UNIVERSITY OF WEST GEORGIA  
TANNER HEALTH SYSTEM SCHOOL OF NURSING  
FACULTY HANDBOOK  

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INTRODUCTION

Dear Friends and Colleagues:

This Tanner Health System School of Nursing Faculty Handbook is our guide to “educational excellence in a caring environment.” It provides information about the Tanner Health System School of Nursing policies and procedures and serves as a supplement to the following University of West Georgia documents available at http://www.westga.edu/vpaa/index_1688.php.

- UWG Faculty Handbook
- UWG Statutes
- Ethics in Government Policy

The THS SON Faculty Handbook is a companion document to the:

☐ THS SON BSN Student Handbook:

☐ THS SON Graduate Student Handbook:

The THS SON 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 school, and the profession.

Jenny Schuessler, PhD, RN
Dean and Professor of Nursing
SECTION I: MISSION AND GOVERNANCE

TANNER HEALTH SYSTEM SCHOOL OF NURSING MISSION & VISION

Mission

The University of West Georgia, Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community (approved 4/5/2010).

Vision

The Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems (approved 5/7/2012).

TANNER HEALTH SYSTEM SCHOOL OF NURSING

PROGRAM GOALS

(AppROVED 12/02/2013)

(Changes approved 2.24.15)

1. Maintain high quality undergraduate and graduate nursing programs.

Outcome measures:

NCLEX and Certification Pass Rates (IV.E)

a) 80% of BSN graduates will pass NCLEX-RN on their first attempt
b) 90% of BSN graduates will pass NCLEX-RN within one year of graduation.
c) 80% of CNL students will pass the CNL certification exam on the first attempt.
d) 90% of CNL students will pass the CNL certification exam within one year of graduation.

Satisfaction (IV.E)

e) 90% of students (exit survey of all programs), alumni survey of all programs collected at 9-15, employers (employer survey of all programs) and community of advisors (community of advisory survey) will agree/strongly agree with survey statement addressing overall satisfaction with graduate performance.

Employment rates (IV.D)

f) 80% of BSN graduates seeking employment in nursing will be successful (alumni survey collected 9-15 months after graduation); 30% of undergraduate students at graduation will have a job offer or a high degree of certainty that an offer is pending (collected per exit survey at graduation); 90% of RN-BSN and RN-MSN/MSN and EdD graduates seeking employment in nursing will be successful (collected per exit survey at graduation)
Plans to enroll in graduate education (IV.E)

g) 50% of BSN/RN-SBN/MSN graduates will indicate intent to enroll in an advanced degree program (collected per exit survey at graduation).

h) 10% of BSN/RN-BSN/MSN graduates will enroll in an advanced degree program within one year post graduation (collected per alumni survey at 9-15 months following graduation).

Completion rates (IV-B)

i) 80% of students admitted to the BSN-Newnan/RN-BSN/programs will graduate within four years; 80% of students admitted to the BSN-Carrollton program will graduate within three years.

j) 80% of students admitted to the MSN program will graduate within four years; 80% of students admitted to the EdD program will graduate within five years.

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

Outcome measures: Full Time Faculty (IV.F)

a) 100% of nursing faculty will have a positive self, peer, and student evaluations of teaching effectiveness.

b) 100% of nursing faculty will participate in THS SON committees.

c) 50% of nursing faculty will participate in UWG committees.

d) 100% of nursing faculty will participate in professional and/or community activities.

e) 60% will hold doctoral degrees.

Tenure Track Nursing Faculty

a) 75% of tenure track nursing faculty will publish manuscripts or present papers/posters at professional meetings each year.

Non Tenure Track Nursing Faculty

a) 50% of non-tenure track nursing faculty will hold professional certification in teaching and/or area of clinical expertise.

3. Maintain a personal learning environment that creates caring collaborative relationships. (IV.E- Student Satisfaction)

Outcome measures:

a) 90% of responding BSN/RN-BSN/MSN/EdD graduates will agree that caring collaborative relationships characterize the learning environment in the THS SON (collected per exit survey at graduation).
The Total Plan for Evaluation provides a framework for assessing the quality and effectiveness of THS SON programs.

STATEMENT OF PHILOSOPHY (REVISED 4/23/12)

The faculty of the Tanner Health System School of Nursing believe and support the mission, purpose, and goals of the University of West Georgia. While offering both undergraduate and graduate academic programs, the Tanner Health System School of Nursing frames its philosophy within the theoretical structure of caring as the essence of nursing. The faculty are committed to creating a culture of quality caring that fosters caring collaborative relationships between teachers and learners; patients, families and nurses, as well as other members of the healthcare team. The faculty believe that all persons are inherently worthy and deserve respect, justice, and equality regardless of gender, race, culture, sexual orientation, or socio-economic status. In pursuit of these beliefs, the faculty declare the following statements of our beliefs and assumptions:

Persons

Persons, including individuals, families, groups, communities, and populations, are unique and dynamic as thinking, caring, feeling contributors to society with the power to make choices and assume responsibility for their choices. Persons are holistic, representing an integration of mind, body, and spirit. They have spiritual-social-cultural-ethical beliefs and values that influence the perception of self, others, and the world.

Environment

People construct meaning and develop knowledge through being in the world and interacting with the world. Environment includes persons, cultures, the health-care system and other aspects of the constructed and natural world. A concern for the environment is essential due to the social, political and economic influences on health and the health-care system.

Health

Health is a dynamic and contextual state of being in which there is a balance of relationships, choices, and human potentials. The person’s perception of health is unique and self-determined within psychological, biophysical, socio-cultural, developmental and spiritual dimensions.
Nursing

Nursing is a distinct discipline focused on promoting optimal health through the formation of caring relationships across the lifespan while recognizing and respecting the uniqueness of recipients of care. Quality caring provides the foundation for nurses to deliver safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

Teaching-Learning

Teaching-learning is a dynamic, reciprocal, lifelong process that nurtures and facilitates growth in all participants. Learning occurs through meaningful relationships characterized by connectedness, openness, and creativity. Teachers and learners share the responsibility for creating and maintaining an environment that nurtures these relationships (Duffy, 2009).

Nursing Education

The undergraduate program prepares graduates for professional nursing practice, future leadership roles, and advanced education. Education at the graduate level is designed to foster utilization of theoretical and empirical knowledge in advanced nursing practice.

QUALITY CARING FRAMEWORK

The philosophy of the Tanner Health System School of Nursing (THS SON) is based on the belief that caring collaborative relationships are the center of creating a culture of quality caring in nursing education and practice. Caring collaborative relationships occur among teachers and learners, clients and nurses, and inter-professional healthcare team members. Within the structure of a conceptually based curriculum (Giddens, 2008), the process of living a caring science curriculum leads to achievement of program outcome goals centered on educating practitioners who can provide safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

The philosophy of the THS SON is based on an integration of Duffy’s (2009) Quality Caring Model and Hills and Watson’s (2011) Caring Science Curriculum Model. Both of these models place caring collaborative relationships at the center of the process of nursing education and practice and provide the framework for implementation of a curriculum based on caring.

The Quality Caring model explicates the relationship-centered and multi-dimensional aspects associated with providing quality health care (Duffy, 2009). Within this model, “relationships are at the heart of the health care process” (Duffy, p. 33) in order to promote positive outcomes for persons who are recipients of healthcare, for providers, and within the health care system. Adapted for the curriculum in the
THS SON (see Appendix A), Duffy’s model provides a framework for caring as the center of a Process in which students are taught concepts relevant to nursing practice (Structure) resulting in achievement of the Program Goals (Outcomes). The construct of structure includes the key concepts within the curriculum related to Person, Nurse, Systems, and Profession. The construct process of care describes caring collaborative relationships, the primary focus of the model. Relationship centered professional encounters occur between/among clients and nurses; between/among nurses and other members of the health care team; and in education, between/among teachers and learners. Caring relationships promote the intermediate outcome of feeling cared for. The construct of program goals demonstrates the achievement of positive outcomes for the BSN educational program, the person (student), and the nursing profession and healthcare system.

The Caring Science curriculum model, integrated into the THS SON curriculum frameworks, (Hills & Watson, 2012) places caring collaborative relationships at the center of a curriculum designed to create a culture of caring within a nursing education program. The focus of the caring science curriculum model is on the development of caring relationships with students and the use of emancipatory pedagogy (student centered learning). According to Hills and Watson, nurse educators must “nurture this culture of caring if students are to graduate as competent caring nurses” (p. 129). In education, the caring relationships between teachers and learners fosters a sense of caring professionalism and acquisition of the crucial knowledge, skills and attitudes for nursing practice in the health care system. This is congruent with Duffy’s (2009) emphasis on the significance of relationships to quality nursing practice.

References


## BSN Curriculum & Plan of Study

### CARROLLTON Campus Full-Time 6 Semesters – 66 Credit Hours

<table>
<thead>
<tr>
<th>Summer 1 (6 hours)</th>
<th>Fall 1 (15 hours)</th>
<th>Spring 1 (15 hours)</th>
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<tr>
<td>NURS 2101  Patho/Pharm I (3-0-3)</td>
<td>NURS 2102  Patho/Pharm II (3-0-3)</td>
<td>NURS 3102  Prof Nsg Concepts II (2-0-2)</td>
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<tr>
<td>NURS 3000  Holistic Hlth Assessment (2-2-3)</td>
<td>NURS 3101  Prof Nsg Concepts I (3-0-3)</td>
<td>NURS 3202  Health Care of Client II (4-0-4)</td>
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<tr>
<td>NURS 3201  Health Care of Client I (3-0-3)</td>
<td>NURS 3301  Clinical Practice I (0-12-6)</td>
<td>NURS 3302  Clinical Practice II (0-12-6)</td>
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<tr>
<td>NURS 3301  Clinical Practice I (0-12-6)</td>
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<td>NURS 3400  Nsg Rsch &amp; EBP (3-0-3)</td>
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<th>Summer 2 (1 hour)</th>
<th>Fall 2 (14 hours)</th>
<th>Spring 2 (15 hours)</th>
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<td>NURS 3303  Comp. Based Clinical (0-2-1)</td>
<td>NURS 4101  Prof Nsg Concepts III (2-0-2)</td>
<td>NURS 4102  Prof Nsg Concepts IV (2-0-2)</td>
</tr>
<tr>
<td>NURS 4201  Hlth Care of Client III (4-0-4)</td>
<td>NURS 4300  Clinical Specialty Pract (0-6-3)</td>
<td>NURS 4202  Hlth Care of Client IV (4-0-4)</td>
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<tr>
<td>NURS 4301  Clinical Practice III (0-10-5)</td>
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<td>NURS 4302  Clinical Practice IV (0-16-8)</td>
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<td>NURS 4000  NCLEX Preparation (1-0-1)</td>
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### NEWNAN Campus Part-Time 8 Semesters – 66 Credit Hours

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<td>NURS 2101  Patho/Pharm I (3-0-3)</td>
<td>NURS 2102  Patho/Pharm II (3-0-3)</td>
<td>NURS 3201  Health Care of Client I (3-0-3)</td>
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<td>NURS 3101  Prof Nsg Concepts I (3-0-3)</td>
<td>NURS 3000  Holistic Hlth Assessment (2-2-3)</td>
<td>NURS 3301  Clinical Practice I (0-12-6)</td>
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<tr>
<td>NURS 3102  Prof Nsg Concepts II (2-0-2)</td>
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<td>NURS 4101  Prof Nsg Concepts III (2-0-2)</td>
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<td>NURS 4202  Hlth Care of Client IV (4-0-4)</td>
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<td>NURS 4000  NCLEX Preparation (1-0-1)</td>
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### RN-BSN Curriculum & Plan of Study

#### Semester Core Curriculum (60 hours)

<table>
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<tr>
<th>AREA A – Essential Skills (9 hours)</th>
<th>AREA B – Institutional Priorities (4 hours)</th>
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<td>ENGL 1101 (3)</td>
<td>Oral Communication (3)</td>
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<tr>
<td>ENGL 1102 (3)</td>
<td>Institutional Elective (1)*</td>
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<th>AREA C – Humanities and Fine Arts (6 hours)</th>
<th>AREA D – Science, Math, and Technology (11 hours)**</th>
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<td>Fine Arts Elective (3)</td>
<td>Lab Science I (4)</td>
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<td>Humanities Elective (3)</td>
<td>Lab Science II (4)</td>
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<td>MATH 2063 – Applied Statistics (3) ***</td>
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<tr>
<th>AREA E – Social Sciences (12 hours)</th>
<th>AREA F – BSN Specific Courses (18 hours)**</th>
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<tr>
<td>HIST 1111 or 1112 (3)</td>
<td>BIOL 2021/2021L (4) A &amp; P 1</td>
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<tr>
<td>HIST 2111 or 2112 (3)</td>
<td>BIOL 2022/2022L (4) A &amp; P 2</td>
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<td>POLS 1101 (3)</td>
<td>BIOL 2030/2030L (4) Med Micro</td>
</tr>
<tr>
<td>Social Science Elective (3)</td>
<td>Social Science/Nursing Electives (6)</td>
</tr>
</tbody>
</table>

*Area B-2, Credit by Exam for XIDS 2001 (What Do You Know About Nursing) can be purchased for all RN’s
***Recommended before enrollment in NURS 4523, Nursing Research and Evidence-Based Practice for RNs

Please see the UWG Undergraduate Catalog for course descriptions. Transfer students may be eligible for Core Curriculum substitutions – contact a School of Nursing advisor for additional information.

