discipline of nursing.

### Use of the Boyer Model for Faculty Evaluation

In 1999, the American Association of Departments of Nursing (AACN) approved a position statement that defines scholarship for the discipline of nursing, identifies standards, and provides examples of documentation for the quality of scholarship in each of Boyer’s four areas. The faculty of the Department of Nursing at the University of West Georgia adopt the AACN Position Statement. The following examples serve as a guide for the evaluation of professional growth and development in the Department of Nursing.

#### The Scholarship of Discovery

Characterized by primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

Evidentiary sources for measuring the quality of discovery scholarship include:

- Peer-reviewed publications of research, theory, or philosophy.
- Peer-reviewed and invited presentations of research, theory, or philosophical essays.
- Published books, monographs, and/or book chapters.
- Grant awards supporting research/scholarship.
- Unfunded grant proposals that have received peer review and/or approval.
- Effective mentorship of colleagues in research/scholarship.
- State, regional, national, or international recognition as a scholar in an identified area.
- Peer evaluations of the body of work.
- Ongoing scholarly projects related to discovery.

### The Scholarship of Teaching

Conducted through the application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Evidentiary sources for measuring the quality of the teaching scholarship include:

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
- Peer-reviewed or invited presentations related to teaching.
- Published books, monographs, book chapters, and/or other learning aids.
- Funded grant awards in support of teaching and learning.
- Unfunded grant proposals that have received peer review and/or approval.
- Effective mentorship of students and novice faculty in teaching.
- Accreditation or other comprehensive program reports.
- Successful applications of information technology to teaching and learning.
- State, regional, national, or international recognition as a master teacher.
- Design of outcome studies or evaluation/assessment programs.
- Successful course, curriculum, and/or program development.
- Creation of caring and innovative learning environments.
- Peer assessments of effective innovations in teaching.
- Ongoing scholarly projects related to teaching.

### The Scholarship of Practice (Application)

Includes the roles of direct caregiver, educator, consultant, and administrator and is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care and the analysis of innovative healthcare delivery models.

Evidentiary sources for measuring the quality of application scholarship include:

- Peer-reviewed publications of research, case studies, technical applications, or other practice issues.
- Peer-reviewed or invited presentations related to practice.
- Published books, monographs, and/or book chapters.
- Funded grant awards in support of practice.
- Unfunded grant proposals that have received peer review and/or approval.
- Effective mentorship of professional nurses in clinical practice.
- Consultation reports.
- Reports compiling or analyzing patient or health services outcomes.
- Copyrights, licenses, patents, or products for sale.
- State, regional, national, or international recognition as a master practitioner.
- Professional certifications, degrees, and other specialty credentials.
- Reports of meta-analyses related to practice problems.
- Reports of clinical demonstration projects.
- Policy papers related to practice.
- Peer reviews of effective practice.
- Ongoing scholarly projects related to clinical practice.

### The Scholarship of Integration

Requires participation from two or more disciplines that advances knowledge across a wide range of techniques and methodologies.

Evidentiary sources for measuring the quality of integration scholarship include:

- Peer-reviewed publications/presentations of research, policy analysis, case studies, integrative reviews of literature.
- Peer-reviewed or invited presentations related to integration scholarship.
- Published books, monographs, and/or book chapters.
- Funded interdisciplinary grant awards.
- Unfunded grant proposals that have received peer review and/or approval.
- Effective mentorship of colleagues in the scholarship of integration.
- Copyrights, licenses, patents, or products for sale.
- Reports of interdisciplinary programs or service projects.
- Policy papers designed to influence organizations or governments.
- Peer evaluations of contributions to integrative scholarship.
- Ongoing scholarly projects related to integration.

In addition to the above, the University of West Georgia recognizes the following as evidentiary sources for measuring quality in professional growth and development:

- Membership on editorial/review boards.
- Consultation that involves the application of professional expertise.
- Election or appointment to offices in professional organizations.
- Successful committee work that involves important service to state, regional, national, or international professional associations.

### References:

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie foundation for the advancement of Teaching.

American Association of Departments of Nursing. (1999). *Position statement on defining scholarship for the discipline of nursing*. Washington, DC: Author.

### EVALUATION OF SERVICE

All University and Department of Nursing faculty are expected to provide service to the institution and the broader community. In this area, faculty members have the opportunity to support not only the advancement of the institution's mission and goals but also to enrich the local community.

Evidentiary sources for measuring quality in community service include:

- Active participation in departmental, Department, and university, and university-wide committees.
- Effective leadership of departmental, Department, and university groups.
- Successful development of service programs or projects.
- Effective service-related consultation work or technical assistance.
- Successful counseling/advising of students and student groups.
- Successful service as a Caring Group facilitator.

- Successful service on local, statewide, regional, national, or international levels in community-service organizations.
- Honors, awards, and special recognitions for service to the institution or the community.
- Significant contributions to the improvement of student, faculty or community life.
- Effective mentoring of colleagues.

**MINIMUM APPOINTMENT/PROMOTION CRITERIA OF TENURE-TRACK FACULTY  
(REVISED 2/27/06)**

The following Departmental criteria for appointment/promotion are derived from the Department of Nursing statement on the Evaluation of Tenure Track Nursing Faculty and the *University of West Georgia Faculty Handbook* sections on Minimum Criteria for Appointment (101.02) and Promotion (103.0302). Appropriate evidentiary sources for teaching, service, and professional growth and development are identified in the Evaluation of Tenure Track Nursing Faculty document and the *UWG Faculty Handbook*, Section 103.0302,D.

**Appointment/promotion to Assistant Professor**

**Teaching**

- Demonstrates teaching effectiveness.
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department.
- Shows evidence of content knowledge and/or clinical expertise.
- Presents evidence of quality from student evaluations and at least two other evidentiary sources.

**Service to the Institution**

- Demonstrates potential for successful participation on Department and University committees.
- Participates in community organizations at the local and state level.
- Presents evidence of quality from committee service and at least two other evidentiary sources.

**Academic Achievement**

- Doctorate in nursing/related field and a master's degree in nursing

**Professional Growth and Development**

- Demonstrates potential as a scholar by selecting an area of scholarship as defined by Boyer and a particular focus within that area.
- Submits manuscripts/abstracts for professional publication/presentation.
- Publishes/presents manuscripts/abstracts or completes at least one scholarly project every two years.
- Presents evidence of quality from at least two evidentiary sources.

**Appointment/promotion to Associate Professor**

**Teaching**

- Demonstrates excellence in teaching.
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department.
- Maintains excellent content knowledge and/or clinical expertise.
- Contributes to curricular and/or program development and evaluation.
- Presents evidence of quality from student evaluations and at least three other evidentiary sources.

**Service to the Institution**

- Contributes significantly to the institution by active leadership in Department/University committees.
- Provides leadership to community service organizations.
- Presents evidence of quality from committee service and at least three other evidentiary sources.

**Academic Achievement**

- Doctorate in nursing/related field and a master's degree in nursing

**Professional Growth and Development**

- Demonstrates significant contributions in the selected area of scholarship.
- Submits manuscripts/abstracts for professional publication/presentation.
- Publishes/presents manuscripts/abstracts or completes at least one scholarly project every two years.
- Contributes to the body of knowledge in nursing.

- Presents evidence of quality from at least three evidentiary sources.

### **Appointment/promotion to Professor**

#### **Teaching**

- Demonstrates a clear and convincing record of a high level of sustained teaching excellence.
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department.
- Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline.
- Provides leadership in curricular and/or program development and evaluation.
- Mentors other faculty members in the development of teaching skills.
- Presents evidence of quality from student evaluations and at least four other evidentiary sources.

#### **Service to the Institution**

- Demonstrates of a clear and convincing record of a high level of service to the institution by maintaining ongoing leadership in Department/University activities.
- Advances community organizations.
- Presents evidence of quality from committee service and at least four other evidentiary sources.

#### **Academic Achievement**

- Doctoral degree in nursing/related discipline and a master's degree in nursing.

#### **Professional Growth and Development**

- Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the selected area of scholarship.
- Submits manuscripts/abstracts for professional publication/presentation.
- Publishes/presents manuscripts/abstracts or completes at least one scholarly project every two years.
- Provides leadership in promoting/developing research activities.
- Provides mentoring in research to students and/or faculty.
- Influences theory, policy, practice, and/or pedagogy through scholarship.
- Presents evidence of quality from at least four evidentiary sources.

## **EVALUATION OF NON-TENURE TRACK CLINICAL NURSING FACULTY (APPROVED 4/23/07)**

The Department of Nursing at the University of West Georgia is committed to the mission and goals of the University and the mission, philosophy, and goals of the Department. We recognize both students and teachers as unique human beings who contribute to society in thinking, caring, feeling, and intuitive ways. We view ourselves as holistic beings who represent an integration of mind, body, and spirit, who have the potential for growth, and who have the right to make choices and take responsibility for those choices. These beliefs guide our decisions about faculty development and evaluation.

Clinical Faculty are members of the University of West Georgia Department of Nursing (DON), whose major emphasis is on the provision of clinical/laboratory-based instruction of students providing direct client services. Clinical Faculty are University employees on annual, non-tenure accruing appointments. Annual appointments are made based on the needs of the DON. Reappointment is contingent upon Clinical Faculty performance meeting the expectations of the position, needs of the Department, and is considered through recommendation of the Chair of the DON to the Dean of the Department of Arts and Sciences, who, in turn, makes recommendations to the Vice-President of Academic Affairs.

Non-tenure track nursing faculty will:

1. Demonstrate teaching effectiveness as defined by the Department.
2. Perform assigned departmental service responsibilities effectively.
3. Utilize syllabi prepared/reviewed by tenure track faculty and approved by the Department.
4. Teach under the direct guidance of tenure track faculty.

5. Be evaluated by students every semester using the UWG Student Evaluation of Instruction form.
6. Be evaluated by the department chair at the completion of the first semester of teaching and annually thereafter as appropriate. The Non-Tenure Track Nursing Faculty Evaluation Form will be utilized.

**MINIMUM APPOINTMENT/PROMOTION CRITERIA OF  
NON-TENURE-TRACK CLINICAL FACULTY  
(APPROVED 4/23/07)**

The following Departmental criteria for appointment/promotion are derived from the Statement on Minimum Appointment/Promotion Criteria for Non-Tenure Track Nursing Faculty in the DON Faculty Handbook. Appropriate evidentiary sources for teaching, service and professional growth and development are required for renewal of annual contracts for non-tenure track clinical faculty.

**Appointment as Assistant Clinical Professor**

**Teaching**

- Demonstrates effective teaching in courses with laboratory or clinical components
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department of Nursing
- Displays clinical expertise and knowledge in the designated content areas
- Presents evidence of quality from student evaluations and at least two other evidentiary sources

**Service to the Institution**

- Demonstrates potential for effective student advising and counseling
- Participates in Departmental committees and community/professional activities as appropriate
- Presents evidence of quality from committee service and at least two other evidentiary sources

**Academic Achievement**

- Master's degree in Nursing
- Potential for professional certification in teaching and/or area of clinical expertise

**Professional Growth and Development**

- Demonstrates the ability to apply current nursing knowledge, theory, research, and professional standards to teaching and/or practice
- Presents evidence of quality from at least two evidentiary sources

**Appointment/promotion to Associate Clinical Professor**

**Teaching**

- Demonstrates excellence in teaching
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department
- Maintains excellent content knowledge and clinical expertise
- Contributes to curricular and/or program development and evaluation
- Presents evidence of quality from student evaluations and at least three other evidentiary sources

**Service to the Institution**

- Contributes to the institution by active leadership in Department/University committees
- Provides leadership to community service organizations
- Presents evidence of quality from committee service and at least three other evidentiary sources.

**Academic Achievement**

- Master's degree in Nursing
- Professional certification in teaching and/or area of clinical expertise

**Professional Growth and Development**

- Contributes to the body of evidence-based knowledge in nursing
- Presents evidence of quality from at least three evidentiary sources.