### Upper Division RN-BSN Requirements (60 hours)

#### Semester 1:

- NURS 4521 – Holistic Health Assessment for RNs (2-2-3)
- NURS 4523 – Nursing Research & Evidence-Based Practice for RN’s (3-0-3)
- NURS 4525 – Professional Practice Issues and Concepts (3-0-3)

#### Semester 2:

- NURS 4527 – Leadership in the Community (4-8-8)

All nursing courses are offered 100% online. Additional Requirements:

Georgia RN-BSN Articulation Plan Credit (21-43 credit-by-exam hours)
MSN Quality Caring Framework: A Caring Science Curriculum

MSN Structure

Persons
2. Human Diversity/Cultural Competency (PG8) (MSN VIII)(CNL9)
3. Gerontology (PG8,9)(MSN VI)
4. Genetics/genomics (PG1)(MSN I)
5. Accountability (PG2)(MSN II)(CNL1)

Environment
6. Epidemiology (PG1)(MSN VIII)
7. Environmental science (PG1) (MSN VIII)
8. Global healthcare environment (PG6,8) (MSN IV,VI)(CNL10,12)
9. Economics of health care (PG3,6)(AONE5) (MSN I)(MSN II)
11. Informatics (PG5)(MSN V)(QSEN6)

Health
13. Organizations and systems (PG 6,8)(MSNII)

Nursing
15. Professionalism and life-long learning (PG4,7) (AONE1) (MSN I)(CNL14)
16. Change agent and leader (4,6,7) (NLN 5) (AONE3) (MSN V)
17. Evidence-based practice (PG4) (MSN III,IV,IX)(CNL6)(QSEN

Creating a Culture of Quality Caring

Teacher-Learner Relationships

Creating Caring Collaborative Relationships

Client-Nurse Relationships

Inter-Professional Healthcare Relationships

Essence of Nursing Practice and Education

Intermediate Outcomes
Feel “cared for”

Program Goals

MSN Program Outcomes

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills to promote ethical and critical decision making and effective working relationships.
3. Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.
4. Translate scholarship into practice by applying research outcomes within educational and practice settings.
5. Employ client care and communication technologies to deliver quality care.
7. Serve as a member and leader of interprofessional teams to create caring and collaborative relationships.
8. Apply organizational, client-centered, and culturally appropriate concepts to enhance population based care for individuals, families, and aggregates.

PG: Program Goals
AONE: American Organization of Nurse Educators
CNL: Clinical Nurse Leader
MSN: Masters’ Essentials
NLN: National League of Nursing
QSEN: Quality and Safety Education for Nurses
1/22/13
3/15/13 Revised
10/14/13 Revised
## THS SCHOOL OF NURSING
### MASTER OF SCIENCE IN NURSING PROGRAM
#### DEGREE PLAN
### HEALTH SYSTEMS LEADERSHIP
#### CLINICAL NURSE LEADER

**Full Time**  
**Four Semester Plan of Study (36 Hours)**

<table>
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<td><strong>Spring Semester II (9 hours)</strong></td>
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<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
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<td>Role of the Caring Healthcare Professional</td>
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<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
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<td>N6106</td>
<td>Pathophysiology and Pharmacology I</td>
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*N6999 Thesis Option is Variable Credit (3-6)*

**Part Time**  
**Six Semester Plan of Study (36 Hours)**

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*N6999 Thesis Option is Variable Credit (3-6)*

A description of each of the above courses can be found in the UWG Graduate Catalog. rev.04.09.13 rev.02.12.15
# THS SCHOOL OF NURSING
## MASTER OF SCIENCE IN NURSING PROGRAM
### DEGREE PLAN
#### HEALTH SYSTEMS LEADERSHIP
##### LEADER/MANAGER ROLE

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*A description of each of the above courses can be found in the UWG Graduate Catalog. Rev. 04.19.13. Rev. 02.12.15*
# THS SCHOOL OF NURSING
## MASTER OF SCIENCE IN NURSING PROGRAM
### DEGREE PLAN
#### NURSE EDUCATOR ROLE

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A description of each of the above courses can be found in the UWG Graduate Catalog. Rev.04.19.13 Rev. 02.12.15
Ed.D Quality Caring Framework: A Caring Science Curriculum

EdD Structure

**Persons**
- Mentor (SREB) (1)
- Personal abilities (intuitive, creative, analytical reasoning, and caring) (SREB) (1 & 3)

**Environment**
- Informatics (QSEN) (2, 3, 4, and 5)
- Interdisciplinary/inter-Professional (SREB) (2, 3, 4, and 5)

**Health Concepts**
- Quality improvement (QSEN and NLN competency 6) (1, 3, 4, and 5)
- Cultural influences (SREB) (1, 3, and 5)
- Policy development (SREB) (1, 3, and 4)

**Nursing Concepts**
- Change agent and leader (NLN competency 5) (1, 3, and 4)
- Evidence-based practice (QSEN) Safety (QSEN) (1, 2, 3, 4, and 5)
- Patient/client-centered care (QSEN) (2 & 3) Quality Caring (Theory) (1, 2, 3, 4, and 5)

**Teaching/Learning Concepts**
- Assessment/Evaluation Measures/Strategies (NLN competency 3 & SREB) (1, 2, 3, 4, and 5)
- Curriculum Development/Evaluation of Programs (NLN competency 4 & SREB) (1, 2, 3, 4, and 5)
- Team work/communication/collaboration (QSEN) (1 & 3)
- Instructional strategies (SREB) (1, 2, 3, 4, and 5)

**Nursing Education Concepts**
- Learner development and socialization (NLN competencies 1 & 2 & 8) (1, 2, 3, and 4)
- Professional development/scholarship (NLN competency 7 & SREB) (1 & 3)
- Theoretical knowledge (SREB) (1, 2, 3, 4, and 5)
- Legal standards (SREB) (1 & 3)
- Nursing education trends (SREB) (1, 2, 3, 4, and 5)

Program Goals

**EdD Program Goals**
1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

2/24/2011

1/16/2013
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**Approvals/modifications:**
2/10/15_GPC committee (SON)
4/16/2015_GPC committee (university)
4/24/2015_Senate
3/3/2016_Course names updated in plan of study to reflect previous course modifications from 2014-15 school year
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University of West Georgia  
THS SON  
Ed.D in Nursing Education  
Program Outcomes

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.

2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.

3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.

4. Advance the scholarship of nursing education.

5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING FACULTY BYLAWS


PREFACE.

These Bylaws establish the role and function of the Tanner Health System School of Nursing Faculty (THS SONF) collective of the University of West Georgia. THS SONF denotes the entire faculty membership as a single entity unless otherwise specified.

ARTICLE I. Title and Purpose.

Title. The THS SONF shall be the title of this collective.

Purpose. The purpose of the THS SONF collective shall be to:

1. Develop, implement, and evaluate the mission, philosophy, goals, programs, purposes and policies of the Tanner Health System School of Nursing and operationalize them within the framework of the University of West Georgia Statutes, Policies and Procedures, and Faculty Handbook and the Board of Regents of the University System of Georgia Policy Manual, the Georgia Board of Nursing, accrediting agencies, and professional standards of nursing care.
2. Promote excellence and establish standards for scholarship, teaching, research, service, and practice within the framework of the University of West Georgia and the Board of Regents of the State of Georgia policies.

ARTICLE II. Functions.

Function. The function of the THS SONF collective shall be to:

1. Serve as the policy-making body of the Tanner Health System School of Nursing (THSSON) for policies related to THS SONF operational activities and pertain to SONF and individual faculty welfare;

2. Specify all committees of the THS SON;

3. Develop, implement, and evaluate all nursing programs and policies for admission, progression, graduation, and dismissal of students and submit to the University for approval as required;

4. Participate in the activities of the THS SON and the University;

5. Formulate specific policies for the THS SONF within the framework of University policies regarding promotion and tenure and submit to the University for approval as required.

ARTICLE III. Membership of the THSSONF.

Section 1. Composition.

The membership of the THS SONF shall consist of the Dean of the THS SON, the Associate Deans, all full-time faculty members, and associate faculty members who choose to participate.

Section 2. Members and Responsibilities.

1. Members.
   a. Full-time faculty members include
      i. the Deans;
      ii. non-tenure track and tenure-track faculty;
   b. Associate faculty members - those holding honorary or part-time faculty appointments.

2. Member Responsibilities.
   a. Full-time faculty members and deans shall be expected to vote on business of the THSSONF and to serve on committees.
   b. Associate members shall be invited to attend meetings, share relevant information, and participate in committee work.
Section 3. Chair.

1. The THS SON Dean shall be the chair.

2. Chair Responsibilities.
   a. preside at all THS SONF meetings;
   b. call special meetings;
   c. appoint THS SONF 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 THS SON;
   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 Chair should the Chair be unable to attend a meeting;
   h. represent the THS SONF on appointed occasions;
   i. should a vacancy occur, the Dean may appoint a faculty member to THS SON
      Committees (Program, Standing and Advisory) with the exception of the Promotion
      and Tenure Advisory Committee (PTAC)

ARTICLE IV. Meetings and Conduct.

Section 1. Standard Meetings.

   The THS SONF shall meet as a whole a minimum of once each semester during the academic year.

Section 2. Special Meetings.

   Special meetings of the THS SONF may be called at the discretion of the THS SONF Chair 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 THS SONF shall be determined by consensus or a majority vote. The THS
   SONF 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 THS SONF Chair at least two weeks
   prior to the scheduled meeting.

Section 6. Distribution of Agenda.

   The THS SONF Chair shall distribute the agenda of the scheduled meeting at least one week prior
   to the scheduled meeting.
Section 7. Minutes of the Meetings.

A THS SON staff assistant or designated person shall complete minutes of the meetings. They shall be reviewed by the THS SONF Chair and distributed to the faculty within five (5) business days of the next scheduled meeting.

Section 8. Rules of Order.

The rules contained in the current edition of *Robert’s Rules of Order* shall govern the meetings of all the bodies described in these Bylaws in all cases where they are applicable and in which they are not inconsistent with these Bylaws. The Dean shall appoint a School Parliamentarian to referee any disputation of the rules at meetings.

ARTICLE V. Amendment of THS SONF Bylaws.

Section 1. Vote necessary to amend THS SONF Bylaws.
A two-thirds majority vote of the THS SONF members is necessary to amend the THS SON Bylaws.

Section 2. Procedure for Amending THS SONF Bylaws.
Any voting member may propose an amendment or repeal of the THS SONF Bylaws. An amendment or repeal must be submitted in writing to all members of the THS SONF at least one week before the meeting in which final action may be taken.

ARTICLE VI. THSSON Committees.

Section 1. General Rules.

1. Committees make recommendations to the THS SONF and Dean for action. The Dean may accept, reject, or modify any recommendations by the committees.

2. Committees shall meet a minimum of once each semester and as necessary to fulfill assigned functions.

3. Committees shall maintain minutes of every meeting, submitting one electronic copy to the THS SON Dean’s Office for official record keeping and dissemination.

4. Faculty shall be limited to two elected THS SON Committee positions.

5. Professional staff may be appointed to Program and Standing Committees as non-voting members at the discretion of the Dean.
Section 2. THS SON Committees

1. Graduate Program Committee (GPC)
   a. Membership.
      i. Associate Dean for Graduate Education, graduate program directors and representatives from the faculty at-large.
      ii. Associate Dean for Graduate Education shall serve as chair of the Graduate Program Committee;
      iii. minimum of five (5) faculty shall be elected from the faculty-at-large for a two year term;
      iv. minimum of three (3) of the faculty in iii above must hold regular graduate faculty status;
      v. minimum of one (1) of the faculty in iii above must be non-tenure track;
      vi. one (1) MSN and one (1) EdD student.
   b. Purpose(s) and Functions
      The purposes of the Graduate Program Committee (GPC) shall be to make decisions regarding development, recommendation, implementation, and/or evaluation of policies and procedures for graduate faculty, students, and graduate curricular matters related to:
      i. program missions and outcomes;
      ii. program curricula, including course learning outcomes and content, course sequencing and offerings, teaching-learning activities, and evaluation methods;
      iii. adequacy of resources to meet program missions, outcomes, and expected results;
      iv. advisement, recruitment, and orientation of students;
      v. admission/readmission criteria, progression, and graduation;
      vi. dismissal;
      vii. grading;
      viii. clinical requirements;
      ix. annual review/revision of the THS SON Graduate Student Handbook and update during the academic year;
      x. integration of simulation and other technologies.

2. Graduate Program Curriculum Work Groups
   a. Membership
      i. These two advisory groups are made up of faculty who teach in the EdD Program and faculty who teach in the MSN program
      ii. MSN Program director will chair the MSN Curriculum Group, EdD will chair the EdD Curriculum Group
      iii. Each group will meet once a semester
b. Purpose(s) and Functions

The purpose of the Graduate Program Curriculum Work Groups is to make recommendations to the Graduate Program Committee regarding curricular matters including:

i. program mission and outcomes;
ii. program curricula, including course learning outcomes and content, course sequencing and offerings, teaching-learning activities, and evaluation of graduate courses;

3. Undergraduate Program Committee (UPC)

a. Membership.

i. Associate Dean for Undergraduate Education, undergraduate program directors, simulation director and representatives from the faculty at-large.
   a) Associate Dean for Undergraduate Education shall serve as chair of the Undergraduate Program Committee;
   b) minimum of five (5) faculty shall be elected from the faculty-at-large for a two year term in the spring semester;
   c) minimum of two (2) of the faculty in b. above must be tenure track;
   d) minimum of three (3) of the faculty in b. above must be non-tenure track;
   e) one BSN and one RN to BSN student

b. Purpose(s) and Functions.

The purposes of the Undergraduate Program Committee (UPC) shall be to make decisions regarding development, recommendation, implementation, and/or evaluation of policies and procedures for undergraduate faculty, students, and undergraduate curricular matters related to:

i. program missions and outcomes;
ii. program curricula, including course learning outcomes and content, course sequencing and offerings, teaching-learning activities, and evaluation methods;
iii. adequacy of resources to meet program missions, outcomes, and expected results;
iv. advisement, recruitment, and orientation of students;
v. admission/readmission criteria, progression, and graduation;
vi. dismissal;
vii. grading;
viii. clinical requirements;
ix. annual review/revision of the BSN Student Handbook and update during the academic year;
x. integration of simulation and other technologies.
4. Undergraduate Program Curriculum Work Groups
   a. Membership is in two categories of groups:
      i. Vertical curriculum threads include three work groups and are made up of faculty teaching in the following courses:
         1) Health Care of the Client (HCC) Group-HCC 1, 2, 3& 4; Patho/Pharm (PP) 1& 2; NCLEX prep.
         2) Clinical Practice (CP) Group-CP 1, 2, 3 & 4, Holistic Health Assessment (HHA), Competency Based Clinical (CBC), Clinical Specialty Practice (CSP)
         3) Professional Concepts (PC) Group-PC1, 2, 3 &4, EBP
      ii. Horizontal curriculum threads include four work groups and are made up of faculty teaching in the following courses:
         1) Horizontal 1-HCC1, CP1, PC1, HHA, PP1&2
         2) Horizontal 2- HCC2, CP2, PC2, EBP, CBC
         3) Horizontal 3- HCC3, CP3, PC3, CSP,
         4) Horizontal 4-HCC4, CP4, PC4, NCLEX Prep
      iii. Chairs (3 vertical, 4 horizontal) are appointed by the Associate Dean of Undergraduate Programs and the Undergraduate Directors.
      iv. Each group will meet once a semester.
   b. Purpose(s) and Functions
      The purpose of the Undergraduate Program Curriculum Advising Work groups is to make recommendations to the Undergraduate Program Committee regarding curricular matters including:
      i. program missions and outcomes;
      ii. program curricula, including course learning goals and content, course sequencing and offerings, teaching-learning activities, and evaluation of undergraduate courses.

5. Standing Committees.
   a. Membership.
      i. Faculty members shall be elected to Standing Committees in the fall semester. If vacancies in the committees occur, the THS SON Dean shall appoint faculty to those vacancies.
      ii. Committee members shall serve a minimum of a 2-year term, however; members are encouraged to serve more than one term on a committee to maintain continuity.
      iii. Selection of committee chairs shall occur within the first month of the fall academic term.
      iv. Committee chairs shall serve a maximum of two (2) consecutive terms as chair.
v. Each Standing Committee shall include tenure track and non-tenure track faculty members.
   a. Associate members (retired faculty or part-time faculty) shall be invited to attend meetings, share relevant information, and participate in committee work; however voting is reserved for full time faculty.
   b. Students shall be represented on the Standing Committees and invited to share relevant information, discuss issues, and participate in the work of the committee except that of voting.
      i) student representatives are selected by their peers or recruited by faculty to serve on the standing committees during the fall semester of each academic year;
      ii) students may serve on the same Standing Committee while in the program unless unable or unwilling; if unable or unwilling, a replacement shall be selected;
      iii) at least one (1) student representative from each of the Traditional BSN campuses, one (1) from the RN-BSN program, one (1) from the MSN program and one (1) from the EdD program shall be selected by his/her peers or recruited by faculty to serve on each Standing Committee.

b. Caring for Students Committee – minimum of three (3) faculty, one of whom must be tenure track.
   i. Purpose(s) and Functions.
      The purposes of the Caring for Students Committee (CSC) shall be to facilitate a caring and supportive learning environment for students and develop, recommend, implement, and/or evaluate policies and procedures for students related to:
      a. Caring Groups;
      b. student conduct and communication;
      c. student representatives to the Program and Standing Committees;
      d. selection of class officers
      e. student awards
      h. school-wide student events and activities;
      i. communication of student concerns to the faculty.
      j. scholarship awards: selected CSC member will offer advice as needed to Development Officer/Budget Manager
      k. admissions: selected CSC member will advise Deans/Directors as needed
c. Caring for Faculty Committee (CFC) – minimum of three (3) faculty, one of whom must be tenure track, the library liaison shall serve as ex-fico member

i. Purpose(s) and Functions.
   The purposes of the Caring for Faculty Committee (CFC) shall be to facilitate a caring and supportive work environment for faculty and develop, recommend, implement, and evaluate policies and procedures related to:
   a. faculty growth and development related to teaching, scholarship, service, and practice;
   b. faculty workload;
   c. faculty evaluation and review (annual evaluation and pre-tenure/3rd year, tenure and promotion, and post-tenure/5th year review);
   d. library resources for faculty;
   e. resources to support faculty and their development;
   f. review THS SONF Bylaws annually and revise as appropriate;
   g. review and revise the *THS SON Faculty Handbook* annually and as needed during the academic year;
   h. prepare and present a slate of candidates for elected UWG and THSSON committee positions each Fall.
   i. lead in the development of internal faculty awards and recognition and selection of recipients
   j. coordinate the faculty sunshine fund
   k. coordinate the School of Nursing Committee calendar each fall
   1. coordinate volunteers for special events each fall

  d. Evaluation Committee – minimum of three (3) faculty, one of whom must be tenure track.

i. Purpose(s) and Functions.
   The purpose of the Caring through Competent Evaluation Committee (CCEC) shall be to:
   a. oversee the administration of the exit, alumni, community of advisors and employer surveys.
   b. assist in compiling results of surveys and distribute to Deans and Directors.
   c. advise Deans/Directors regarding the policies and procedures related to the total plan for evaluation (TPE);
   d. assist with accreditation activities;
   e. work with Dean to schedule annual (spring) student feedback meetings;
   f. organize the community of advisors meetings.
e. Technology Committee – minimum of three (3) faculty, one of whom must be tenure track, SON Instructional Designer
   i. Purpose(s) and Functions.
      The purposes of the Caring for Technological Advancement Committee shall be to:
      a. develop, recommend, implement, and evaluate technology and policies
         and procedures for faculty and students related to:
         i. technology acquisition and resources;
         ii. teaching/learning, knowledge development, and nursing informatics;
         iii. integration of simulation and other technologies.
      b. collaborate with technological innovators and representatives.
      c. ensure representation on the THS SON on the UWG Technology Fees committee.
      d. review and prioritize technology fee requests.

6. Advisory Committees.
   a. Promotion and Tenure Advisory Committee (PTAC)
      i. Membership.
         a. membership is limited to tenured faculty members;
         b. committee shall be composed of a minimum of 3 and a maximum of 7
            members;
         c. members shall be elected in the fall to serve a two-year term; should a
            vacancy occur, a special election will be held to fill the vacant term;
         d. members in a supervisory role to the individual being reviewed are exempt;
         e. in the event that the Tanner Health System School of Nursing does not have a
            minimum of three tenured faculty members, the committee may be composed of
            the following which are listed in the order of priority:
            • Tanner Health System School of Nursing emeriti faculty;
            • tenured nursing faculty members at a comparable peer institution; or
            • tenured faculty members at the University of West Georgia from another
              college or department at the discretion of the Dean of the Tanner Health
              System School of Nursing.
         f. when non-tenure track clinical rank faculty are being reviewed, a representative
            from the non-tenure track clinical faculty will be appointed by the
            undergraduate associate dean to serve on the committee in regards to decisions
            related to clinical rank promotions.
ii. Purpose(s) and Functions.
The purpose of the Committee shall be to make recommendations to the Dean regarding promotion and tenure and third/fifth year reviews. In accordance with the *UWG Faculty Handbook* only tenured faculty members shall make pre- and post-tenure recommendations.

b. Dean’s Advisory Committee (DAC)
i. Membership shall consist of:
ii. THS SON Dean (chair), Associate Deans, Directors and Chairs of each Standing and each Advisory Committee.

iii. Meetings
   a. Depending on the agenda, the committee as a whole, deans and chairs or deans and directors may meet with notification one week in advance at the discretion of the Dean.

iv. Purpose(s) and Functions.
The purpose of the Committee shall be to:
   a. assist the Dean in preparation of THS SON reports and assessments;
   b. advise the Dean on strategic planning and other matters.