**Appointment/Promotion as Clinical Professor****Teaching**

- Demonstrates a clear and convincing record of a high level of sustained teaching excellence
- Articulates/demonstrates a philosophy of teaching and learning congruent with the Department
- Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline
- Provides leadership in curricular and/or program development and evaluation
- Mentors other faculty members in the development of teaching skills
- Presents evidence of quality from student evaluations and at least four other evidentiary sources

**Service to the Institution**

- Demonstrates a clear and convincing record of a high level of service to the institution by maintaining ongoing leadership in Department/University activities
- Advances community organizations
- Presents evidence of quality from committee service and at least four other evidentiary sources

**Academic Achievement**

- Doctoral degree in nursing/related discipline and a master's degree in nursing
- Professional certification in teaching and/or area of clinical expertise

**Professional Growth and Development**

- Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship of teaching and/or practice
- Influences theory, policy, practice, and/or pedagogy through evidence-based scholarship
- Presents evidence of quality from at least four evidentiary sources

**ANNUAL FACULTY EVALUATION REVIEW GUIDELINES**

Annual review of faculty performance is conducted each February in the Department of Nursing. Faculty are invited to submit a self-evaluation that includes the following:

1. Current curriculum vitae (with accomplishments of the last year highlighted).
2. Narrative and documents related to performance in teaching, academic growth, professional growth and development, and service to the institution for the previous calendar year.
3. Annual Nursing Faculty Self-Evaluation Form (Tenure or Non-Tenure Track form as appropriate).
4. Department of Arts and Sciences Faculty Goal Setting and Evaluation Form (included in the Handbook).

The Department chair will review submitted materials and complete the Department of Nursing Annual Faculty Evaluation Form (included in the Handbook). A conference will be scheduled with the faculty member to discuss the written evaluation. The faculty member may respond in writing to the annual written evaluation if desired. The annual evaluation and responses are kept on file in the Department and the Department of Arts and Sciences.

Evidence of teaching effectiveness includes documents related to the expected and outstanding criteria. Faculty must submit individual student evaluations for each course taught during the past year using the University of West Georgia Student Evaluation of Instruction (SEI) Form (included in the Handbook). A summary of the percentage of students rating the faculty member's teaching effectiveness as "strongly agree/agree" for each course and the year should also be included. Peer evaluations and other documents demonstrating teaching effectiveness may be submitted. The Department of Arts and Sciences requires that all faculty show evidence of maintaining a Teaching Portfolio in each annual review. Information about the Teaching Portfolio is found in Appendix II of the Department of Arts and Sciences Faculty Evaluation Guidelines.

Evidence of professional growth and development includes documents supporting the expected and outstanding criteria, membership/leadership in professional organizations, completed scholarly projects/research, abstracts, presentations, manuscripts, and grants. Academic achievement and research/creative activities are included in this area on the Annual Evaluation Form.

Evidence of service includes documents related to the expected and outstanding criteria, committee membership/leadership, advising, and community activities.

### **PRE-TENURE/THIRD-YEAR REVIEW GUIDELINES**

The following document provides guidelines for the pre-tenure/third-year review process in the Department of Nursing. It delineates how the University and Department Guidelines (see “Pre-Tenure Review” in Section 102.0201 of the Faculty Handbook, “Third-Year Review” in Article IV, Section 1 of the Department of Arts and Sciences Bylaws and the “Faculty Evaluation Guidelines for Arts and Sciences”) will be implemented. These guidelines will be evaluated and revised annually as needed.

#### Criteria for Pre-Tenure Review

All full probationary faculty members in their third year of appointment will have a pre-tenure review. They will be evaluated on their progress toward meeting the four criteria for promotion as prescribed by the Board of Regents Policies:

1. Superior teaching
2. Outstanding service to the institution
3. Academic achievement
4. Professional growth and development

The Department of Nursing Annual Faculty Evaluation Form documents performance in the above areas.

#### Documentation Required

Nursing faculty undergoing pre-tenure review must submit the following documentation to the Pre-Tenure/Third-Year Review Advisory Committee:

1. Current curriculum vitae with accomplishments of the last three (3) years highlighted.
2. Copies of annual self-evaluations and the Department Chair evaluation for the last three years.
3. A statement, not to exceed two pages in length, detailing accomplishments in the areas of teaching, academic achievement, professional growth and development, and service to the institution; specific goals and objectives will be outlined and acceptable percentages identified for each area for the period under review and for the next three-year period.
4. A formal teaching portfolio that includes the following documents: 1) overview of teaching responsibilities for the last three years; 2) statement of philosophical perspectives and teaching strategies; 3) course syllabi from the previous year; 4) samples of student work; and 5) student evaluations for each course taught for the previous year.
5. Documents supporting academic achievement, professional growth and development, and service to the institution.

The Committee will announce the date by which these documents must be submitted at the beginning of each academic year.

#### Formation and Operation of the Pre-Tenure Review Advisory Committee

1. All tenured faculty members in the Department of Nursing who are able to render a fair and objective assessment of the person being reviewed will serve on the Committee. Neither the department chair nor faculty members under review may serve on the Committee.
2. The Committee will meet within the first two weeks of the semester during which the review will be completed and elect a Chair. The chair will be a voting member of the Committee and will be responsible for the proper conduct of the review as defined in the University, Department, and Departmental guidelines.
3. The Committee will thoroughly and comprehensively review the individual's achievements and performance in light of the Department's promotion and tenure policies.
4. The Committee Chair, in consultation with members of the Committee, shall prepare a written evaluation for each faculty member being reviewed. This evaluation must indicate whether progress toward promotion and/or tenure is sufficient at this time and provide specific reasons for the conclusions contained within it. This written evaluation must be given to each person under review. The faculty member under review is encouraged to reply to the written report.
5. The Department Chair will next review the individual's achievements and performance in light of the Departmental promotion and tenure policies. The Chair will prepare a written report stating whether progress toward promotion and/or tenure is sufficient at this time and providing specific reasons for the conclusions contained within it. This written evaluation will be given to the individual under review. The faculty member under review is encouraged to reply to the written report.
6. The evaluation and recommendations of the Committee and the Department Chair will be forwarded to the Dean of Arts and Sciences. The Dean's role in the third-year review will be to evaluate both reports and meet jointly with the Department Chair and faculty member regarding his/her progress toward promotion and/or tenure. The faculty member under review will receive a written copy of the Dean's report and is encouraged to reply.

### **TENURE AND PROMOTION GUIDELINES**

The following document provides guidelines for the promotion and tenure process in the Department of Nursing. It delineates how the University and Department Guidelines (see "Procedures and Criteria for Promotion and Tenure" in Section 103 of the Faculty Handbook, "Promotion and Tenure" in Article IV, Section 2 of the Department of Arts and Sciences Bylaws and the "Faculty Evaluation Guidelines for Arts and Sciences") will be implemented. These guidelines will be evaluated and revised annually as needed.

### Criteria for Promotion and Tenure

Faculty members under review will be evaluated according to the four criteria prescribed by the Board of Regents Policies:

1. Superior teaching
2. Outstanding service to the institution
3. Academic achievement
4. Professional growth and development

Specific minimum requirements for each rank are addressed in the University Handbook. The Department of Nursing Annual Faculty Evaluation Form documents performance in the above areas.

### Documentation Required

Nursing faculty undergoing promotion and tenure must submit the following documentation to the Promotion and Tenure Review Advisory Committee:

1. Current curriculum vitae with accomplishments of the period under review highlighted.
2. Copies of annual self-evaluations and Department Chair evaluations for the period under review.
3. A statement, not to exceed two pages in length, detailing accomplishments in the areas of teaching, academic achievement, professional growth and development, and service to the institution; specific goals and objectives will be outlined and acceptable percentages identified for each area for the period under review and for the next five-year period.
4. A formal teaching portfolio that includes the following documents: 1) overview of teaching responsibilities for the period under review; 2) statement of philosophical perspectives and teaching strategies; 3) course syllabi from the previous year; 4) samples of student work; and 5) student evaluations for each course taught for the previous year.
5. Documents supporting academic achievement, professional growth and development, and service to the institution.

The Committee will announce the date by which these documents must be submitted at the beginning of each academic year.

### Formation and Operation of the Promotion and Tenure Advisory Committee

1. All non-tenured and tenured faculty members in the Department of Nursing who are able to render a fair and objective assessment of the person being reviewed will serve on the Committee. Neither the Department Chair nor faculty members under review may serve on the Committee.
2. The Committee shall meet within the first two weeks of the fall semester of each academic year and elect a Chair. The Chair will be a voting member of the Committee and will be responsible for the proper conduct of the review as defined in the University, Department, and Departmental guidelines.
3. The Committee will evaluate the individual's achievements and performance in light of the Departmental promotion and tenure policies and criteria for the desired rank and conduct a vote

by secret ballot. A scale of one to five will be used to indicate the strength of each candidate with two-thirds of the total possible votes considered a positive vote. The Committee Chair will tally the votes and calculate the recommendation score.

4. The Committee Chair, in consultation with members of the Committee and using the recommendation score, shall prepare a written evaluation for each faculty member reviewed. This evaluation must be signed by all members of the Committee and provide specific reasons for the conclusions contained within it. This written evaluation is then submitted to the Department Chair who will review the Committee's written evaluation and write a personal evaluation of the candidate. All formal written evaluations shall include a discussion of the candidate's strengths if the candidate receives a recommendation and shall point out areas needing improvement if the candidate is not recommended.
5. Ten (10) working days prior to the deadline for submitting the Committee's recommendation to the office of the Dean of Arts and Sciences, the Department Chair will give the candidate a copy of any evaluation that does not recommend promotion and/or tenure in order to provide the candidate five (5) working days to prepare an appeal for reconsideration at this level.
6. Once all appeals have been reviewed by the Committee and the Chair, the Department Chair will submit the final evaluation of each faculty member under review to the office of the Dean of Arts and Sciences for review at the Department level.
7. When the Department Chair is under consideration, the Departmental Committee shall review the candidate's dossier and make in writing a positive or negative evaluation to the Dean of Arts and Sciences.

### **POST-TENURE REVIEW GUIDELINES**

The following document provides guidelines for the post-tenure review process in the Department of Nursing. It delineates how the University and Department Guidelines (see "Post-Tenure Review" in Section 104.02 of the Faculty Handbook, "Post-Tenure Review" in Article IV, Section 3 of the Department of Arts and Sciences Bylaws and the "Faculty Evaluation Guidelines for Arts and Sciences") will be implemented. These guidelines will be evaluated and revised annually as needed.

#### Criteria for Post-Tenure Review

Faculty members being reviewed will be evaluated according to the Department of Nursing Annual Faculty Evaluation Form.

#### Documentation Required

Nursing faculty undergoing post-tenure review must submit the following documentation to the Post-Tenure Review Advisory Committee:

1. Current curriculum vitae with accomplishments of the last five (5) years highlighted.
2. Copies of annual self-evaluations and Department Chair evaluations for the last five years.
3. A statement, not to exceed two pages in length, detailing accomplishments in the areas of teaching, academic achievement, professional growth and development, and service to the

institution; specific goals and objectives will be outlined and acceptable percentages identified for each area for the period under review and for the next five-year period.

4. A formal teaching portfolio that includes the following documents: 1) overview of teaching responsibilities for the last five years; 2) statement of philosophical perspectives and teaching strategies; 3) course syllabi from the previous year; 4) samples of student work; and 5) student evaluations for each course taught for the previous year.
5. Documents supporting academic achievement, professional growth and development, and service to the institution.

The Committee will announce the date by which these documents must be submitted at the beginning of each academic year.

#### Formation and Operation of the Post-Tenure Review Advisory Committee

1. All tenured faculty members in the Department of Nursing who are able to render a fair and objective assessment of the person being reviewed will serve on the Committee. Neither the Department Chair nor faculty members under review may serve on the Committee.
2. The Committee will meet within the first two weeks of the fall semester of each academic year and elect a Chair. The Chair will be a voting member of the Committee and will be responsible for the proper conduct of the review as defined in the University, Department, and Departmental guidelines.
3. The Committee will evaluate each faculty member under review as satisfactory or unsatisfactory by secret ballot. To be recommended as unsatisfactory, a person must receive satisfactory votes from at least sixty percent (60%) of the voting members of the Committee.
4. The Committee Chair, in consultation with members of the Committee, shall prepare a written evaluation for each faculty member reviewed. This evaluation must be signed by all members of the Committee and provide specific reasons for the conclusions contained within it. This written evaluation must be given to each person under review fifteen (15) working days prior to the deadline for submitting the Committee recommendations to the Dean of Arts and Sciences and the Department Chair.
5. A faculty member may appeal the Committee's recommendation by submitting a written appeal to the Committee within five (5) working days of receipt of the Committee's written evaluation. Within five (5) working days of receipt of an appeal, the Committee will carefully re-evaluate the faculty member in light of the written appeal. This evaluation shall be made in accordance with the same criteria established for initial consideration and shall replace the previous evaluation of the faculty member. The final written evaluation will be given to the person who submitted the appeal. It will be prepared by the Committee Chair and signed by all members of the Committee and provide specific reasons for the conclusions contained within it.
6. Once all appeals to the Committee have been heard, the Committee Chair will submit the final evaluation of each faculty member under review to the respective faculty members and the Department Chair. Any faculty member who disagrees with the final recommendation of the Committee may submit a written response. The Committee Chair must receive this response five (5) working days after the date the faculty member under review receives the final evaluation.

7. If the Committee does not alter its unsatisfactory recommendation, the faculty member may appeal to the University-wide Appeals Committee for Post-Tenure Review. See the “University Guidelines” for a discussion of this process.
8. A copy of the Committee’s evaluation of each faculty member and any written responses to it shall be sent to the Dean of Arts and Sciences. The same material shall also be placed in the faculty member’s personnel file in the Department. It is the responsibility of the Dean of Arts and Sciences to preserve the original ballots for all votes on each faculty member under review and keep them on file for a period of six (6) years.
9. Faculty members who perform at high levels shall receive recognition for their achievements through institutional policies and procedures. If areas needing improvement have been identified during the review, the Department Chair and faculty member will work together to develop a formal plan for faculty development. Any person with an unsatisfactory review will be required to develop a three-year plan to address deficiencies. The Department Chair will monitor the progress of a faculty member’s development plan and report the findings to the Dean of the Department of Arts and Sciences at the end of the three-year period. The University will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.
10. When the Department Chair is under consideration, the Committee shall make its recommendation to the Dean of Arts and Sciences.

### **FACULTY WORKLOAD GUIDELINES (REVISED 3/27/06)**

The following serve as guidelines for workload calculations in the Department of Nursing and are congruent with the policies of the University of West Georgia and the Department of Arts and Sciences. “Workload hour” represents the number of hours per week assigned to a particular teaching, service, or professional growth and development activity.

#### **TEACHING**

The Department of Nursing utilizes a 12 hour semester teaching workload standard (contact hours of instruction per week per semester) for full-time tenure track faculty and a 16 hour semester teaching workload for non-tenure track faculty. Teaching workload may be reduced for selected administrative, service, and scholarship activities as defined in this document and/or negotiated with the department chair. Decisions regarding such reductions will be made in relation to department mission and goals, curriculum and instruction needs, and individual faculty goals. Workload teaching hours are calculated as follows:

#### **Classroom Instruction (25 students per faculty member per course)**

- 1.0 workload hour per scheduled hour of class per week
- 1.5 workload hours per scheduled hour of class per week for a WAC course
- 1.5 workload hours per scheduled hour of class per week for a course that is 50% or more online
- 0.2 workload hour for every 1-5 students above 25

For team-taught courses, the number of classroom hours will be divided by the number of faculty on the team who share classroom teaching responsibilities. When possible, no faculty member will have more than two different classroom course preparations per semester.

**Clinical Instruction****Generic BSN Students (10 students per faculty member per course)**

- 1.0 workload hour per scheduled hour of direct clinical supervision per week
- 0.5 workload hour per scheduled hour of indirect or preceptor-based supervision per week

**RN-BSN/MSN Students (12 students per faculty member per course)**

- 0.3 workload hour per scheduled hour of preceptor-based supervision per week
- 0.1 workload hour for every 1-4 students above 12

**Independent Study/Directed Reading Course (10 students per faculty member)**

- 0.5 workload hour per scheduled hour of class per week
- 0.1 workload hour for every 1-2 students above 10

**MSN Thesis/Project Major Advisor and Independent Study Supervision**

- 1.0 workload hour per semester per thesis/project/independent study

Faculty serving as a committee member on more than 2 theses/projects will receive 0.1 workload hour per each additional thesis/project.

**Instructional Travel**

- 0.5 workload hour per hour of weekly travel time to Floyd /Dalton/Newnan off-campus sites and clinical sites greater than 25 miles from campus

**SERVICE**

All faculty members are expected to participate in service activities congruent with their position, academic rank, and promotion and tenure requirements.

**Department Service****Program Coordinators/Directors**

- 6.0 workload hours per semester for serving as program coordinator or director

**Course Coordinators**

- 2.0 workload hours per semester for coordinating a teaching team

**Committee Chairs**

- 1.0 workload hour per semester for chairing a standing or ad hoc committee

**Caring Group Facilitator**

- 1.0 workload hour per semester for facilitating a Caring Group

**Faculty Mentor**

- 0.5 workload hour per semester for serving as a faculty mentor

**University Service**

All faculty members are expected to serve on one departmental committee and schedule 3 hours per week for advising. Tenure track faculty are also expected to seek membership on Department and university committees.

**Community Service**

All tenure track faculty members are expected to participate in community activities that facilitate tenure and promotion.

## **PROFESSIONAL GROWTH AND DEVELOPMENT**

All tenure track nursing faculty members are expected to engage in the scholarship of discovery, integration, application, or teaching. Faculty with active scholarship programs may receive a 3.0 workload hour reduction in the 12 hour semester teaching workload standard.

### **SECTION 3: FACULTY EVALUATION FORMS**

The UWG Student Evaluation of Instruction (SEI) form is available in the DON. Nursing faculty are required to use the SEI for student evaluation in all their courses every semester. Additional evaluation tools may be used.

The following forms are included in this section:

- Department of Arts & Sciences Faculty Goal Setting & Evaluation Form
- Annual Tenure Track Nursing Faculty Chair Evaluation Form
- Annual Tenure Track Nursing Faculty Self-Evaluation Form
- Annual Non-Tenure Track Faculty Evaluation Form
- Peer Review Evaluation Form Classroom Instruction

**DEPARTMENT OF ARTS AND SCIENCES  
FACULTY GOAL SETTING AND EVALUATION FORM**

Name \_\_\_\_\_ Rank \_\_\_\_\_ Date \_\_\_\_\_

List goals in each of the three areas. For each goal, identify additional information as appropriate (i.e., plans for meeting the goal, the time frame, needed resources or support, means of assessment, etc.).

**TEACHING GOALS (40 - 70%):**

**PROFESSIONAL GROWTH AND DEVELOPMENT GOALS (20 - 40%):**

**SERVICE GOALS (10 - 30%):**

Goals Setting Conference Date \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Signature of Department Chair

Review of Goals Conference Date \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Signature of Department Chair

Evaluation Conference Date \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Signature of Department Chair

**UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING**

**ANNUAL TENURE TRACK NURSING FACULTY  
CHAIR EVALUATION FORM**

**FACULTY MEMBER:** \_\_\_\_\_ **RANK/TENURE STATUS:** \_\_\_\_\_

**EARNED ACADEMIC DEGREES:** \_\_\_\_\_ **EVALUATION YEAR:** \_\_\_\_\_

**RANKINGS: 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; NA = Not Appropriate**

TEACHING _____ (40-70%)	RANKINGS						EVIDENCE/COMMENTS
	5	4	3	2	1	N A	
1. Teaches in a manner that reflects the department philosophy and program mission and learning objectives.							
2. Implements the curriculum using approved course learning goals/content and appropriate teaching-learning strategies.							
3. Incorporates current nursing knowledge/theory/research and professional standards/guidelines for practice.							
4. Creates a personal learning environment that is characterized by caring and holism.							
5. Works collaboratively with learners to develop critical thinking skills.							
6. Demonstrates innovations in professional education							
7. Employs information technology successfully.							
8. Supervises independent student work/research projects effectively.							
9. Adheres to university and department policies related to teaching.							
10. Earns positive student evaluations of teaching effectiveness.							
11. Earns positive peer evaluations of teaching effectiveness.							
12. Evaluates own teaching effectiveness accurately.							
13. Utilizes student, peer, and chair evaluations to improve teaching effectiveness.							
14. Provides evidence of maintaining a Teaching Portfolio.							

Number of new courses developed \_\_\_\_\_

Number of honor's sections taught \_\_\_\_\_

PROFESSIONAL GROWTH AND DEVELOPMENT _____ (20-40%)	RANKINGS						EVIDENCE/COMMENTS
	5	4	3	2	1	N A	
<b>AREA OF FOCUS:</b>							

1. Submits manuscripts to peer-reviewed publications.							
2. Publishes in peer-reviewed publications.							
3. Submits abstracts for regional, national or international presentation.							
4. Presents papers at regional, national or international conferences.							
5. Publishes books, monographs, or book chapters.							
6. Serves on editorial/review boards.							
7. Participates in notable continuing education efforts.							
8. Maintains professional certifications.							
9. Maintains professional nursing practice.							
10. Achieves professional recognition.							
11. Submits grant proposals.							
12. Receives grant funding.							
13. Serves as professional nursing consultant and expert.							
14. Actively participates in professional organizations.							
15. Assumes leadership roles in professional organizations.							
16. Demonstrates the scholarship of discovery, teaching, integration, or application through the following additional activities:							

Number of books and monographs \_\_\_\_\_

Number of book chapters \_\_\_\_\_

Number of peer-reviewed articles submitted \_\_\_\_\_

Number of peer-reviewed articles accepted \_\_\_\_\_

Number of paper presentations submitted \_\_\_\_\_

Number of paper presentations accepted \_\_\_\_\_

Number of positions held in journal editing/review \_\_\_\_\_

Number of grant proposals submitted \_\_\_\_\_

Number of grant proposals funded \_\_\_\_\_

Number memberships in honors organizations \_\_\_\_\_

Number offices held in professional organizations \_\_\_\_\_

SERVICE _____ (10-30%)	RANKINGS						EVIDENCE/COMMENTS
	5	4	3	2	1	N A	
1. Works cooperatively and collaboratively with others to meet department goals.							
2. Meets departmental committee obligations effectively.							
3. Performs effectively in leadership roles in the department.							
4. Seeks service on Department, university, or system-wide committees.							
5. Meets Department, university, or system-wide committee obligations effectively.							
6. Performs effectively in leadership roles in the Department, university, or system.							
7. Meets advising responsibilities effectively.							
8. Successfully serves as faculty advisor to student groups.							
9. Successfully serves as a course coordinator.							
10. Successfully serves as a Caring Group facilitator.							
11. Successfully serves as mentor to new faculty.							
12. Actively participates in community service organizations (e.g., committees, boards, panels).							
13. Performs effectively in leadership roles in the community.							

Number of Department/university/system-wide committee appointments \_\_\_\_\_

Workload hours:

Spring semester \_\_\_\_\_

Fall semester \_\_\_\_\_

Notable continuing education or academic advancement during the evaluation period:

Strengths/Areas for Growth/Comments:

I have read this evaluation and discussed it with the Chair of the Department.