7. Ad Hoc Committees.
   1. The THS SON Dean, Associate Deans, Directors or Committee Chairs shall appoint ad hoc committees.
   2. Membership, duration and function of an ad hoc committee shall be specified at the time of formation.
   3. Ad hoc committees shall function only for the length of time necessary to achieve the designated task.
   4. THS SONF members, associate members, professional staff and student representatives may be appointed to serve on THS SONF ad hoc committees and invited to share relevant information, discuss issues, and participate in the work of the committee.
ROLE OF TANNER HEALTH SYSTEM SCHOOL OF NURSING DEAN

The Dean of the Tanner Health System School of Nursing:

- reports to the Vice President for Academic Affairs;
- shall be a member of the General Faculty and of the Administrative Council; and
- shall have direct supervisory authority over the Associate Dean for Undergraduate Education and the Associate Dean for Graduate Education.

Major Responsibility: Administer the THS SON educational programs and research activities. In the implementation of this duty, the THS SON Dean shall:

1. Support the caring community of nursing students, staff, and faculty and the mission and philosophy of the THS SON.
2. Serve as student and faculty advocate.
3. Encourage the development of programs, policies, and procedures which are designed to promote the goals of the University, to fulfill the educational needs of students, and to enhance the quality of instruction, research, and learning in the THS SON.
4. Relate to community groups, clinical agency personnel, approval/accreditation agencies, and others involved with the attainment of the THS SON mission and goals.
5. Make recommendations to the Vice President for Academic Affairs concerning all substantive changes regarding personnel under his or her supervision and other matters pertaining to the general welfare of the University.
6. Be responsible for enforcing the rules and regulations of the Board of Regents, the Statutes of The University of West Georgia, and duly enacted policies of the University and of the THS SON.
7. Recommend to the Vice President for Academic Affairs an annual budget with written justifications for personnel services including leaves, released time, and administrative support; supplies, equipment, and travel requests. This budget also shall include contingency priority plans based on anticipated budget increases or decreases.
8. Submit to the Vice President for Academic Affairs an annual report evaluating the educational programs and research activities assigned to the THS SON. Documentation supporting this evaluation shall be incorporated in the appendix of the report.
9. Perform such other duties as may be assigned to him or her by the Vice President for Academic Affairs.
ROLE OF THE ASSOCIATE DEAN FOR UNDERGRADUATE EDUCATION

The Tanner Health System School of Nursing Associate Dean for Undergraduate Education:

1. reports to the Dean of the THS SON;
2. shall be a member of the General Faculty;
3. shall have direct supervisory authority over non-tenure track faculty, the academic coordinators, and the manager of the simulation lab, and the Director of the BSN/RN-BSN programs.

Major Responsibility: Undergraduate Program Coordination. In the implementation of this duty, the THS SON Associate Dean shall:

1. Coordinate admissions for generic programs in Carrollton and Newnan and RN/BSN programs in Carrollton and Newnan in accordance with university, THS SON policies and procedures, and the Chair Undergraduate Program Committee.
2. Review/Revise admission policies and procedures on an annual basis.
3. Review/Revise admission materials annually or as necessary.
4. Coordinate program orientations.
5. Coordinate the ATI testing program.
6. Assist with undergraduate curriculum planning, ensuring that curricula are contemporary and consistent with standards of the profession.
7. Maintain compliance with the Georgia Board of Nursing rules and program accreditation standards.
8. Assist course coordinators with clinical placement and preceptor experiences for students.
9. Develop and maintain a student advising program.
10. Maintain current information in the BSN Handbook, University Catalog, and on the THS SON web page.
11. Develop and maintain teaching schedules in consultation with the Dean and faculty.
12. Facilitate faculty growth in classroom and clinical experience.
13. Prepare performance evaluations of non-tenure-track faculty and evaluate the effectiveness of instruction.
14. Oversee operation of the Skills Labs and Simulation Labs.
15. Respond to and mediate student grievances related to grades, progression, or program policies as directed by the Dean.
Additional Activities

1. Attend meetings for the Dean as needed.
2. Attend Student Advisory meetings when possible.
3. Serve as advisor to the Dean for student/faculty issues.
4. Assist with various reports as needed.
5. Coordinate textbook orders.
6. Represents the THS SON as a liaison with appropriate state and local agencies,
   including affiliating, certifying, and regulating agencies when necessary.
7. Represents the THS SON in appropriate organizations such as professional associations.
8. Participates in university and THS SON committees as requested or assigned.
9. Teach selected courses as assigned.
10. Complete other assignments at the request of the Dean.
ROLE OF THE ASSOCIATE DEAN FOR GRADUATE EDUCATION

The Tanner Health System School of Nursing Associate Dean for Graduate Education:

1. reports to the Dean of the THS SON;
2. shall be a member of the General Faculty; Major Responsibility: Graduate Program Coordination

In the implementation of this duty, the SON Assistant Dean shall:

1. Oversee admissions to graduate programs in accordance with Graduate School policies and procedures.
2. Implement approved graduate admission policies and procedures on annual basis.
3. Coordinate graduate program orientations.
4. Assist with graduate curriculum planning, ensuring that curricula are contemporary and consistent with standards of the profession.
5. Maintain compliance with program accreditation standards.
6. Oversee and coordinate academic advising process for graduate students; advise students.
7. Monitor and recommend program revisions as indicated by trends in nursing, nursing education, higher education, healthcare, and criteria/policies of accrediting and regulatory agencies.
8. Maintain current graduate information in the MSN Handbook, University Catalog, and on the THS SON web page.
9. Recommend graduate faculty assignments and semester schedules that reflect effective utilization of resources within university and THS SON policies, guidelines and budget.
10. Develop and implement graduate student recruitment plan.
11. Respond to and mediate graduate student grievances related to grades, progression, or program policies as directed by the Dean.
12. Oversee graduate level courses.

Additional Activities

1. Attend meetings for the Dean as needed.
2. Serve as advisor to the Dean for student/faculty issues.
3. Assist with various reports as needed.
4. Represent the THS SON as a liaison with appropriate state and local agencies, including affiliating, certifying, and regulating agencies when necessary.
5. Represent the THS SON in appropriate organizations such as professional associations.
6. Participate in university and THS SON committees as requested or assigned.
7. Teach selected courses as assigned.
8. Complete other assignments at the request of the Dean.
ROLE OF PROGRAM DIRECTORS (BSN/RN-BSN/MSN/EdD)

Program Directors for the Tanner Health System School of Nursing at the University of West Georgia are responsible to the Associate Deans to provide leadership in planning, implementing, and evaluating their appropriate programs. They work in collaboration with the Dean, Associate Deans, and faculty to ensure a climate that fosters academic and practice excellence.

Functions and Responsibilities:

1. Support the caring community of nursing students and faculty and the philosophy of the THS SON.
2. Participate in the on-going process of developing, revising, implementing and evaluating curricula in order to assure consistency, continuity, and congruence in the programs of study. In collaboration with faculty, recommend strategies for improving the teaching/learning environment.
3. Serve as consultant to faculty and academic coordinators concerning substantial changes in any course or clinical sites, and disseminate any changes to the faculty as a whole.
4. Provide input into the scheduling of courses, faculty, and classrooms.
5. Plan and assist with student orientation activities in conjunction with the Academic Advisors/Graduate Associate.
6. Participate in program evaluation: SACS accreditation activities, CCNE accreditation activities, and NCLEX review activities as appropriate.
7. In collaboration with faculty teaching in the BSN program, recommend strategies for improving the teaching/learning environment.
8. Participate in both short- and long-term planning for the Tanner Health System School of Nursing.

ROLE OF COURSE COORDINATORS

Course Coordinators are 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 THS SON.
2. Prepare the course syllabus (as approved by the THS SON) for distribution to students and uploading to the THS SON website.
3. File course materials (paper copies) in the THS SON course notebook.
4. Submit textbook orders to the THS SON Secretary.
5. Assign classroom/clinical instructional activities to team members.
6. Conduct new team members and 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 and Simulation Coordinator.
   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 THS SON 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 THS SON 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 and mentor for team members.
15. Conduct team faculty meetings as needed to meet course learning goals.
16. Implement student/faculty policies and procedures of the THS SON and University.

**ROLE OF THE MANAGER OF THE SKILLS/SIMULATION CENTER**

The purpose of this position is to manage and evaluate high-fidelity patient simulation and clinical skills activities in the School of Nursing Skills/Simulation Center. This individual is a professional Registered Nurse who provides instruction and is responsible for the general operations and maintenance of the Center.

1. Manage and evaluate Center activities related to general operations and the maintenance of equipment and physical space; prepares performance and utilization reports.
2. Prepare the Center budget; orders, catalogs, and maintains general inventory, equipment and supplies; manage the master calendar for the Center; schedules, coordinates and conducts tours of the Center.
3. Participate fully in simulation activities, including debriefing and the operation and
troubleshooting of high-fidelity patient simulators and associated audiovisual recording equipment.

4. Evaluate student performance in simulation and skills activities and manage student remediation and skills practice as needed during non-class times.

5. Directly supervise the Simulation Nurse Educator, other professional simulation professionals, graduate students, and student assistants; oversees set up and preparation for simulation and lab teaching/learning experiences teaching/learning experiences and clean up.

6. Develop, write and implement policies and procedures related to the Center.

**ROLE OF SIMULATION NURSE EDUCATOR**

The purpose of this position is to manage the day-to-day operation of the simulation suite which includes physical space, equipment, hardware, software, and the human element. This individual is a professional Registered Nurse with responsibility for simulation support and instruction.

1. Supervise day-to-day operations and maintenance of the simulation suite, conduct simulation activities and debriefing, and troubleshoot high-fidelity patient simulators and associated audiovisual recording equipment.

2. Develop, prepare and program professional nursing scenarios in simulation software, documentation software and coding software.

3. Develop, maintain and evaluate the technology and the environment for simulated clinical learning and adopt emerging technologies to meet instructional goals and outcomes.


5. Develop and maintain a database to track simulation scenarios including usage, set up requirements, costs, script, props, objectives, student evaluation and faculty evaluation of students.

6. Organize and distribute simulation-related course materials to students and faculty.

7. Assist in developing, writing and implementing policies and procedures related to high-fidelity simulation. Assist with supervision of simulation professionals and graduate and student assistants.
ROLE OF NURSING SIMULATION DIRECTOR

The Simulation Director is a faculty member who manages the simulation resources, provides instruction to nursing students, and works collaboratively with faculty at the UWG THS SON and with nursing representatives at regional health care agencies to meet staff needs for skill and professional development. The simulation coordinator functions as a planner, developer, consultant, coordinator, resource person and instructor to both faculty and students in the simulation laboratory.

The Simulation Director:

1. Supports the caring community of nursing students and faculty and the philosophy of the THS SON.
2. Participates actively in the Tanner Health System School of Nursing organization.
3. Participates in the development, implementation and evaluation of the nursing curriculum.
4. Collaborates with the Skills/Simulation Center Manager and Simulation Nurse Educator to manage and administer the simulation laboratory.
5. Participates with and assists faculty in the development, implementation and integration of simulation activities for nursing courses.
6. Schedules and coordinates simulation activities for each nursing course, as requested by course faculty.
7. Directs students in teaching/learning situations of nursing skills, simulations, and debriefing sessions.
8. Trains faculty, support staff, and students in selected technical aspects of simulation as needed.
9. Provides instructional support in the simulation lab for students and faculty to improve competencies and skills in meeting course objectives.
10. Conducts evaluation of the effectiveness of simulation learning as needed.
11. Participates in or leads tours/demonstrations of the simulation laboratory.
12. Maintains and updates the simulation lab including, but not limited to: identifying software; identifying supply and equipment needs; monitoring simulation equipment; troubleshooting and resolving problems; making recommendations for simulation laboratory improvement; providing leadership to the processes of purchasing and making acquisitions for the simulation laboratory; serving as liaison with simulation vendors; and requesting monies for equipment and supplies.
ROLE OF INSTRUCTIONAL DESIGNER

The Instructional Designer is a staff member who partners with and assists Faculty and UWG Distance Learning Instructional Designers with instructional design and technologies that support academic excellence and online learning in the UWG School of Nursing. The Instructional Designer also helps plan, coordinate and provide a broad range of services, technologies and tools that allow the school to operate efficiently including administering the Learning Management System for the online components of the University of West Georgia courses and other collaborative technologies.