\_\_\_\_\_  
Faculty signature/Date

\_\_\_\_\_  
Chair signature/Date

**UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING**

**ANNUAL TENURE TRACK NURSING FACULTY  
SELF-EVALUATION FORM**

**FACULTY MEMBER:** \_\_\_\_\_ **RANK/TENURE STATUS:** \_\_\_\_\_

**EARNED ACADEMIC DEGREES:** \_\_\_\_\_ **EVALUATION YEAR:** \_\_\_\_\_

**RANKINGS: 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; NA = Not Appropriate**

TEACHING _____ (40-70%)	RANKINGS						EVIDENCE/COMMENTS
	5	4	3	2	1	NA	
1. Teaches in a manner that reflects the department philosophy and program mission and learning objectives.							
2. Implements the curriculum using approved course learning goals/content and appropriate teaching-learning strategies.							
3. Incorporates current nursing knowledge/theory/research and professional standards/guidelines for practice.							
4. Creates a personal learning environment that is characterized by caring and holism.							
5. Works collaboratively with learners to develop critical thinking skills.							
6. Demonstrates innovations in professional education							
7. Employs information technology successfully.							
8. Supervises independent student work/research projects effectively.							
9. Adheres to university and department policies related to teaching.							
10. Earns positive student evaluations of teaching effectiveness.							
11. Earns positive peer evaluations of teaching effectiveness.							
12. Evaluates own teaching effectiveness accurately.							
13. Utilizes student, peer, and chair evaluations to improve teaching effectiveness.							
14. Provides evidence of maintaining a Teaching Portfolio.							

Number of new courses developed \_\_\_\_\_

Number of honor's sections taught \_\_\_\_\_

PROFESSIONAL GROWTH AND DEVELOPMENT _____ (20-40%)	RANKINGS						EVIDENCE/COMMENTS
	5	4	3	2	1	N A	
<b>AREA OF FOCUS:</b>							
1. Submits manuscripts to peer-reviewed publications.							
2. Publishes in peer-reviewed publications.							
3. Submits abstracts for regional, national or international presentation.							
4. Presents papers at regional, national or international conferences.							
5. Publishes books, monographs, or book chapters.							
6. Serves on editorial/review boards.							
7. Participates in notable continuing education efforts.							
8. Maintains professional certifications.							
9. Maintains professional nursing practice.							
10. Achieves professional recognition.							
11. Submits grant proposals.							
12. Receives grant funding.							
13. Serves as professional nursing consultant and expert.							
14. Actively participates in professional organizations.							
15. Assumes leadership roles in professional organizations.							
16. Demonstrates the scholarship of discovery, teaching, integration, or application through the following additional activities:							

Number of books and monographs \_\_\_\_\_

Number of book chapters \_\_\_\_\_

Number of peer-reviewed articles submitted \_\_\_\_\_

Number of peer-reviewed articles accepted \_\_\_\_\_

Number of paper presentations submitted \_\_\_\_\_

Number of paper presentations accepted \_\_\_\_\_

Number of positions held in journal editing/review \_\_\_\_\_

Number of grant proposals submitted \_\_\_\_\_

Number of grant proposals funded \_\_\_\_\_

Number memberships in honors organizations \_\_\_\_\_

Number offices held in professional organizations \_\_\_\_\_

SERVICE _____ (10-30%)	RANKINGS						EVIDENCE/COMMENTS
	5	4	3	2	1	N A	
1. Works cooperatively and collaboratively with others to meet department goals.							
2. Meets departmental committee obligations effectively.							
3. Performs effectively in leadership roles in the department.							
4. Seeks service on Department, university, or system-wide committees.							
5. Meets Department, university, or system-wide committee obligations effectively.							
6. Performs effectively in leadership roles in the Department, university, or system.							
7. Meets advising responsibilities effectively.							
8. Successfully serves as faculty advisor to student groups.							
9. Successfully serves as a course coordinator.							
10. Successfully serves as a Caring Group facilitator.							
11. Successfully serves as mentor to new faculty.							
12. Actively participates in community service organizations (e.g., committees, boards, panels).							
13. Performs effectively in leadership roles in the community.							

Number of Department/university/system-wide committee appointments \_\_\_\_\_

Workload hours:

Spring semester \_\_\_\_\_

Fall semester \_\_\_\_\_

Notable continuing education or academic advancement during the evaluation period:

Strengths:

Areas for Growth:

\_\_\_\_\_  
Faculty signature/Date

Form Reviewed April 23, 2007

**UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING**

**ANNUAL NON-TENURE CLINICAL TRACK NURSING FACULTY  
CHAIR EVALUATION FORM**

**FACULTY MEMBER:** \_\_\_\_\_ **RANK STATUS:** \_\_\_\_\_

**EARNED ACADEMIC DEGREES:** \_\_\_\_\_ **EVALUATION YEAR:** \_\_\_\_\_

**UNDER REVIEW**

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**UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING**

**ANNUAL NON-TENURE CLINICAL TRACK NURSING FACULTY  
CHAIR EVALUATION FORM**

UNDER REVIEW

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Intentionally left blank

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# University of West Georgia Department of Nursing

## Peer Review Evaluation Form Classroom Instruction

Date of Review: \_\_\_\_\_  
 Year of Review:  
 1<sup>st</sup>  3<sup>rd</sup>  Other \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Room #: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Reviewer(s): \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Tenured     Tenure-Track     Non-tenure Track     Other

5 = Excellent; 4 = Very Well; 3 = Adequately; 2 = Needs Work; 1 = Not Applicable -or- Not Observed

	5	4	3	2	1		Comments
--	---	---	---	---	---	--	----------

### ORGANIZATION

1. Preparation for class is evident							
2. Communicates objectives clearly (posted or stated)							
3. Uses class time well							
4. Organizes learning activities efficiently							
5. Uses effective classroom management techniques							

### CONTENT

1. Demonstrates confidence when explaining subject matter							
2. Exhibits knowledge about subject matter							
3. Uses variety of ways or gives examples to explain subject matter when needed							
4. Presents content at appropriate level for students							
5. Communicates content clearly							
6. Relates theory to practice							
7. Relates previous content to current subject matter							

### INSTRUCTIONAL SKILLS

1. Choice of teaching technique is appropriate for objectives							
2. Speaks clearly with adequate volume							
3. Demonstrates enthusiasm about the subject							
4. Makes subject matter interesting							

	5	4	3	2	1	
5. Emphasizes major points during delivery of subject matter						
6. Provides opportunities for critical thinking, analysis and independent thought by students						
7. Asks probing questions						
8. Provides cues or rephrases questions when needed						
9. Encourages student questions						
10. Responds clearly to questions						
11. Restates students' questions or comments as needed						
12. Uses various teaching methods effectively						
13. Uses educational media appropriately						

**STUDENT INTERACTION & RAPPORT**

1. Greets students' at beginning of class						
2. Demonstrates respect for students and their thoughts and/or concerns						
3. Creates a caring environment for student learning						
4. Responds appropriately to students' puzzlement or boredom						
5. Uses humor or anecdotes appropriately						
6. Welcomes multiple and diverse perspectives						
7. Sensitive to individual interests and abilities						

**INSTRUCTIONAL STRATEGIES USED (Check all that Apply)**

<input type="checkbox"/> Lecture <input type="checkbox"/> Q & A <input type="checkbox"/> Discussion	<input type="checkbox"/> Small group activities <input type="checkbox"/> Student presentations <input type="checkbox"/> Active learning	<input type="checkbox"/> In-class exercises <input type="checkbox"/> Overheads/Chalkboard <input type="checkbox"/> Other _____ _____
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COMMENDATIONS:

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RECOMMENDATIONS:

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## SECTION 4: POLICIES/PROCEDURES RELATED TO TEACHING, SERVICE, AND TRAVEL

**TEACHING****Syllabi (revised April 30, 2007)**

Nursing syllabi must contain the following information:

- Course number, course name, number of credit/clinical hours,
- Pre-requisite/co-requisite courses
- Faculty Information –name, title, office location, room number, phone number(s) (office/fax/other), E-mail address
- Faculty office hours
- Information about official communication being ONLY through campus E-mail (MyUWG/WebVista)
- Course description
- Course learning goals (include relationship to program objectives)
- Course content outline including assignments/learning activities appropriate to those topics
- Required textbooks and other readings
- Methods of evaluation and grading scale
  - If extra credit opportunities are a course option, then the syllabus should include a statement of access to extra credit projects
- Any additional expectations the faculty intends to enforce (as appropriate)
  - Clinical requirements
  - ATI testing requirements
  - Attendance policy
  - Classroom behavior guidelines
  - WebVista requirements and use
  - Use of Turnitin.com

**Optional**

- Calendar of course content & class assignments – preferred/not required
- Academic dishonesty statement
- Disability statement

**Faculty Responsibilities:**

- Submit course syllabi to Department of Nursing Webmaster by the following deadlines:
  - August 1 for Fall semester courses,
  - January 1 for Spring semester courses,
  - May 1 for Summer semester courses;
- Place the current copy of syllabus in the appropriate course notebook at the beginning of the semester in which it is taught;
- Send a digital copy of course syllabi to the Department Office Manager; the Department of Nursing will maintain an electronic copy of each course syllabus;
- Give a hard copy of the syllabus being replaced to the Department Office Manager to be filed for future reference;
- For WebVista courses, access should be given to new faculty teaching the course.

**Guidelines for Course Changes**

Changes in nursing course descriptions, learning goals, and major content must be reviewed by the sustaining the Caring Curriculum committee and approved by the faculty. Individual faculty members may change learning activities and instructional strategies.

**Caring Group**

The following statement should be used in the syllabi for the Caring Group courses:

Caring Group activities are scheduled as a component of the clinical experience for the course. These activities are designed to provide the opportunity to learn caring as the essence of nursing and to promote learning to care for self, others and the profession.

**Academic Dishonesty Statement**

The Department of Nursing faculty value professional and academic integrity and will not tolerate any form of student dishonesty or deception. Faculty are expected to discuss cheating, plagiarism and other forms of academic dishonesty with student and include a related statement in course syllabi. The following statement is suggested: "The academic dishonesty policy of this course is the same as that of the University of West Georgia and is found in the UWG connection and Student Handbook, appendix A. Evidence of student cheating, fabrication, or plagiarism may result in a grade of zero for the assignment, failure in the course and dismissal from the program." Faculty may elaborate on this statement as appropriate. Faculty are expected to implement procedures for enhancing testing security and preventing cheating as approved by the Department.

**Disability Statement:**

A suggested statement: "The Student Development Center coordinates special services for disabled students including physical disabilities or learning disorders. Students must register with Disabled Student Services to receive certain accommodations including extended test time or individual testing. For further information, call 678.839.6428."

**Nursing Grading Scale**

The following grading scale is standard for all undergraduate nursing courses:

A	90-100
B	80-89
C	75-79
D	60-74
F	below 60

The following grading scale is standard for all graduate nursing courses:

A	90-100
B	80-89
C	75-79
F	below 75

**Office Hours**

The Department of Nursing follows the University's recommendation of ten hours of office hours per week (regularly scheduled advising hours may be included in this number as well as online office hours). Hours are posted on the bulletin board outside each office at the beginning of the semester. The Department secretary maintains a copy of each faculty member's weekly schedule of class/clinical and office hours and should be notified of changes as needed.

## **Class/Clinical Schedules and Faculty Absences**

The Department of Nursing follows the University's published schedule of classroom and clinical activities for each semester. Each class or clinical session will meet for the requisite number of hours as specified on Banweb. Students enrolled in clinical sections that meet for more than six hours in one day will be allowed one thirty-minute meal break and one to two fifteen-minute coffee breaks as appropriate. Scheduled class and clinical sessions may be cancelled only in the event of emergencies and weather-related closings.

Nursing faculty are expected to meet classroom/clinical teaching and posted office/advising obligations. Absences from these commitments are allowed only for illness or professional activities related to scholarship and service. Faculty are expected to notify the chair of absences and the arrangements that have been made to meet scheduled obligations. UWG sick and family leave policies are found at [www.westga.edu/~vpaa/handrev/111](http://www.westga.edu/~vpaa/handrev/111). The Department of Arts and Sciences leave options are found in the Department Bylaws at [www.as.westga.edu/](http://www.as.westga.edu/).

## **Learning Resource Utilization Policy**

A variety of audiovisual and supplemental learning resources are located in the Department of Nursing. Students and faculty may check out an item after signing a form located at the main desk. Students will have a two-hour time limit for keeping learning resources. All learning resources are to remain on campus in classrooms, conference rooms, or the Nursing Resource Center. If a student fails to return an item, a hold will be placed on the student's registration for the next semester until the item is returned. Faculty teaching a specific course may move items to a separate shelf designated for that course.

## **Generic BSN Clinical Course Grading Policies**

Students must satisfactorily complete all clinical learning activities and associated written assignments to pass the course. Students with unsatisfactory clinical performance will receive a "F" or "U" in the course (as appropriate for the particular course), regardless of grades earned on exams. Students may also be required to "make up" clinical absences that compromise their ability to meet learning goals.

Grades on written assignments may be calculated into the final course grade for Generic BSN clinical courses only if the student has an examination average of 75.00% or above. Exam scores will include all quizzes and the final exam.

Generic BSN students must have a course average of 75.00% to earn a "C" in clinical courses. Numerical averages below 75.00 may not be rounded up.

## **Skills Courses Calculation Quizzes**

Students enrolled in NURS 3182 (Skills I), NURS 3272 (Skills II), and NURS 4382 (Skills III) must earn 100% on the medication calculation exam given in each of these courses. Students will be given three attempts to earn the necessary 100%. The first attempt is scheduled during class time. The other two attempts must be scheduled prior to the withdrawal date and during a time when students do not meet for another course. Students who do not earn 100% on the third attempt will be required to withdraw and will receive a grade of "W" for the course.

## **Clinical Facility Surveys**

All clinical facilities utilized by the Department of Nursing must be surveyed once every two years. Survey forms can be obtained from the Office Manager and will be completed as follows:

1. By midterm of each semester, faculty members teaching clinical courses will give the Department of Nursing Office Manager a list of the facilities in which students have been placed.
2. The Office Manager will check facility files to determine if a survey has been completed within the previous two years. If one has not been completed, she will notify the faculty member regarding which facility surveys must be obtained.
3. Faculty are responsible for assuring completion of the survey forms and may ask students and/or preceptors

for assistance as appropriate.

4. The completed surveys will be returned to the Office Manager by the end of the semester for filing with facility contracts.

### **Clinical Facility Health Professional Requirements**

Faculty and students must have the following documents on file in the Department before they may begin clinical activities in contracted health care agencies:

**Current physical exam** (within 1 year of clinical dates; form available in the DON)

**Proof of negative TB skin test** (within 1 year of clinical dates) - individuals with positive TB skin tests must receive follow-up assessment and treatment as recommended by the CDC and affiliating agency before being allowed to participate in clinical activities.

**MMR and Varicella** (as required by agency)

**CPR certification** (within 1 year of clinical dates)

**Proof of Hepatitis B immunization series, immunity, or waiver**

**Proof of professional liability insurance with \$1,000,000/3,000,000 minimum coverage**

**Copy of LPN or RN license as appropriate**

**Proof of health insurance coverage** (as required by agency)

Additional documents may be required by selected agencies and may include criminal background checks. Faculty teaching clinical sections must verify that these documents are on file in the Department before students assigned to their section may begin clinical activities. The absence of any required document will prevent the student from participating in clinical activities and may result in failure to meet course requirements if clinical performance expectations cannot be met as a result.

### **Faculty Curriculum Vitae**

Each faculty member will maintain a current curriculum vitae (as outlined in the UWG Faculty Handbook) on the DON website. Annual updates must be completed by August 1 of each academic year and submitted to the DON Webmaster for uploading.

### **BSN Testing Policy - ATI Policy (Approved 4/23/07)**

The following policy describes the use of the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Plan (CARP) as a component of admission, progression and graduation in the generic BSN program at the University of West Georgia. This policy has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-RN after graduation.

1. **Admission:** The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. Students are required to achieve an Individual Score at or above the Individual National Mean on the TEAS in order to be considered for admission.

**Rationale:** Based on the results of a pilot study conducted with students at West Georgia, the national mean on the TEAS was adopted as a minimum score for consideration for admission into the program. This study indicated that students who scored below the national mean were highly unlikely to be successful in the program.

2. **Progression:** Students must complete the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in NURS 3122, Professional Concepts, and the Critical Thinking Exit Exam in NURS 4422, Senior

Seminar, by the assigned dates in order to pass the courses. Students who do not meet these requirements will be given a “D” in the course.

**Rationale:** While a set passing score has not been mandated for the Critical Thinking Entrance and Exit Examinations, students are required to take the examinations. Data from these examinations and the Self-Assessment Inventory provide information that can be used in counseling students for success in the program. These data also provide information regarding BSN Program Outcomes.

3. **Progression:** The ATI review and remediation Content Mastery Series is used as a component of progression in the program. Students must provide documentation of the completion of assigned Unsecured (non-proctored) ATI Content Mastery exams at a score of 90% by the date set forth in the course calendar in order to be eligible to take the Secured (Proctored) examination. It is recommended that students wait a minimum of two weeks to repeat an examination. Students who do not meet this requirement will be given a “D” in the course. Required generic BSN nursing courses and related RN ATI content mastery exams are listed below:

NURS 3135	Fundamentals of Nursing Practice
NURS 3235	Mental Health
NURS 3245	Maternal-Newborn Nursing Care of Children
NURS 4335	Medical-Surgical
NURS 4335	Pharmacology
NURS 4485	RN Comprehensive Predictor

**Rationale:** The 90% proficiency requirement for the non-proctored exams will provide the opportunity for review of content and enhance the potential for doing well on the Secured exams. A two week minimum between attempts reduces the use of rote memory in order to achieve the required score, thus enhancing learning. Scheduling examinations throughout the semester could potentially reduce students’ stress due to procrastination in preparing for the Secured examination.

While the ATI Unsecured examinations are not required for NURS 4345, Community Health Nursing and NURS 4433, Management and Leadership, students will be encouraged to take the exams to take advantage of the opportunity for review and practice with the related course content.

4. **Course Credit:** Scores on the Secured (Proctored) ATI Examinations in selected courses comprise a component of the course grade. 10% of the credit in these courses will be based on achievement of Proficiency Levels as indicated by ATI for selected courses. In those courses where there are 2 examinations, each exam will count 5% of the course grade, for a total of 10%.

NURS 3135	Fundamentals of Nursing Practice (10%)
NURS 3235	Mental Health (10%)
NURS 3245	Maternal-Newborn (5%) Nursing Care of Children (5%)
NURS 4335	Medical-Surgical (5%)
NURS 4335	Pharmacology (5%)

Grading will be based on the achievement of levels of proficiency as indicated by ATI. The required scores will be indicated on the relevant course syllabi.

- Students scoring at or above Level 2 will receive a grade of 100%
- Students scoring at or above Level 1 will receive a grade of 80%
- Students scoring less than Level I will receive a grade of 0%

Any student who scores less than Level I will be required to participate in a remediation program as prescribed by the instructor.

**Rationale:** Students must achieve a score at or above Proficiency Level 1 in order to receive any portion of the

10% credit toward the grade in the relevant course. According to ATI, (2006) students achieving a score on the Content Mastery ATI examinations in the courses listed above at Proficiency Level 1 are “likely to just meet NCLEX standards in this content area” and demonstrate(s) the minimum level of knowledge in this area...”(*Comprehensive Assessment and Review Program RN Faculty Resource Guide*, (p. 7). Therefore, course credit will only be given to students at or above Level 1. The faculty believe that students in these courses should demonstrate this minimum level of competency for course credit.

5. **Graduation:** The proctored ATI RN Comprehensive Predictor Exam is a component of NURS 4485, Special Topics in Nursing: NCLEX Preparation, a course required for graduation. Students must pass the examination (within three attempts) during this course with a score commensurate with a 95% chance of passing NCLEX-RN on the first attempt. Required scores vary based on the version of the test taken (2.0 or 3.0). Students will be provided with the test score that must be achieved on the first attempt at the beginning of the semester and the scores required for the second and third attempts as needed. The first and second attempts must be completed by the scheduled deadline date (prior to midterm) or students will be administratively withdrawn from the course. If a student fails on two attempts, remediation will be required prior to the third attempt. The faculty member/consultant will determine when the student is ready for re-testing. Students failing on the third attempt will be given a “D” in the course. Students will be allowed to repeat the NCLEX Success course once, regardless of previous failures in nursing courses.

**Rationale:** A score on the Comprehensive Predictor indicating a 95% chance of passing NCLEX-RN is indicative of a student’s potential for success on NCLEX-RN. Allowing students to repeat the NCLEX-RN Preparation course one time reflects UWG’s commitment to graduating as many students as possible. Students will be cautioned that this score is valid only at the time the examination is taken and does not guarantee a 95% chance of passing NCLEX-RN at the time the licensure exam is taken. Students will be counseled to continue to review and take sample test questions prior to the exam.

## **PRECEPTORS: SELECTION, APPROVAL, ROLE DEVELOPMENT, AND EVALUATION (REVISED 3/13/06)**

### **Selection and Approval**

- Students, faculty, or representatives from health care organizations will recommend individuals as potential preceptors.
- Preceptors will:
  - Be sufficient in quantity and quality to achieve the department mission, philosophy, and goals and BSN/MSN program missions, objectives, and expected results.
  - Practice nursing in a manner that reflects current professional nursing standards and guidelines.
  - Meet Georgia Board of Nursing licensure, educational, and practice requirements (GBON Rule 410-3.06).
  - Complete the Georgia Board of Nursing Preceptor Qualification Record.
  - Be interested in working with the student in the role of preceptor as teacher and mentor.

### **Role Development**

- Faculty will:
  - Plan and conduct an orientation to the role of preceptor.
  - Guide the preceptor in identifying student learning needs, selecting appropriate teaching-learning strategies and activities, and evaluating student learning.
  - Establish and maintain clear lines of communication for all participants in the preceptorship.
  - Communicate regularly with preceptor and student as appropriate to achieve learning goals and evaluate progress.

### **Evaluation**

- Faculty will evaluate preceptor qualifications, the performance of the preceptor and the student, and the effectiveness of preceptorships as appropriate for the curricular learning experiences and goals.
- Students will evaluate the performance of the preceptor and the appropriateness of the preceptorship experience in meeting learning goals.
- Preceptors will collaborate with faculty to evaluate student achievement of learning goals and the effectiveness of the preceptorship experience.
- Faculty are responsible for the final evaluation of student performance.

## **EVALUATION OF STUDENT CLINICAL PERFORMANCE (APPROVED 8/9/02/REVIEWED 4/23/07)**

Faculty members will evaluate the clinical performance of each student enrolled in a graduate or undergraduate nursing course with a clinical practice component as follows:

1. Faculty will utilize a Clinical Evaluation Tool to rate student performance on clinical learning goals that relate to course learning goals. Student performance will be rated as “satisfactory,” “needs improvement,” “unsatisfactory,” or “not applicable.” All Evaluation Tools will be identified by the appropriate course number, name, and semester of use and explain use of the above ratings.

2. Faculty will continuously assess student progress toward attainment of clinical learning goals. Any “needs improvement” or “unsatisfactory” ratings will be documented in writing as they occur and a copy given to students.
3. Faculty will conduct face-to-face midterm and final clinical evaluation conferences with each student to document progress toward meeting clinical learning goals. Written documentation of the conferences will include the following:
  - a. Faculty and student narratives of student strengths and areas for growth based on Clinical Evaluation Tool ratings.
  - b. Faculty documentation that student performance is either “satisfactory” or “unsatisfactory.”
  - c. Faculty documentation of student midterm and final grades in the didactic component of the clinical course (as appropriate).
  - d. Student, faculty, and clinical preceptor (as appropriate) signatures and dates of conferences.
4. Completed midterm and final clinical evaluation documents will be placed in the student’s official department record within one week of the conference.
5. The following clinical evaluation documents will also be completed for each clinical course (as appropriate) and retained in the student’s official department record:
  - a. A document recording clinical hours and completed activities for all students being supervised by preceptors. This document should be signed and dated by the student, the preceptor, and the faculty member.
  - b. An updated “Skills Checklist” for all Generic BSN students. This document should be signed and dated each semester by the student and the faculty member. Students will retain/maintain their “Skills Booklet” as an unofficial document for use in the clinical setting.