The Instructional Designer:
1. Assists in the design, development, and delivery of quality online courses and learning objects to include conducting workshops face-to-face and online, and consultation and support.
2. Coordinates or provides online training modules and customized documentation, in support of faculty/students using our online course-management system and other related DE technologies.
3. Helps evaluate online instructional materials and programs in consult with administration and faculty and utilizes instructional design and performance improvement processes.
4. Assists faculty and Distance Learning in identifying training and instructional design needs, and helps to ensure institutional effectiveness promoting quality assurance in online courses, SACS and BOR accreditation guidelines, quality pedagogical and instructional methods, copyright, and ADA requirements; serves on various committees and or organizations; other duties as assigned.

ROLE OF GRADUATE STUDIES ASSOCIATE

1. (60%) Support recruitment activities; conduct pre-qualification of potential applicants; communicate and follow up with prospective students; assist students in the application process; assure students have completed all documents necessary for admission; communicate with applicants about missing and incomplete application information; send letters of acceptance or denial; meet with students as needed to discuss their individual needs; assist with orientation of new graduate students; review SON web site to assure that graduate student information is up to date; advise students and update and maintain plans of study for each student. Maintain and update the School of Nursing Graduate Student Handbook. Work with Associate Dean of the Graduate Program as necessary to meet needs of the Graduate Program.

2. (15%) Serve as liaison with applicable Enrollment Management office (Admissions, Financial Aid, Registrar, etc.) and offices in other divisions. Provide assistance with graduation functions including graduation ceremony.
3. (10%) Procure and maintain clinical agency surveys as required by the accreditation agencies; assists with completions of surveys requesting graduate student data. Assist with clinical placement of graduate students.

4. (10%) Develop, Implement, and evaluate policies/procedures for obtaining, maintaining, and reporting health and professional documents, criminal background checks and drug screens for all graduate students and graduate faculty, as required by agencies and memos of understanding.

5. (5%) Publish GRA job openings and maintain web link ensuring that all necessary paper work is completed and qualifications are met for position.

**ROLE OF GRADUATE WRITING SUPPORT ASSOCIATE**

The Graduate Writing Support Associate reports directly to the Associate Dean of Graduate Education in the School of Nursing and will be responsible for assisting graduate students to develop scholarly writing skills.

1. Assist with editing of papers and provide constructive feedback to students.
2. Assess scholarly writing needs of students.
3. Develop plan for each student to address writing deficits.
4. Complete other related duties as assigned.
5. Teach students about the peer review process.
6. Conduct one-to-one conferences with students to assist them in improving their writing skills.
7. Instruct/refer students to writing resources available online such as OWL Purdue.
8. Assist with orientation for new students.
TANNER HEALTH SYSTEM SCHOOL OF NURSING SOCIAL MEDIA POLICY
(Approved 4/23/12)

I. Purpose

The UWG Tanner Health System School of Nursing values, supports, and recognizes that social media sites have become an important and influential means for positive communication and professional development. Social networking sites are, in essence, broad communities with a public audience. Therefore, the intent of this policy is to clearly communicate the expectations of all UWG Tanner Health System School of Nursing faculty, staff, and students regarding the appropriate use of social media.

II. Scope

This policy provides “best practice guidelines” and applies to all UWG Tanner Health System School of Nursing faculty, staff, and students regarding their social media use, while affiliated with the Tanner Health System School of Nursing.

III. Policy

This social media policy applies to all UWG Tanner Health System School of Nursing faculty, staff, and students who engage in social networking and self-identify as affiliated with the UWG Tanner Health System School of Nursing. This policy also applies to UWG Tanner Health System School of Nursing faculty, staff, and students who participate in social media sites for school related purposes, such as didactic and clinical interactions. This social media policy does not apply to social networking in which the faculty, staff, or student does not identify a relationship to UWG Tanner Health System School of Nursing. This policy can be modified as information and social media tools emerge, however, the spirit of this policy will remain for the protection of sensitive and confidential information.

IV. Definitions

a. Social media—For the purposes of this policy social media is an on-line social structure made up of individuals or organizations that are tied by one or more specific types of interdependency, such as values, visions, ideas, financial exchange, friendship, business operations, professional exchange, etc. Social media sites operate on many levels, from families up to the level of nations, and play a critical role in determining how information is exchanged, problems are solved, organizations are run, and the degree to which individuals succeed in achieving their personal and professional goals.

b. Internet—A vast network connecting smaller networks worldwide.
V. Official UWG Tanner Health System School of Nursing Communication

UWG official School of Nursing communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, are to be conducted within school of nursing sanctioned communication channels such as the following:

- MyUWG e-mail for official university communication between the university and the student
- Course management system for academic and clinical coursework between the professor and the student
- School of Nursing Grapevine for groups, organizations or committees within the School of Nursing
- Any official correspondence or activity conducted outside these channels is not endorsed by UWG School of Nursing.

VI. Guidelines for Social Media

Professionalism:

a. Be aware of your association with UWG School of Nursing in social media sites as personal and professional lines are blurred. Postings on social media sites are NEVER private and will be treated as if you verbally made the statement in a public place.

b. Ensure your profile and posted content is consistent with how you wish to present UWG School of Nursing and yourself to colleagues, patients, and potential future employers. It may be useful and necessary to block individuals who post unprofessional content.

c. Refrain from stating personal opinions as being endorsed by UWG School of Nursing.

d. Copyrighted or trademarked material should not be used without written consent from its owner before using these items on any social media site.

e. Use of UWG School of Nursing logos on social media sites for sanctioned events must be approved by School of Nursing administration.

f. Understand the legal ramifications and liability for what you post on social media sites as you can be sued for libel or slander. You are legally liable and responsible for what you post on your own social media site and the social media sites of others.

g. Understand that taking pictures, audiotaping, and videotaping of professors, staff, students, or patients for social media use without written permission of the individual is prohibited, and may even be protected from disclosure by federal or state laws.
h. Do not develop a social media site that appears to represent the UWG Tanner Health System School of Nursing without administration approval from the School of Nursing.

i. Unprofessional or abusive language may also result in disciplinary action if it is so severe, pervasive, and objectively offensive that it denies or limits an individual’s ability to work, or to participate in or benefit from an educational program or activity at UWG.

Privacy & Safety:

a. Understand that postings on social media sites are NEVER private.

b. Do set your privacy settings as high as possible; do not settle with just the standard settings. Due to continuous changes within social media sites it is advisable to closely monitor your privacy settings to optimize your privacy and safety.

c. Be aware that confidential, sensitive, and proprietary information must be protected at all times. Avoid sharing any identification numbers on your social media sites (ex. address, telephone numbers, date of birth, etc.)

d. Never post confidential, sensitive, or proprietary information about UWG Tanner Health System School of Nursing faculty, staff, students, or anyone with whom one has contact with in their role as a UWG Tanner Health System School of Nursing faculty, staff or student.

e. Do be cognizant of the Health Insurance Portability and Accountability Act (HIPAA) on social media sites as violators are subject to prosecution as with any other HIPAA violation.

Social Media in Clinical Settings/Patient Contact:

a. Understand that at NO time shall patients be photographed, audiotaped, or videotaped for ANY reason.

b. Avoid the use of patient identifiers (names, initials, facility name, etc.), specific patient situations (emergency codes, births, surgeries, etc.), and patient health information on social media sites.

c. Be aware that interactions with patients within social media sites are strongly discouraged. Maintain professional boundaries with patients and their families at all times while associated with the UWG Tanner Health System School of Nursing.

ALL nursing faculty, staff, and students are responsible for regularly reviewing the terms of this Social Media policy.
VII. Violation of Social Media Policy

Violation of this Social Media Policy may result in disciplinary action. Administration of the Tanner Health System School of Nursing will provide guidelines for the resolution of problems, conflicts, and consequences regarding violation of this policy.

VIII. Examples of Social Media

Examples of social media include but are not limited to the following:

- Allnurses.com- Open nursing/nursing student networking site

- Blog- Blogs produce content by individual bloggers as social relationships are built with other bloggers

- Facebook- Social media site

- Flickr- An image hosting and video hosting website, web services suite, and online community

- LinkedIn- Business-related social media site

- My space- Social media site

- Podcasts- Horizontal media in which producers of such media engage in conversations with others

- RSS feeds- Web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video

- Second Life- An online virtual world where residents meet, socialize and participate in individual and group activities

- Twitter-Social media site which allows users to send/read posts of up to 140 characters known as “tweets”

- YouTube- Video-sharing website in which users can upload, view, and share videos
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 School of Nursing Dean. The faculty mentor will review the University and THS SON Faculty Handbook with the new faculty member, emphasizing its role as a guide to university and THS SON policies and procedures. Additionally, the mentor will review with the new member the Student Handbook, which delineates the THS SON philosophy, program objectives, student rights and responsibilities, and student conduct and discipline.

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 THS SON Dean.
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 appropriate dean 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, careen 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.
NEW FACULTY QUICK START GUIDE

I. Faculty Mentoring Description: A Faculty Mentor will be assigned to you. Guidelines are being developed AYA 2011-2012.

II. Faculty Contracts: Faculty contracts are issued for new faculty after the letter of offer is approved and signed by the employee. Each year a faculty member will receive a contract for the upcoming year. The THS SON Business Operations Director will notify you when these are ready for signatures.

III. Human Resources: Human resources are notified by the THS SON Business Operations Director when a new employee is hired. HR will mail out an information packet to all full-time employees upon hire. Once you receive this packet you must contact HR to set up an appointment with them to come in to discuss benefits and tax information. Part-time employees just need to go by HR to fill out their paperwork. No appointment necessary for part-time. All employees must have gone to HR within three days of their contract (hire) date. This is a must.

   a. How to get a University ID:

      The University ID Card is your official faculty university identification card. A University ID cannot be received by a new employee until they have met with Human Resources. Once HR gives you the appropriate paperwork you can then go to the University Community Center (UCC) building located at the main entrance off Maple Street (round building). The initial cost for the card is free. To ensure the life of your card, do not punch holes in it or bend it. If your Wolves Card is damaged, lost or stolen, you will be charged a replacement fee of $20.00.

   b. Perks of University ID: The perks of a University ID are the following:

      - Check books out at Ingram Library
      - Get free or discounted prices to plays, sporting events, and concerts
      - UWG faculty/staff with a valid ID are eligible to get in free to the Campus Center

IV. Parking Decal, annual fee: Faculty/Staff & contract employees - cost is $15.00.

   Employees must obtain their decal immediately following orientation with Human Resources or when they become available. Replacement for a lost decal is $15.00. Spouses and dependents must register their vehicles as students, if enrolled. You can visit http://www.westga.edu/parking/ for further information concerning parking, fines and appeals for tickets that you may receive on campus.

   a. Locations for faculty parking
The following link [http://www.westga.edu/parking/940.php](http://www.westga.edu/parking/940.php) is a map that shows the painted green curb areas where Faculty/Staff are allowed to park.

b. Access to gated faculty parking

The THS SON Business Operations Director will give you a gate clicker to get into the parking lots where faculty/staff park. These areas are painted with green curbs and can be found on the map located on the link above.

V. *Phone:* Number, voicemail set up – the THS SON Business Director will acquire your assigned phone number and help with voice mail set up if needed.

VI. *Faculty phone list:* Tanner Health System School of Nursing Faculty/Staff list will be sent out each semester by email. All faculty/staff are added to the nurses@westga.edu listserv. With this listserv you are able to send an email to all School of Nursing faculty/staff and also receive information emails.

VII. *Important University support list:* Faculty/Staff phone directory for campus wide are printed each fall semester. Once completed, copies will be picked up by nursing staff and distributed to everyone. You can also search for individual people on the UWG website.

VIII. *Email Accounts:*

a. Gmail

You will have to sign an Email Request – [ITS Authorization to Release form](http://www.westga.edu/parking/940.php) in order to have an email address set up for you by the SON Business Operations Director. You will then set up your Gmail account. You will be added to the nurses@westga.edu listserv so that you can get Tanner Health System School of Nursing information emails.

b. Email to your phone

Faculty who have personal smart phones can have their University email delivered to their phones. Please find a faculty member with a similar device to assist you in setting up your phone to receive email from UWG. [ITS may help but are not required to](http://www.westga.edu/parking/940.php).

IX. *Office Hours:*

a. Required number of hours: The Tanner Health System School 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 per THS SON policy).

b. Posting hours: Hours are posted in Course Den-D2L at the beginning of the semester. The faculty staff assistant maintains a copy of each faculty member’s weekly schedule of class/clinical and office hours and should be notified of changes as needed.
c. Working from home for Full-time faculty:
The UWG VPN (Virtual Private Network) allows anyone with a valid UWG email address and a desktop or laptop that meets basic requirements to send and receive email using the campus mail servers AND connect remotely to your campus computer, providing access to all of the files and applications on your machine here on campus. The General VPN is available to anyone with a valid University of West Georgia email address. System requirements include: administrative access to a Windows-Based PC (must be running XP, Vista or Windows 7) or an Intel Apple Macintosh (must be running OS X 10.4 or later) and a high-speed connection to the internet. The Gen VPN will allow you to:

- Send email using the campus mail servers, just as you do while on campus
- Connect remotely to your campus Windows based computer

Please call the ITS Service Desk at 678-839-6587 if you have any questions

X. Pay:

a. ADP

This is the payroll system for UWG. ADP is where you can find your check stub, benefits information, and check your accruals for sick leave or vacation time and report the time you have taken each month. (If you are a 10 month employee you will only accrue sick leave). You will have a 7 digit ADP ID# that tells who you are in the payroll system. You also must log in to the ADP system each month and approve your time for the previous month by the 5th of the month you are in. EXAMPLE: Approving time for January – log in to ADP system by deadline date of February 5th and choose previous pay period (January) in drop down box and then enter any sick leave that you may have taken for January. The user guide to set up and use your ADP account is located on the Human Resources site under ADP. You can also find the one for faculty at this link

http://www.westga.edu/assetsDept/sharedservices/BOR_USG_eTime_Faculty_ProjectView_User_Guide_(NonManager)06192009_6222009.pdf

b. Travel:

Travel expenses are submitted via the electronic PeopleSoft System on an electronic travel expense statement. Types of travel are conference, off-campus teaching, and clinical travel. Expenses are submitted for airfare, lodging, meals, miscellaneous expenses and mileage. Jo Hite will work with you on how to submit your travel. You can also visit the Travel website at http://www.westga.edu/travel/ for guidelines, policies and other information.

Complete the following steps when planning a trip for conferences and other meetings that are not related to instruction:

- Obtain permission to travel from the Dean forms can be found at
  http://www.westga.edu/travel/index_12214.php Submit these forms and the agenda and
any other information needed to the THS SON Business Operations Director so she can pay the registration for you.

☐ If air travel will be involved with your trip, then you need to set up your flight with West Georgia Travel at (770) 836-8200 or their website at http://www.westgatravel.net/default.asp?sid=14798&pid=20101

☐ You must fax your travel authorization to West Georgia Travel at 770-832-8896 for them to be authorized to set up your flight to be charged to UWG. They will not book your flight without this form.

☐ Retain required receipts and complete reimbursement documents upon return from your trip.

c. TAP – Information concerning the Tuition Assistance Program can be found on the Human Resources website at http://www.westga.edu/hrpay/index_13824.php

XI. **Required Attendance:**

Fall THS SON Retreat, Fall and Spring General Faculty Meetings, THS SON monthly meetings, the Fall and Spring Undergraduate Retreats, THS SON Standing Committee monthly meetings, UWG University Committee meetings, Fall and Spring BSN Graduation Celebration, either Fall or Spring Graduation Ceremony, Sigma Theta Tau Induction Ceremony in Spring if a member. Additional meetings may be required and announced as such.

XII. **Mandatory Annual Employee Training:**

There are several training modules that all employees must do each year and they are Risk Management, Vehicle Risk & Safety, Ethics Training and Right to Know Training. You can find more information about these at http://www.westga.edu/training/index_58.php
SECTION II: FACULTY EVALUATION AND WORKLOAD

EVALUATION OF NURSING FACULTY

As faculty in the University Of West Georgia Tanner Health System School Of Nursing (THS SON), we are committed to the mission and goals of the University and the mission, philosophy, and goals of the THS SON. 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, practice, 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 THS SON 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 THS SON based on various needs, interests, and expertise among the faculty.

Evaluation of Faculty is conducted at the following times and as indicated:

- Each semester by students using the Student Evaluations of Instruction (SEI).
- Annually by the THS SON Deans: Tenure-Track Faculty by the Associate Dean for Graduate Education and non-tenure track faculty by the Associate Dean for Undergraduate Education.

Formal Reviews of Faculty are conducted on the following schedule:
Non-Tenure Track Faculty
   o Third year after initial appointment
   O At promotion
   O Every fifth year after the third-year review or promotion

Tenure-Track Faculty
   o Pre-tenure (third year after initial appointment)
   o At promotion/tenure
   o Post-tenure (every fifth year after tenure)

ANNUAL FACULTY EVALUATION

Review Guidelines

Annual review of faculty performance is conducted each February in the Tanner Health System School of Nursing. Faculty are required to submit a self-evaluation portfolio 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. Tanner Health System School of Nursing Faculty Goal Setting and Evaluation Form (included in the Handbook).

The THS SON Associate Dean for Graduate Education will review submitted materials and complete the Tanner Health System School of Nursing Annual Tenure Track Faculty Evaluation Form (included in the Handbook) for Tenure Track Faculty; the THS SON Associate Dean for Undergraduate Education will review submitted materials and complete the Tanner Health System School of Nursing Annual Non-Tenure Track Faculty Evaluation Form (included in the Handbook) for Non-Tenure Track Faculty. 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 Tanner Health System School of Nursing.

Criteria for Performance and Evidentiary Sources

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, UWG Strategic Plan.
- UWG Faculty Handbook.
- Faculty Evaluation/Review Guidelines of the School of Nursing.
UWG Student Evaluation of Instruction Form.
Tanner Health System School 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.

BOYER'S MODEL OF FACULTY EVALUATION

In 1999, the American Association of Colleges 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 University of West Georgia Tanner Health System School Of Nursing adopted the AACN Position Statement. The following examples serve as a guide for the evaluation of professional growth and development in the School 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.
- On-going 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.

On-going 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 the scholarship of practice (application) 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.
- On-going 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.
- On-going 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.

**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 Tanner Health System School 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. References:

References


Evaluation of Teaching

Effective teaching is central to the mission of the University and the Tanner Health System School of Nursing in our quest for “educational excellence in a personal environment.” The maintenance of high quality undergraduate and graduate education depends upon teaching excellence. The faculty in the Tanner Health System School 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). Evidentiary sources for measuring the quality of teaching include:

- Student evaluations of teaching effectiveness.
- Peer evaluations of teaching effectiveness.
- Dean evaluations of teaching effectiveness.
- Well-developed Teaching Portfolio.
- Student attainment of School of Nursing 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.

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

Peer teaching observation supports educational excellence in a caring environment and demonstrates the commitment of the Tanner Health System School of Nursing 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 THS SON Dean.

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 strongly suggested. The peer observer will be selected by the faculty member in consultation with the THS SON Deans.

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.

Peer Review Evaluation Forms – Clinical Instruction and Classroom Instruction are located in section IV, and on the nursing “y” drive.
Evaluation of Service

All University and Tanner Health System School of Nursing faculty are also 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 Tanner Health System School of Nursing, university, and university-wide committees.
- Effective leadership of Tanner Health System School of Nursing 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 community.
- Significant contributions to the improvement of student, faculty or community life.
- Effective mentoring of colleagues.

GUIDELINES FOR FACULTY APPOINTMENT, PROMOTION, AND TENURE

This document addresses the criteria for appointment and promotion in the Tenure Track and Non-Tenure Track faculty ranks. The criteria are derived from the Tanner Health System School of Nursing statement on the Evaluation of Tenure Track Nursing Faculty and Non-Tenure Track Nursing Faculty in the THS SON Faculty Handbook 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 Nursing Faculty document and the UWG Faculty Handbook, Section 103.0302,D.
# TANNER HEALTH SYSTEM SCHOOL OF NURSING

## MINIMUM CRITERIA FOR APPOINTMENT AND PROMOTION

**MINIMUM CRITERIA FOR APPOINTMENT**

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TANNER HEALTH SYSTEM

SCHOOL OF NURSING PROMOTION AND/OR TENURE GUIDELINES
(APPROVED 8/31/2009; REVISED 4/29/2013)

The following document provides guidelines for promotion and/or tenure for faculty in the THS SON. It delineates how the University and THS SON will be implemented for both non-tenure track and tenure track faculty. These guidelines will be evaluated and revised annually as needed. All faculty under review will be evaluated on their progress toward meeting the four criteria for promotion and/or tenure 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 THS SON Faculty Evaluation Form documents performance in the above areas.

Faculty Dossier Requirements

The following documentation is required for all formal faculty reviews (pre-tenure/third-year, promotion and tenure, and post-tenure/fifth-year) and must be submitted to the Promotion and Tenure Advisory committee by the date set by the Provost and the Vice President for Academic Affairs (VPAA), which is announced by the end of the first week of Fall Semester classes:

1. Current curriculum vitae with accomplishments for the years under review highlighted.
2. Original annual self-evaluations, original THS SON Dean or Associate Dean evaluations, and originals of the student evaluations for the years under consideration must be included.
3. Documents supporting:
   a. Academic achievement;
   b. Professional growth and development;
   c. Service to the institution;
   d. Any letters of recommendation which the department chair has received;
   e. Reprints of scholarly publications.
4. Unique Discipline-appropriate criteria:
   a. 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;
   b. 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;
   c. A formal teaching portfolio that includes the following documents:
      i. overview of teaching responsibilities for the period under review;
      ii. statement of philosophical perspectives and teaching strategies;
      iii. course syllabi from the previous year;
      iv. samples of student work.

**Pre-Tenure and Third Year Review**

The following document provides guidelines for the pre-tenure and third year reviews in the Tanner Health
System School of Nursing. It delineates how the University and School Guidelines (see “Pre-Tenure Review”
in Section 102.02 of the *UWG Faculty Handbook*) will be implemented.

1. Composition of the Promotion and Tenure Advisory Committee:
   a. Pre-Tenure Review: All members of the Promotion and Tenure Advisory Committee who are
      able to render a fair and objective assessment of the person being reviewed will serve on the Pre-
      Tenure Review Committee. Neither the person being reviewed nor the Dean may serve on the
      Committee.
   b. Third-Year Review: All members of the Promotion and Tenure Advisory Committee who are
      able to render a fair and objective assessment of the person being reviewed will serve on the
      Third-Year Review Committee. Neither the person being reviewed, nor the Dean, nor the
      Associate Dean may serve on the Committee.
   c. The Promotion and Tenure Advisory Committee consists exclusively of no less than three tenured
      faculty members selected by the voting members of the Tanner Health System School of Nursing.
      In the event that the Tanner Health System School of Nursing does not have a sufficient number
      of tenured faculty members, then the committee may be composed of the following in order of
      priority:
      i. Tanner Health System School of Nursing Emeriti Faculty;
      ii. Tenured nursing faculty members at a comparable peer institution; or
      iii. Tenured faculty members at the University of West Georgia from another college or
          department at the discretion of the Dean of the Tanner Health System School
          of Nursing.
2. The Promotion and Tenure Advisory Committee Shall:
   a. 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 and School guidelines.
   b. Thoroughly and comprehensively review the individual’s achievements and performance in light of the School’s promotion and/or tenure guidelines.
   c. 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. A simple majority vote of the committee is required for a positive recommendation. The committee chair shall report to the Dean the number of approval/disapproval votes that each candidate received.