### **MIDTERM REPORTING OF UNSATISFACTORY PERFORMANCE (APPROVED 8/9/02/REVIEWED 8/31/06)**

The Department Chair will officially notify any BSN/MSN student performing at an unsatisfactory level at the mid-point of the semester. Faculty will identify any student who meets the following criteria as “unsatisfactory” at midterm:

1. BSN/MSN student with an unsatisfactory rating on clinical performance.
2. BSN student with a didactic grade less than 75.00% of possible points.
3. MSN student with a didactic grade less than 80.00% of possible points.

Faculty are encouraged to schedule at least one examination or other graded activity prior to the mid-point of a course. The names of students performing at an unsatisfactory level will be submitted to the Department Chair no later than one week after the midterm of the semester. Notification letters will be immediately sent to the student’s official University address.

Faculty will schedule a conference with each student performing at an unsatisfactory level. Midterm clinical evaluation conferences will satisfy this requirement in courses in which there is a clinical component. Faculty teaching non-clinical courses will need to schedule a conference.

### **GUIDELINES FOR TEST DEVELOPMENT/ADMINISTRATION (REVISED 3/13/06)**

Nursing faculty will develop examinations to measure student knowledge and progress toward meeting course learning goals. The following guidelines facilitate the development of examinations that are valid and reliable measures of student achievement:

1. A bank of test items will be maintained either via electronic file or hard copy for each course. The Course Coordinator will maintain these materials in team taught courses.

2. Individual examinations will be constructed by the choice of appropriate test bank items or the development of new items as appropriate. In either case, the faculty members preparing the test items should be certain that the content/learning goals being tested have been covered in class and /or in the assigned readings and learning activities. Faculty will be responsible for giving study guidance, including areas of emphasis, to students prior to each test.
3. Each faculty member will maintain a test blueprint system that documents content areas, domain level and nursing process as appropriate for the course. Faculty will complete the "NCLEX-RN Exam Analysis Worksheet" for each exam administered in the courses listed in #11 and submit it to the Coordinator of the Undergraduate Program by the end of the semester in which the course was taught. The Excel worksheet is located on the Nursing "J" drive under 'forms' as NCLEX\_Test-Blueprint and an example can be found in Section IV.
4. The faculty member writing/selecting test items is encouraged to submit the questions to another faculty member for review prior to the administration of the exam. Items will be reviewed for appropriateness, clarity, and accuracy.
5. The Course Coordinator is responsible for the preparation of the final copy of each test in a given course.
6. The duration of the testing period will be determined by the method of testing (i.e. multiple choice, short answer, and essay). Accommodations will be made for students with special needs according to UWG policy.
7. All tests with multiple-choice items will be analyzed for the following:
  - a. Item difficulty – describes the percentage of correct responses to a question. An optimal level is 0.30-0.70. Items are considered easy at 0.80 and above. Items at 0.20 and below are difficult.
  - b. Discrimination Index – indicates test item quality. A positive discrimination value indicates the item was answered correctly by more students who scored high on the exam. A negative value indicates that more students who did poorly on the exam answered the item correctly.
    - > 0.39 - very good
    - 0.30 - 0.39 – reasonably good
    - < 0.20 – 0.29 – item needs review
  - c. Response frequencies – the number of students who chose each response. Ideally, all distracters are plausible and should be chosen by at least one student.
8. Faculty will review all statistical results of exams to determine if action is necessary.
9. Faculty will provide students with an opportunity to review examinations in a method determined to be appropriate for the course and level of student. The purpose of the review is to provide an opportunity for students to review content, examine their thought processes, and develop critical thinking skills.
10. One copy of each exam, the answer key and statistical analyses, and the students' grade will be filed in the Department.
11. Exams in the following clinical courses should include the designated percentage of nursing decision-making test items at the application or higher level (approved 10/13/06):
  - a. At least 50% in NURS 3135, Professional Nursing Practice
  - b. At least 65% in NURS 3235, Mental Health Nursing Practice, and NURS 3245, Family Health Nursing Practice
  - c. At least 75% in NURS 4335, Adult Health Nursing, and NURS 4345, Community Health Nursing
  - d. At least 80% in NURS 4468, Senior Practicum

Two sources which can be used as references for test development include: *Evaluation and Testing in Nursing Education* (2005) by Oermann, M. H. & Gaberson, K.B. and *Systematic Assessment of Learning Outcomes: Developing Multiple Choice Exams* (2002) by McDonald, M.E.

## **PROCEDURES FOR ENHANCING TESTING SECURITY AND PREVENTING CHEATING (REVISED 3/14/05)**

- Review the “*What is Academic Dishonesty?*” handout with all students at the beginning of the course. A copy is located in Section IV.
- Consider using an *Acknowledgement* as part of the exam: “I understand school policies concerning academic integrity and that I will be subject to discipline if I violate any part of the policy. I affirm that I did not give or receive any assistance on this examination.”
- Use alternate versions of the test, putting the questions in a different order; provide a different test for students who take it in subsequent periods.
- Do not allow anyone to leave the room once the test has begun unless the student has a medical problem or an illness.

### **Procedures for administering all tests (paper/pencil or WebCT):**

1. Randomly assign students to a computer station or seat in the room.
2. Prohibit all extraneous items – *students should have nothing on their desks or in their possession that is not necessary to the exam*. Ask students to place purses, backpacks, cell phones, pagers, watches, and personal items in a designated area in the room; faculty will provide scratch paper as appropriate.
3. If a calculator is allowed, be sure that each student clears the calculator’s memory.
4. Two faculty members will actively monitor all students throughout the testing period; for WebCT testing, one faculty member will monitor student computers.
5. Students who need individual ADA testing accommodations are subject to the same procedures and must be monitored continuously during the test.

### **Test Review Procedures**

1. Students may not have access to their test during a WebCT test review; students may not have access to their answer sheet for a paper/pencil test.
2. Prohibit all extraneous items as above for test review; students may not take notes during test review.

### **Special procedures for administering/reviewing a WebCT test:**

1. Hide the content module icon in each course before the test.
2. Set quiz settings to give only one question at a time with no revisiting; randomize questions if possible.
3. Set quiz settings to reveal only the student’s score at the end of the test.
4. Remove all portable discs or CD’s from the computers immediately before the test.
5. Re-boot all computers immediately before the test.
6. Allow students to open only WebCT; no other windows may be open during testing.
7. Direct students to use the drop-down calculator available for ATI tests or for WebCT testing.
8. Require all students to shut down the computer and leave the room immediately upon completing the test.
9. Inform students that they may not go to any other computer and access the quiz or the WebCT course until the test period is over.
10. In preparing for test review, faculty can put themselves into the course as a guest student and take the quiz. Their quiz can be the “generic” test projected for review.
11. Following test review, faculty should go in and select “Deny access now” under quiz settings.
12. Hide the quiz icon following test review so that students cannot access the page from the course home page.

## **SERVICE**

Department of Nursing faculty participate in service activities that include academic advisement and committee membership.

### **Advising Schedules**

Each faculty member has a role as an academic advisor and the Department maintains open advising hours each semester to serve prospective/current nursing students. During the academic year, faculty members are expected to sign up for one three-hour advising session each week as a “primary advisor” and one three-hour session as a “secondary advisor.” Primary advisors must be available to students during the three hours of the scheduled advising session. Secondary advisors are not required to be available for advising except during pre-registration periods. Advisement phone calls coming into the Department will be referred to primary advisors. Some faculty may be assigned to advise in the EXCEL Center or a Learning Community as an alternative to Departmental advising. The EXCEL Center will assist in the advising of pre-nursing students. Faculty must schedule a substitute for planned absences that occur during their advising times and may be asked to do additional advising during special registration periods. Faculty under summer contract will assist with freshmen and transfer advising as requested by the Department Chair.

## **Undergraduate Student Advising**

Caring Group Facilitators are asked to serve as the primary academic advisor for Generic BSN students in their group. It is essential that the faculty member meet individually with each student in the group early in the fall semester of the junior year to review the student's academic record and complete a graduation checklist. This "junior review" clarifies graduation requirements and the student's progress toward meeting them. Any questions regarding transfer equivalencies and substitutions must be addressed at this time.

Faculty members teaching NURS 3122W (Professional Concepts) for the RN-BSN students are asked to meet individually with each student enrolled in the course to review the student's academic record and complete a graduation checklist. This review clarifies graduation requirements and the student's progress toward meeting them. Any questions regarding the Georgia RN-BSN Articulation Plan, transfer equivalencies, credit by exam, and substitutions must be addressed at this time.

Faculty members teaching NURS 4468 (Senior Practicum) in the Generic BSN program and the final clinical course in the RN-BSN program are asked to meet individually with each student to complete a GRADUATE SUMMARY (included in the Handbook) before the end of the semester. This evaluation will remain in the student's record after graduation and serve as a guide to writing recommendations for employers and graduate schools.

## **Graduate Student Advising**

Graduate faculty are assigned individual MSN students upon their admission to the program. Student and advisor will meet during the first semester of enrollment and complete a Program of Study form. The advisor will assist the student in selecting courses to meet the student's learning goals and make suggestions for selecting cognate courses. Students are expected to schedule a meeting with the advisor each semester to monitor the program plan and make revisions as needed. New Program of Study forms should be completed when changes are made.

## **SERVICE ON COMMITTEES**

All tenure-track Department of Nursing faculty serve on a Departmental Standing Committee as described in the Faculty Bylaws. In addition, they are encouraged to seek election to Department of Arts & Sciences and University committees. Faculty interested in appointments to ad hoc committees and University System of Georgia committees should notify the Chair of their interest.

## **SERVICE AS A CARING GROUP FACILITATOR**

The Department of Nursing is committed to the continued implementation of Caring Groups, an experiential strategy for learning caring, in the Generic BSN program. Caring Groups will be incorporated as a "way of being" into all clinical courses: NURS 3135, Professional Practice; NURS 3235, Mental Health Nursing 3245, Maternal Child Nursing, NURS 3355, Junior Practicum, NURS 4335, Medical Surgical Nursing, NURS 4345, Community Health Nursing and NURS 4468, Senior Practicum.

In these courses, caring will be emphasized based on the current Caring Group model which includes teaching/activities/discussion to promote caring for self, others and the profession. Clinical hours will be used for these activities and can be incorporated into the clinical day or conducted outside the clinical setting as the faculty and students in the group decide. These activities are designed to provide the opportunity to learn caring as the essence of nursing and to promote learning to care for self, others and the profession.

## **TRAVEL**

The Department of Nursing has funds to support faculty travel to the following:

1. Off-campus sites for classroom and clinical instruction.
2. Attendance at meetings of professional organizations of which the Department is a member.
3. Attendance at professional meetings to meet professional obligations, present papers, and contribute to professional growth and development.

The Department will make every effort to fund faculty travel requests.

Travel information and forms are available on the UWG Business and Finance Homepage at [http://www.bf.westga.edu/Travel/travel\\_information.asp](http://www.bf.westga.edu/Travel/travel_information.asp) and <http://www.bf.westga.edu/travel/Forms/> respectively and can be completed online. An Authorization to Travel Form must be submitted to and approved by the Department Chair before travel can begin. All travel for classroom and clinical instruction is covered under the Department's Standing Authorization to Travel and does not require approval. A State of Georgia Certificate of Exemption of Local Hotel/Motel Excise Tax form is also available online and should be used for in-state overnight lodging.

### **SECTION 5: ADVISING TIPS**

Academic advising is an art with many subtleties and takes years to learn – please be patient, yet persistent!