3. Dean’s Evaluation:
   a. Pre-Tenure Review/Third-year Review for Tenure track faculty: The evaluation and recommendations of the Committee will be forwarded to the Associate Dean of graduate education of the Tanner Health System School of Nursing. The Associate Dean’s role in the third-year pre-tenure review will be to evaluate the report and meet with the faculty member regarding his/her progress toward promotion and tenure. The faculty member under review will receive a written copy of the Associate Dean’s report regarding progress towards promotion and tenure
   b. Third-Year Review for Non-tenure track faculty: 1) The evaluation and recommendations of the Committee will be forwarded to the Associate Dean for Undergraduate Education a written report stating whether progress toward promotion is sufficient at this time and provide specific reasons for the conclusions contained within it. This written evaluation will be given to the individual under review. 2) The evaluation and recommendations of the Committee and the appropriate supervisory Associate Dean will next be forwarded to the Dean of the Tanner Health System School of Nursing. 3) The Dean’s role in the third-year review will be to evaluate both reports and meet jointly with appropriate supervisory Associate Dean and the faculty member regarding his/her progress toward promotion. The faculty member under review will receive a written copy of the Dean’s report.
   c. Non-tenure track faculty will be reviewed again every five years after the Third-year review according to the above outlined guidelines.
   d. Thoroughly and comprehensively review the individual’s achievements and performance in light of the School’s promotion and/or tenure guidelines.
e. 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. A simple majority vote of the committee is required for positive recommendation. The committee chair shall report to the Dean the number of approval/disapproval votes that each candidate received.

f. Appeals’ Process: In the event the candidate is not recommended for promotion, the appropriate supervisory Associate Dean must communicate this in written form to the candidate no later than ten (10) business days prior to the required notification to the next level. The candidate may appeal this decision within five (5) business days. Such an appeal must state in writing the grounds for his or her request and shall include in the appeal such additional material as is pertinent.

g. The party to whom the appeal is made must respond in writing to the appeal within five (5) university business days. This re-evaluation will replace the previous evaluation in the candidate’s dossier.

h. The dossier then proceeds to the next supervisory level which that of the Dean of the Tanner Health System School of Nursing.

**Promotion and Tenure Review**

The following document provides guidelines for the promotion and tenure review process in the Tanner Health System School of Nursing. It delineates how the University and School Guidelines (see “Procedures and Criteria for Promotion and Tenure” in Section 103 of the UWG Faculty Handbook) will be implemented.

1. All members of the Promotion and Tenure Advisory Committee who are able to render a fair and objective assessment of the person being reviewed will serve on the Committee. Neither the faculty member under review nor the Dean may serve on the Committee. The Associate Deans who are direct reports may not serve on the Committee for the review of faculty members.

2. The Promotion and Tenure Committee shall:
   a. 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 and the School.

3. The Committee will evaluate the individual’s achievements and performance in light of the School’s promotion and/or tenure policies and criteria for the desired rank. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: All candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. A simple majority vote is required for a positive recommendation. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes. It will be the responsibility of the Dean to preserve the original ballots and ranking and to keep these on file for a period of ten (10) years.
4. Non-tenure track faculty promotion procedures:
   a. 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 is then submitted to the appropriate supervisory Associate Dean 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.
   b. Ten (10) working days prior to the deadline for submitting the Committee’s recommendation to
the office of the Dean of the School of Nursing, the appropriate supervisory Associate Dean 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.
   c. Once all appeals have been reviewed by the Committee and the appropriate supervisory Associate
Dean, the Associate Dean will then submit the final evaluation of each faculty member under
review to the office of the Dean of the Tanner Health System School of Nursing.

5. Tenure track faculty promotion and tenure procedures:
   a. 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 is then submitted to the appropriate supervisory Associate Dean who will review the
Committee’s written evaluation and write a personal evaluation of the candidate. The Associate
Dean’s evaluation will then be submitted to the Dean of the Tanner Health System School of
Nursing. 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.
   b. Ten (10) working days prior to the deadline for submitting the Committee’s recommendation to
the office of the Dean of the Tanner Health System School of Nursing, the Committee 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.
   c. Once all appeals have been reviewed by the Committee and the appropriate supervisory Associate
Dean, the Associate Dean will then submit the final evaluation of each faculty member under
review to the office of the Dean of the Tanner Health System School of Nursing.

Post-Tenure/Fifth-Year Review

The following document provides guidelines for the post-tenure/fifth year review in the Tanner Health System
School of Nursing. It delineates how the University and School Guidelines (see “Post-Tenure Review” in
Section 104.02 of the UWG Faculty Handbook) will be implemented.

1. Composition of the Tenure and Promotion Committee:
   a. Post-Tenure Review: All tenured faculty members of the Promotion and Tenure Committee who
are able to render a fair and objective assessment of the person being reviewed will serve on the
Post-Tenure Review Committee. Neither the person being reviewed, the Associate Dean to whom may the person reports, nor the Dean, serve on the Committee.

b. Fifth-Year Review: All members of the Promotion and Tenure Committee who are able to render a fair and objective assessment of the person being reviewed will serve on the Fifth-Year Review Committee. Neither the person being reviewed, nor the Dean, nor the Associate Dean to whom the person reports may serve on the Committee.

2. The Promotion and Tenure Advisory Committee shall:

a. 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 and School guidelines.

b. Thoroughly and comprehensively review the individual’s achievements and performance in light of the School’s faculty evaluation criteria and vote on a colleague’s status by secret ballot. Each faculty member being reviewed shall be evaluated as either satisfactory or unsatisfactory; to be adjudged as unsatisfactory, faculty must receive votes of unsatisfactory from a majority of the voting members of the committee.

c. Prepare a written evaluation of the faculty member’s performance. 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 ten (10) working days prior to the deadline for submitting the committee recommendations to the appropriate dean.

3. Appeals to the Committee for reconsideration shall follow procedures identified in the UWG Faculty Handbook, Section 103.0205. If the Committee does not alter its unsatisfactory recommendation for post-tenure review, the faculty member may appeal to the University-wide Appeals Committee for Post-Tenure Review.

4. For both post-tenure review and fifth-year Reviews, the evaluation and recommendations of the Committee will be forwarded to the appropriate supervisory Associate Dean who then reviews and submits a written recommendation to the Dean of the School of Nursing. The evaluation and recommendations of the committee will also be placed in the faculty member’s personnel file in the Tanner Health System School of Nursing. It is the responsibility of the Dean of 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.

5. 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 appropriate supervisory Associate Dean 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 appropriate supervisory Associate Dean will monitor the progress of a faculty member’s development plan and report the findings to the Dean of the School of Nursing 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.

**Time Limits and Minimum Criteria for Non-Tenure Track Faculty Promotion:**

Refer to Section 103.0301 in the University of West Georgia Faculty Handbook for Promotion Guidelines for Non-tenure track faculty, i.e.:

a. Lecturer
b. Instructor
c. Assistant Professor
Assumptions:
The THS SON desires a workload policy that is congruent with the mission and vision of the university and the school, meets approval and accreditation standards, supports a quality caring curriculum, recognizes faculty education, expertise and career goals, and creates a positive and collegial work environment. Boyer’s Model of Scholarship serves as a guide for faculty appointment, promotion and tenure.

All full-time faculty are expected to teach in the classroom and clinical settings at the undergraduate and graduate levels, on all campuses and online in a manner congruent with their qualifications, expertise, talents and preferences.

THS SON workload guidelines must balance resources and expectations with equity and fairness and be congruent with the policies of the University of West Georgia and the University System of Georgia.

University statements about faculty workload (UWG Faculty Handbook, Section 127):

127.01. Faculty are expected to teach four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned for administrative, research, or other purposes approved by the dean or a lesser load is required to maintain specialized accreditation (e.g., AACSB).
127.02. Faculty are expected to assume their fair share of academic advising, registration duties, club sponsorships, and departmental committee work.
127.03. Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.
127.04 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair, and to make progress annually in addressing the agenda.
127.05 Faculty are expected to engage in public and professional service activities as time and opportunity allows.
127.06 Faculty are expected to average no more than one day a week in any approved outside employment.
127.07 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semesters.
127.08 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

THSSON workload expectations:

1. “Four 3-hour courses or the equivalent per semester” is equal to 12 workload hours. The term “workload hours” is an abstraction that attempts to measure activities related to teaching, such as preparing for instruction, presenting material, advising/coaching/guiding/mentoring students, evaluating assignments, supervising/coordinating clinical learning, and directing student research, publications and presentations.

2. All THSSON non-tenure and tenure track faculty are expected to be actively engaged in teaching, professional development/scholarship and service. All are expected to maintain a program of scholarship (as defined by Boyer) that is appropriate to their track – for example, the scholarship of discovery, integration, and
teaching for tenure track and the scholarship of application and teaching for non-tenure track.

3. Minimum service expectations include student advisement and being an active contributing member of at least one school committee and one additional institutional, community or professional committee.

4. Performance in the areas of teaching, scholarship and service will be evaluated annually and in conjunction with 3rd year review, 5th year post-tenure review and reviews for promotion and/or tenure.

5. Faculty may receive release time for approved activities and duties as assigned.

**THS SON workload model:**

Academic workload is the total of all officially recognized School and University duties carried out by an individual faculty member at any given time. Teaching students in regularly scheduled classes is fundamental, but overall load may also include scholarship, sponsored research, committee assignments, student advisement, direction of student research, and administrative or supervisory duties.

The expected teaching workload at UWG and in the THS SON is 12 credit hours for one semester, or 24 hours for the academic year for tenure track faculty. The expected teaching workload for non-tenure track at THS SON is 12-15 workload hours for one semester or 24-30 hours for the academic year. In these models, a typical semester-long 3-credit course ordinarily represents 10% of faculty effort for the academic year (2 semesters); in addition, faculty members are expected to dedicate at least 10% of their time to professional service activities. A standard work week is defined as 40 hours.

**Release time standards:**

Release from the standard expectation of 12 (tenure track) or 15 (non-tenure track) workload hours may be allocated by the THS SON for scholarship, administrative assignments and other special initiatives or projects as negotiated with the associate dean/dean. If, at the conclusion of a defined review process, it is determined that a particular faculty member is not fulfilling expectations (e.g., he or she is not maintaining an active scholarship agenda or service record), the associate dean/dean shall have the option to create a plan for improvement and/or adjust that individual’s teaching workload. The standard amount of workload hour release per semester for scholarship and administration is typically defined as follows:
- 3 hours release for an active program of scholarship
- 3 hours release for program directors
- 6 hours release for associate deans
- 3 hours release for coordinating pre-licensure clinical courses with multiple clinical sites, skills/simulation labs and instructors

**Workload calculation standards:**

1. 1 credit/contact hour of didactic instruction = 1 workload hour
2. 1 contact hour of direct clinical instruction/supervision = 0.75 workload hour
3. 1 contact hour of skills/simulation lab instructions = 0.5 workload hours
4. 0.33 workload hour credit is allocated for each student that a faculty member supervises in a precepted clinical experience
5. Faculty directing EdD student dissertation research receive workload credit as follows:
   - 1.00 workload hours per student per semester dissertation chaired (maximum 5 workload hours)
   - 0.5 workload hours dissertation committee member times 2 (the semesters of proposal defense and final defense).
6. For faculty teaching 95% online courses with up to 20 students, a +1 workload credit will be added to the
course credit; in cases where more than 20 students are taking the course, the course will be sectioned into groups of 20-25 and workload credit assigned accordingly. Workload hours may be decreased for class sizes below the standard.