#### **Advising Resources**

Faculty can seek assistance from the following resources when advising questions arise:

UWG undergraduate and graduate catalogs

UWG Advising Manual at [www.westga.edu/~mcrafton/advman.html](http://www.westga.edu/~mcrafton/advman.html)

Faculty colleagues and Department Chair

Wanda Eidson, Administrative Assistant to the Registrar – Resource for undergraduate degree requirements

Class bulletins and registration information are available on Banweb at <http://banweb.westga.edu/> under Public Access. *The Scoop* provides additional information and serves as a guide for students and the Most current issue can be accessed through [http://www.westga.edu/index\\_students.php](http://www.westga.edu/index_students.php).

Faculty should use the student's most recent Academic Transcript from Banweb when advising. If the student has transfer courses from other institutions, a Transfer Equivalency Form from Banweb will also be needed. The Registrar should be contacted if these documents are not available via the computer.

#### **Selecting the Appropriate BSN Graduation Checklist**

Both quarter core and semester core curriculum graduation checklists are available for advising BSN students. The Quarter Core Curriculum Graduation Checklist is appropriate if the student has earned credit for quarter hour courses and an earned an associate or baccalaureate degree from a University System of Georgia institution. Anyone who does not meet these criteria must use the Semester Core Curriculum Graduation Checklist. BSN students must use the Semester Core Curriculum Graduation Checklist if they transferred to UWG from a non-University System of Georgia institution or if they were enrolled for the first time in a System institution fall 1998 or later.

#### **Transfer Equivalencies**

General undergraduate transfer equivalency information for University System institutions, private institutions in Georgia, USA Departments and universities, and even some international institutions can be found at [www.westga.edu/~registra/](http://www.westga.edu/~registra/).

Go to this site, click on “Undergraduate Admissions Transfer Equivalents” and then select the appropriate state/country and institution. Any questions that remain after a review of this site can be directed to Debra Hytower, Assistant to the Registrar.

### **Evaluation of Credit for Graduation**

Students are encouraged to request a report of their progress toward graduation (Senior Evaluation) upon completion of 75 semester hours of coursework. The appropriate form can be found at [www.westga.edu/~registra/](http://www.westga.edu/~registra/). Faculty and students (who are graduating under semester core) can view student progress toward graduation under “Degree Evaluation” on Banweb.

### **Special University System of Georgia Undergraduate Graduation Requirements**

Baccalaureate graduates of University System of Georgia institutions must demonstrate basic proficiency in reading and writing by passing the **Regents Exam**. Generic BSN admission requirements include the ability to successfully complete the Regents Exam by the fall semester of the senior year. RN-BSN admission requirements include the ability to satisfy Regents Exam requirements by the second semester of nursing coursework at the University of West Georgia.

Advisement of students in their first semester of BSN courses should include careful assessment of the Regents Exam requirement. Faculty are encouraged to direct students with questions about Regents Exam requirements to the Learning Support and Testing Department. Students admitted to UWG with an earned baccalaureate degree are exempt from the Regents Exam requirement.

Baccalaureate graduates of University System of Georgia institutions must demonstrate knowledge of **United States and Georgia history and government** by passing HIST 2111 or 2112 and POLS 1101 at a System institution. Students with American history and political science credit from a non-System institution will be required to take and pass the Georgia history and government exams. The Department of Nursing recommends that Generic students meet these requirements before enrollment in senior level nursing courses; RN-BSN students should be encouraged to complete these requirements as soon as possible.

Advisors can find information concerning satisfaction of these requirements on the Transfer Equivalency Form. Faculty should encourage students to complete the Regents Exam and history/constitution requirements as soon as possible to ensure graduation upon completion of BSN coursework.

Information about these exams and requirements is given to students upon admission to UWG and is available in the *UWG Undergraduate Catalog* which can be accessed through [http://www.westga.edu/index\\_students.php](http://www.westga.edu/index_students.php)

### **Nursing Requirements in Areas D and F**

Nursing has special requirements in Areas D and F of the semester core curriculum as listed in the current *UWG Undergraduate Catalog*. Students graduating under the semester system are expected to meet these requirements.

#### **Area D Requirements – Option III for nursing majors**

1. Laboratory science sequence – choose one of the following sequences

BIOL 1107/1107L (4) and 1108/1108L (4)  
 CHEM 1151K (4) and 1152K (4)  
 CHEM 1211K (4) and 1212K (4)  
 PHYS 1111/1111L (4) and 1112/1112L (4)

2. Statistics – MATH 2063 (3)

#### **Area F Requirements**

1. BIOL 2021/2021L (4) and BIOL 2022/2022L (4)

2. BIOL 2030/2030L (4)
3. NURS 2023 (3)
4. Social Science Elective 3 hours:  
Choose one 1000/2000 level course from any of these disciplines:  
ANTH, CEPD, ECON, GEOG, POLS, PSYC, SOCI

### **Nursing Requirements in Area II (quarter core checklist)**

Nursing requirements in Area II of the quarter core curriculum offer more flexibility than Area D of the semester core curriculum. Area II requirements are listed in the *1997-98 UWG Undergraduate Catalog* (a copy is available in the Department). For example, if a student graduating under the quarter core curriculum has not completed Area II science requirements when first advised in the Nursing Department, recommend that they follow the semester core curriculum requirements. If, on the other hand, a student has already completed a science sequence that is not biology, chemistry, or physics, the alternative sequence is acceptable as long as it meets Area II requirements. The Department of Nursing allows no substitutions in Area II for MATH 2063.

### **University System of Georgia Substitutions in Core Curriculum**

Students with earned associate or baccalaureate degrees from University System of Georgia institutions are eligible for UWG Core Curriculum substitutions if the first degree-granting institution had different core requirements than UWG. The Registrar will automatically indicate the substitution on the Transfer Equivalency Form. The usual substitutions for Dalton and Floyd graduates are noted on the RN-BSN checklists. Many RN-BSN students with an ASN from Floyd Department have credit for HIS 100, American History and Government, which satisfies the US/GA history and government graduation requirements. This course may be substituted for either HIST 2111 or 2112 or POLS 1101. If the student does not have three other eligible courses to meet the social science area requirements, they must take additional courses. The Registrar will automatically substitute any course from the social science elective list. Substitution of any other lower division social science course that is not approved for Area III/E (such as growth and development) must be approved by the Vice President for Academic Affairs.

### **UWG Substitutions in Core Curriculum**

#### Nursing Substitutions

The Department of Nursing Chair can write substitution memos for the following:

- Quarter Core Curriculum – Area II and IV only
- Semester Core Curriculum – Areas D and F only

Students with eligible Area D biology, chemistry, or physics courses that are not sequences may be eligible for a Departmental substitution.

#### Core Curriculum Substitutions

Only the office of the Vice President for Academic Affairs can approve substitutions in other areas of the Core Curriculum.

Please consult with the Department Chair before promising a student that a substitution will be approved. The Department Chair will write all substitution memos.

**Transfer Credit for Nursing Courses**Generic BSN Program

The Department of Nursing will accept upper division nursing transfer credit for the following required nursing courses in the Generic BSN program:

NURS 3172 – Health Assessment

NURS 3222W – Research and Evidence-Based Nursing Practice

Generic BSN/RN-BSN students must complete all other required nursing courses at UWG. Students may petition the Department for exceptions to this policy.

RN-BSN Program

The Department of Nursing will accept upper division nursing transfer credit for the following required nursing courses in the RN-BSN program:

NURS 3172 – Health Assessment

NURS 3222W – Research and Evidence-Based Nursing Practice

Registered nurses who have completed the online population health course through the Georgia Division of Public Health may also receive credit for NURS 4470 (Community Health for RN Students). Other transferred upper division nursing courses may be used to meet the three credit hour upper division elective. Associate degree nursing courses from other institutions may transfer as 1XXX and 2XXX credit in Area IV/F. When advising RN-BSN students, please place all eligible social science courses in Area III/E and use lower division nursing credit in Area IV/F.

MSN Program

A maximum of six semester hours of graduate credit may be transferred from other accredited institutions. All transfer courses must meet conditions established by the UWG Graduate School and will be reviewed by the Department before they will be accepted. Under no circumstances may credit earned through correspondence work be applied to the MSN degree.

**Credit by Exam for RN-BSN Students**

Registered nurse students may earn credit for NURS 3172 (Health Assessment) by successful completion of a written and performance exam. Study packets are available through the Department of Nursing. The Physical Assessment Test (NLN) is given through the Testing Center. The performance component is given through the Department of Nursing. The cost is \$100. Generic BSN students are not eligible for this examination.

RN-BSN students may receive “credit by exam” through the Georgia RN-BSN Articulation Plan as described in the Student Handbook. The Department Chair will complete the “credit by exam” forms after students have passed their first clinical course. The University charges \$6.00 for each hour of “credit by exam.” Students may receive varying amounts of credit, however, the Department usually awards the following:

1 hour of credit for XIDS 2001 (Area B Institutional elective)

36 hours of NURS 2XXX/3XXX (diploma RN’s only)

16 hours of NURS 3XXX (all non-UWG ASN graduates)

**Advising Documents**

The following advising documents are included in the Handbook. Documents marked by an asterisk (\*) are available on the Department of Nursing website at [www.westga.edu/~nurs/](http://www.westga.edu/~nurs/). The BSN Handbook can be accessed at

<http://www.westga.edu/~nurs/BSN%20Program/BSNprog.htm>. The MSN Handbook can be accessed at <http://www.westga.edu/~nurs/MSN%20Program/MSN%20Program.htm>.

Generic BSN Track – Carrollton (full-time) and Newnan (part-time)

- Applicant Information \*
- Semester Curriculum Plan\*
- Program Notification Document (to be read/signed by all nursing students; available in the DON)
- Application\*
- Semester Core Curriculum Graduation Checklist\*
- Quarter Core Curriculum Graduation Checklist (available in the DON)

RN-BSN Track – Carrollton, Rome, and Dalton (part-time)

- Applicant Information \*
- Semester Curriculum Plan\*
- Projected Course Offerings\*
- Program Notification Document (to be read/signed by all nursing students; available in the DON)
- Application\*
- Semester Core Curriculum Graduation Checklist \*
- Quarter Core Curriculum Graduation Checklist (available in the DON)

MSN Program

- Applicant Information\*
- Nursing Education Semester Curriculum Plans\*
- Health Systems Leadership Curriculum Plans\*

**SECTION VI: STUDENT-RELATED AND MISCELLANEOUS FORMS**

- Undergraduate Clinical Evaluation Tool – Example of Midterm and Final
- Generic BSN Semester Checklist
- RN-BSN Semester Checklist
- NCLEX® Test Blueprint

MIDSEMESTER CLINICAL EVALUATION TOOL

Date \_\_\_\_\_ Student (S) \_\_\_\_\_ Faculty (F) \_\_\_\_\_

	S	F	Rating	Comments
<b>COMPETENCE:</b>				
-meets basic needs for rest, sleep, hygiene, mobility, elimination,				
-collects appropriate data				
-identifies client needs based on assessment data				
-implements care to meet client needs				
-identifies and meets client/family needs for teaching				
-detects and reports changes in client condition				
-responds appropriately in emergency situations.				
-*safely administers and monitors therapeutic medications and treatment				
-prioritizes care in an appropriate fashion				
-promotes health and wellness in client				
-organizes care in a timely and efficient manner				
-*adheres to principles related to prevention of spread of infection.				
-*maintains a safe environment for clients				
<b>CONFIDENCE</b>				
-recognizes and keeps anxiety under control				
-demonstrates assertive behavior				
-displays confidence in own abilities to care for client				
-displays confidence in client's ability to make decisions regarding health				
-uses self-evaluation for personal growth				
<b>CARING:</b>				
-*provides a caring nurturing, helping environment for client and family				
-demonstrates caring for self				
-demonstrates caring for other nurses and health care team members				
-provides comfort measures				
<b>CRITICAL THINKING:</b>				
-participates in monitoring and ensuring quality of care				
-evaluates quality of care and revises care as needed				
-uses principles derived from biological, medical, social sciences, and				
-demonstrates problem solving abilities for changing situations				
-transfers knowledge from classroom to clinical situations				
-separates facts from opinions and preferences				
<b>CONSCIENCE:</b>				
-practices within the legal and ethical framework of nursing				
-uses resources wisely				
-*maintains client confidentiality and privacy				
-*assumes individual accountability and responsibility				
-recognizes limitations and seeks assistance when needed				

**HOLISM:**

-responds to clients in a manner that recognizes the interaction of mind-body-spirit within persons			
-*respects and cares for clients in non-judgmental manner			
-involves significant others in care of client			
-assesses spiritual needs of client and plans care accordingly			
-implement holistic nursing therapies when appropriate			
-integrates aspects of culture into care			

**COMMITMENT:**

-*arrives on time, reports absences appropriately			
-prepares for each clinical experience and submits work on time			
-identified and meets individual learning goals			
-functions in role of client/family advocate			
-*dresses in a professional manner			

**COLLABORATION:**

-*reports on and off to client's assigned nurse			
-supports other members of the health care team			
-assists clients to integrate health promotion techniques into their lifestyles			
-maximizes client's participation and control in achieving wellness			
-*communicates professionally with other members of healthcare team			
-uses change of shift to collect and report pertinent data			

**COMMUNICATION:**

-demonstrates beginning skill in communicating effectively with clients, significant others, and health team members			
-appropriately documents: -assessment data -interventions completed -changes in client's condition -client's response			
-plans care to meet communication needs of clients, ie, language difference, hearing impairments, etc.			
-reflects on the effect of personal communication style with others			

Use separate page if necessary to list all clients assigned.

Age	Medical Diagnoses	Age	Medical Diagnoses

Goals for the remainder of the semester in addition to individual learning goals:

Date \_\_\_\_\_

Student \_\_\_\_\_

Faculty \_\_\_\_\_

**FINAL CLINICAL EVALUATION TOOL**

Date \_\_\_\_\_ Student (S) \_\_\_\_\_ Faculty (F) \_\_\_\_\_

	Rating		Comments
	S	F	
<b>COMPETENCE:</b>			
-meets basic needs for rest, sleep, hygiene, mobility, elimination,			
-collects appropriate data			
-identifies client needs based on assessment data			
-implements care to meet client needs			
-identifies and meets client/family needs for teaching			
-detects and reports changes in client condition			
-responds appropriately in emergency situations.			
<b>-*safely administers and monitors therapeutic medications and treatment</b>			
-prioritizes care in an appropriate fashion			
-promotes health and wellness in client			
-organizes care in a timely and efficient manner			
<b>-*adheres to principles related to prevention of spread of infection.</b>			
<b>-*maintains a safe environment for clients</b>			
<b>CONFIDENCE:</b>			
-recognizes and keeps anxiety under control			
-demonstrates assertive behavior			
-displays confidence in own abilities to care for client			
-displays confidence in client's ability to make decisions regarding health			
-uses self-evaluation for personal growth			
<b>CARING:</b>			
<b>-*provides a caring nurturing, helping environment for client and family</b>			
-demonstrates caring for self			
-demonstrates caring for other nurses and health care team members			
-provides comfort measures			
<b>CRITICAL THINKING:</b>			
-participates in monitoring and ensuring quality of care			
-evaluates quality of care and revises care as needed			
-uses principles derived from biological, medical, social sciences, and			
-demonstrates problem solving abilities for changing situations			
-transfers knowledge from classroom to clinical situations			
-separates facts from opinions and preferences			
<b>CONSCIENCE:</b>			
-practices within the legal and ethical framework of nursing			
-uses resources wisely			
<b>-*maintains client confidentiality and privacy</b>			
<b>-*assumes individual accountability and responsibility</b>			
-recognizes limitations and seeks assistance when needed			

**HOLISM:**

-responds to clients in a manner that recognizes the interaction of mind-			
-*respects and cares for clients in non-judgmental manner			
-involves significant others in care of client			
-assesses spiritual needs of client and plans care accordingly			
-implement holistic nursing therapies when appropriate			
-integrates aspects of culture into care			

**COMMITMENT:**

-*arrives on time, reports absences appropriately			
-prepares for each clinical experience and submits work on time			
-identified and meets individual learning goals			
-functions in role of client/family advocate			
-*dresses in a professional manner			

**COLLABORATION:**

-*reports on and off to client's assigned nurse			
-supports other members of the health care team			
-assists clients to integrate health promotion techniques into their lifestyles			
-maximizes client's participation and control in achieving wellness			
-*communicates professionally with other members of healthcare team			
-uses change of shift to collect and report pertinent data			

**COMMUNICATION:**

-demonstrates beginning skill in communicating effectively with clients, significant others, and health team members			
-appropriately documents: -assessment data -interventions completed -changes in client's condition -client's response			
-plans care to meet communication needs of clients, ie, language difference, hearing impairments, etc.			
-reflects on the effect of personal communication style with others			

Use separate page if necessary to list all clients assigned.

Age	Medical Diagnoses	Age	Medical Diagnoses

**FINAL CLINICAL EVALUATION TOOL**

**STRENGTHS:**

**GOALS FOR NEXT SEMESTER:**

**COMMENTS:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Faculty Signature

NAME \_\_\_\_\_ Student ID# \_\_\_\_\_

**BACHELOR OF SCIENCE IN NURSING - GENERIC TRACK (Carrollton or Newnan)**  
**2006-2008**

<b>Semester Core Curriculum – 60 semester hours</b>							
	Hrs. Req.	Hrs. Com.	Hrs. Rem.		Hrs. Req.	Hrs. Com.	Hrs. Rem.
<b>Area A – Essential Skills - 9 hrs.</b>				<b>Area B – Institutional Priorities – 4 hrs.</b>			
ENGL 1101	3			Oral Communication	3		
ENGL 1102	3			Inst. Elective	1		
MATH 1001 or 1111	3						
<b>Area C – Humanities – 6 hrs.</b>				<b>Area D – Science, Math, Technology – 11 hrs.</b>			
Fine Arts Elective	3			Lab Science I*	4		
Humanities Elective	3			Lab Science II*	4		
				MATH 2063	3		
<b>Area E – Social Sciences – 12 hrs.</b>				<b>Area F – BSN Specific Courses – 18 hrs.</b>			
HIST 1111 or 1112	3			BIOL 2021/2021L	4		
HIST 2111 or 2112	3			BIOL 2022/2022L	4		
POLS 1101	3			BIOL 2030/2030L	4		
Social Science Elective	3			NURS 2023	3		
				Social Science Elective*	3		

\*Designated lab science sequences and social science courses are listed in the UWG Undergraduate Catalog.

<b>BSN Specific Course Requirements – 60 semester hours</b>							
<b>Generic BSN Courses – 59 hrs.</b>							
NURS 3122W – Professional Concepts	3			NURS 3355 – Junior Practicum	2		
NURS 3135 – Professional Nursing Practice	8			NURS 4335 – Adult Health Nursing Practice	7		
NURS 3172 – Health Assessment	2			NURS 4345 – Community Health Nursing Practice	5		
NURS 3182 – Skills I	3			NURS 4382 – Skills III	2		
NURS 3222W – Research and Evidence-Based Nursing Practice	2			NURS 4422W – Senior Seminar	2		
NURS 3235 – Mental Health Nursing Practice	5			NURS 4433 – Nursing Leadership	2		
NURS 3245 – Family Health Nursing Practice	5			NURS 4468 – Senior Practicum	9		
NURS 3272 – Skills II	2			NCLEX Preparation (NURS 4485)	1		
				Date Evaluated			
History	US		GA	Transfer Hrs.			
Constitution	US		GA	Qtr. Hrs. Completed			
Regents' Exam	Reading		Writing	Sem. Hrs. Completed			
WAC	Major		Other	Sem. Hrs. Remaining			
				Evaluator			

**UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING  
GENERIC BSN PROGRAM**

**GUIDE TO AREAS D AND F**

***Area D Requirements – Option III for Nursing majors***

1. Laboratory science sequence – choose one of the following sequences  
  
CHEM 1151K (4) and 1152K (4)  
CHEM 1211K (4) and 1212K (4)  
PHYS 1111/1111L (4) and 1112/1112L (4)  
BIOL 1107/1107L (4) and 1108/1108L (4)
  
2. Statistics – MATH 2063 (3)

***Area F Requirements***

1. BIOL 2021/2021L (4) and BIOL 2022/2022L (4)
  
2. BIOL 2030/2030L (4)
  
3. NURS 2023 (3)
  
4. Social Science electives – choose three hours of the following:  
  
PSYC 1030 (3)  
PSYC 1040 (2)  
PSYC 1101 (3)  
SOCI 1101 (3)  
SOCI 1160 (3)  
SPAN 1410 (3)  
CEPD 2102 (2)

NAME \_\_\_\_\_ Student ID# \_\_\_\_\_

**BACHELOR OF SCIENCE IN NURSING – RN-BSN TRACK**

2006-2008

<b>Semester Core Curriculum – 60 semester hours</b>								
	Hrs. Req.	Hrs. Com.	Hrs. Rem.		Hrs. Req.	Hrs. Com.	Hrs. Rem.	
<b>Area A – Essential Skills - 9 hrs.</b>				<b>Area B – Institutional Priorities – 4 hrs.</b>				
ENGL 1101	3			Oral Communication	3			
ENGL 1102	3			Inst. Elective	1			
MATH 1001 or 1111	3							
<b>Area C – Humanities – 6 hrs.</b>				<b>Area D – Science, Math, Technology – 11 hrs.</b>				
Fine Arts Elective	3			Lab Science I**	4			
Humanities Elective	3			Lab Science II**	4			
				MATH 2063	3			
<b>Area E – Social Sciences – 12 hrs.</b>				<b>Area F – BSN Specific Courses – 18 hrs.</b>				
HIST 1111 or 1112*	3			BIOL 2021/2021L	4			
HIST 2111 or 2112	3			BIOL 2022/2022L	4			
POLS 1101	3			BIOL 2030/2030L	4			
Social Science Elective	3			NURS 2023	3			
				Social Science Elective**	3			

\*May substitute Social Science course for Dalton ASN graduates

\*\*Designated lab science and social science/nursing courses are listed in the UWG Undergraduate Catalog.

<b>BSN Specific Course Requirements – 60 semester hours</b>								
<b>RN-BSN Nursing Courses – 24 hrs.</b>				<b>RN-BSN Credit from UWG ASN courses, Transfer or Articulation – 36 hrs.</b>				
NURS 3122W – Professional Concepts	3			NURS 2XXX	20			
NURS 3172 – Health Assessment	2							
NURS 3222W – Research and Evidence-Based Nursing Practice	2							
NURS 4470 – Community Health for RN’s	6			NURS 3XXX	16			
NURS 4475 – Nursing Leadership for RN’s	6							
NURS 4422W – Senior Seminar	2							
Upper Div. Elective	3							
				Date Evaluated				
History	US		GA	Transfer Hrs.				
Constitution	US		GA	Qtr. Hrs. Completed				
Regents’ Exam	Reading		Writing	Sem. Hrs. Completed				
WAC	Major		Other	Sem. Hrs. Remaining				
				Evaluator				

UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING  
RN-BSN PROGRAM

**GUIDE TO AREAS D AND F**

**Area D Requirements – Option III for nursing majors**

1. Laboratory science sequence – choose one of the following sequences  
CHEM 1151K (4) and 1152K (4)  
CHEM 1211K (4) and 1212K (4)  
PHYS 1111/1111L (4) and 1112/1112L (4)  
BIOL 1107/1107L (4) and 1108/1108L (4)
2. Applied Statistics – MATH 2063 (3)

**Area F Requirements**

1. BIOL 2021/2021L (4) and BIOL 2022/2022L (4)
2. BIOL 2030/2030L (4)
3. Social Science/Nursing electives – choose six hours of the following:  
PSYC 1030 (3)  
PSYC 1040 (2)  
PSYC 1101 (3)  
SOC 1101 (3)  
SOC 1160 (3)  
SOC 2293 (3)  
CEPD 2102 (2)  
SPAN 1410 (3)  
NURS 2023 (3)  
ASN Nursing Courses (1-6)

**Exam Analysis Worksheet**

**Excel File – Available on the “J” drive**