7. For faculty teaching face to face or D level courses, in cases where there are more than 59 students, the course will be sectioned into groups of 30-35 and workload credit assigned accordingly. Workload hours may be decreased for class sizes below the standard.

**Workload examples:**

**Tenure Track Faculty:**

The standard teaching workload for tenure track nursing faculty members is 9-12 workload hours per semester (3/3 or 4/4 course load). They will select either a “teaching/scholarship” or a “teaching intensive” focus and contract with their supervising associate dean regarding their workload percentages.

The following are sample workload calculations and assume a 40 clock hour work week:

Tenure track faculty with a scholarship focus (3/3): Teaching = 60% = 24 hours/week

- Scholarship = 20% = 8 hours/week
- Service = 20% = 8 hours/week

Tenure track faculty with a teaching focus (4/4 or 3/4): Teaching = 80% = 32 hours/week

- Scholarship = 10% = 4 hours/week
- Service = 10% = 4 hours/week

**Non-Tenure Track Faculty:**

The standard teaching workload for non-tenure track nursing faculty members is 12-15 workload hours per semester (4/4 or 5/4 course load), which is comparable to the workload of core instructors, lecturers and instructors at UWG. They will select either a “teaching intensive” or a “teaching/practice/scholarship” focus and contract with their supervising associate dean regarding their workload percentages.

The following are sample workload calculations assuming a 40 clock hour work week:

Non-tenure track faculty with a teaching/practice/scholarship focus (4/4): Teaching = 80% = 32 hours/week

- Scholarship = 10% = 4 hours/week
- Service = 10% = 4 hours/week

Non-tenure track faculty with a teaching focus (5/4): Teaching = 90% = 36 hours/week

- Service = 10% = 4 hours/week

The above workload calculations are based on a standard for THS SON class sizes as follows:

- Standard class size (face-to-face or D courses) = 59 students
- Standard class size (N courses-greater than 95% online) = 20-25 students

For team-taught didactic courses, the number of workload hours will be divided by the number of faculty on the team who share classroom teaching responsibilities.
SECTION III: FACULTY EVALUATION FORMS

Student Evaluation of Instruction (SEI)

The UWG Student Evaluation of Instruction (SEI) form is available in the THS SON and online. 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:

- Tanner Health System School of Nursing Faculty Goal Setting & Evaluation Form
- Annual Tenure Track Nursing Faculty Dean Evaluation Form
- Annual Tenure Track Nursing Faculty Self-Evaluation Form
- Annual Non-Tenure Track Faculty Dean Evaluation Form
- Annual Non-Tenure Track Faculty Self-Evaluation Form
- Peer Review Evaluation Form - Classroom Instruction
- Peer Review Evaluation Form - Clinical Instruction
TEACHING GOALS (%):

PROFESSIONAL GROWTH AND DEVELOPMENT GOALS (%):

SERVICE GOALS (%):

Goals Setting Conference Date

COMMENTS: 

Signature of Faculty Member

Signature of School Associate Dean

Review of Goals Conference Date

COMMENTS: 

Signature of Faculty Member

Signature of School Associate Dean

Evaluation Conference Date

COMMENTS: 

Signature of Faculty Member

Signature of School Associate Dean
UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING
ANNUAL TENURE TRACK NURSING FACULTY
DEAN EVALUATION FORM

FACULTY MEMBER: ___________________ RANK: ___________________

EARNED ACADEMIC DEGREES: ___________________ EVALUATION YEAR: ___________________

Instructions: Expected items for each rank are blank; those not expected for the rank are shaded. If you wish to be evaluated on an item that is not expected for your rank, place a √ mark in the shaded box.

EXPECTATIONS:  4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable

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<tr>
<td></td>
<td>Assistant</td>
<td>Associate</td>
</tr>
</tbody>
</table>

1. Teaching in congruence with the School of Nursing (SON)/University mission and philosophy.
   a. Teaches in a manner that reflects the SON philosophy and program mission and learning objectives.
   b. Implements the curriculum using approved course learning goals/content.
   c. Incorporates the current nursing knowledge/theory/research and professional standards/guidelines for practice.
   d. Adheres to university and SON policies related to classroom and/or clinical teaching

2. Teaching effectiveness
   a. Uses an evidence-based practice model in the classroom/clinical setting.
   b. Implements appropriate teaching learning strategies by preparing assignments, handouts, exams and activities to promote student interest and enhance learning.
   c. Works collaboratively with learners to develop critical thinking and reflective thinking skills.
   d. Demonstrates innovations in professional didactic and/or clinical education.
   e. Employs information technology successfully.
   f. Supervises independent student classroom and/or clinical activities effectively.
   g. Demonstrates expertise and knowledge in the designated content and/or clinical areas.

3. Evaluation of teaching
   a. Earns positive student evaluations of didactic and/or clinical teaching effectiveness.
   b. Earns positive peer evaluations of didactic and/or clinical teaching effectiveness.
   c. Evaluates own teaching and/or clinical performance effectiveness accurately.
d. Utilizes student, peer, and chair evaluations to improve teaching and/or clinical effectiveness.

e. Provides evidence of maintaining a Teaching Portfolio.

f. Evidentiary sources include:

4. Curricular and/or program development and evaluation activities.

a. Participates in curricular and/or program development and evaluation.

b. Contributes to curricular and/or program development and evaluation.

c. Provides leadership in curricular and/or program development and evaluation.

5. Mentoring

a. Mentors new/other faculty in the development of teaching and/or clinical skills.

b. Assists new/other faculty with distance learning applications.

c. Collaborates with other faculty in areas of classroom and/or clinical expertise.

Number of new courses developed ____________ .  Number of honor’s sections taught ________

<table>
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<td>Associate</td>
</tr>
</tbody>
</table>


2. Contributes to the body of evidence-based knowledge in nursing.
   a. Publishes in peer-reviewed publications on teaching and/or clinical practice issues.
   b. Submits abstracts related to teaching and/or clinical practice for regional, national or international presentation.
   c. Presents papers/poster related to teaching and/or clinical practice at regional, national or international conferences.
   d. Presents clinically focused workshops
   e. Publishes textbook, monographs, teaching module, editorials, or book chapters.
   f. Serves on editorial/review boards.

3. Presents evidence of quality from evidentiary sources.
   a. Participates in notable continuing education efforts.
   b. Seeks professional certification(s) in area of clinical expertise.
   c. Maintains professional clinical nursing practice.

4. Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship of teaching and/or practice
a. Achieves professional recognition for excellence in teaching and/or clinical nursing practice.

b. Submits grant proposals.

c. Receives grant funding.

d. Serves as professional clinical nursing consultant and expert.

5. Influences theory, policy, practice, and/or pedagogy through evidence-based scholarship

6. Actively participates in professional nursing organizations.

7. Demonstrates the scholarship of teaching and application through the following additional activities:

<table>
<thead>
<tr>
<th>Number of books and monographs</th>
<th>Number of memberships in honors organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of book chapters</td>
<td>Number offices held in professional organizations</td>
</tr>
<tr>
<td>Number of peer-reviewed articles submitted</td>
<td>Number of positions held in journal editing/review</td>
</tr>
<tr>
<td>Number of peer-reviewed articles accepted</td>
<td>Number of grant proposals submitted</td>
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<td>Number of grant proposals funded</td>
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</tbody>
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**SERVICE**

(__________%)

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1. Works cooperatively and collaboratively with others to meet department goals.

2. Successfully serves as course coordinator.

3. Student advising and counseling

   a. Demonstrates potential for effective student advising and counseling.

   b. Demonstrates effective student advising and counseling.

   c. Meets advising responsibilities effectively.

   d. Successfully serves as faculty advisor to student groups.

   e. Successfully serves as a Caring Group facilitator.

4. Committee activities

   a. Participates in departmental committees appropriately.

   b. Performs effectively in leadership roles in the department.

   c. Seeks service on college, university, or system-wide committees.

   d. Meets college, university, or system-wide committee obligations effectively.

   e. Performs effectively in leadership roles in the college, university, or system.
f. Presents evidence of quality from committee service and the appropriate evidentiary sources.

5. Community/professional activities

a. Actively participates in community/professional activities (i.e. committees, boards, panels).

b. Performs effectively in leadership roles in community.

6. Successfully serves as mentor to new faculty.

Number of SON/university/system-wide committee appointments __________

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 SON Dean.

__________________________
Faculty signature/Date

__________________________
Dean signature/Date

Workload hours:
Semester
Spring _____
Fall _____

Form Reviewed April 23, 2008
UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING
ANNUAL TENURE TRACK NURSING FACULTY
SELF-EVALUATION FORM

FACULTY MEMBER: __________________________ RANK: ______________
EARNED ACADEMIC DEGREES: __________________ EVALUATION YEAR: ______

Instructions: Expected items for each rank are blank; those not expected for the rank are shaded. If you wish to be evaluated on an item that is not expected for your rank, place a \( \checkmark \) mark in the shaded box.

EXPECTATIONS:  4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable

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1. Teaching in congruence with the School of Nursing (SON)/University mission and philosophy.
   a. Teaches in a manner that reflects the SON philosophy and program mission and learning objectives.
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   c. Incorporates the current nursing knowledge/theory/research and professional standards/guidelines for practice.
   d. Adheres to university and SON policies related to classroom and/or clinical teaching.

2. Teaching effectiveness
   a. Uses an evidence-based practice model in the classroom/clinical setting.
   b. Implements appropriate teaching learning strategies by preparing assignments, handouts, exams and activities to promote student interest and enhance learning.
   c. Works collaboratively with learners to develop critical thinking and reflective thinking skills.
   d. Demonstrates innovations in professional didactic and/or clinical education.
   e. Employs information technology successfully.
   f. Supervises independent student classroom and/or clinical activities effectively.
   g. Demonstrates expertise and knowledge in the designated content and/or clinical areas.

3. Evaluation of teaching
   a. Earns positive student evaluations of didactic and/or clinical teaching effectiveness.
   b. Earns positive peer evaluations of didactic and/or clinical teaching effectiveness.
   c. Evaluates own teaching and/or clinical performance effectiveness accurately.
   d. Utilizes student, peer, and chair evaluations to improve teaching and/or clinical effectiveness.
e. Provides evidence of maintaining a Teaching Portfolio.

f. Evidentiary sources include:

4. Curricular and/or program development and evaluation activities.

<table>
<thead>
<tr>
<th>Items</th>
<th>Assistant</th>
<th>Associate</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Participates in curricular and/or program development and evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Contributes to curricular and/or program development and evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Provides leadership in curricular and/or program development and evaluation.</td>
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</tr>
</tbody>
</table>

5. Mentoring

<table>
<thead>
<tr>
<th>Items</th>
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<th>Professor</th>
</tr>
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<tbody>
<tr>
<td>a. Mentors new/other faculty in the development of teaching and/or clinical skills.</td>
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<td></td>
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<tr>
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</table>

Number of new courses developed ____________ Number of honor’s sections taught ____________

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<tr>
<td>2. Contributes to the body of evidence-based knowledge in nursing.</td>
<td></td>
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<td>a. Publishes in peer-reviewed publications on teaching and/or clinical practice issues.</td>
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<td></td>
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<tr>
<td>a. Participates in notable continuing education efforts.</td>
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<tr>
<td>b. Seeks professional certification(s) in area of clinical expertise.</td>
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<td>c. Maintains professional clinical nursing practice.</td>
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<td>4. Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship of teaching and/or practice</td>
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<td></td>
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b. Submits grant proposals.

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**Items to Evaluate**

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2. Successfully serves as course coordinator.

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a. Demonstrates potential for effective student advising and counseling.

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4. Committee activities
   
a. Participates in departmental committees appropriately.

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c. Seeks service on college, university, or system-wide committees.

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e. Performs effectively in leadership roles in the college, university, or system.

f. Presents evidence of quality from committee service and the appropriate evidentiary sources.
5. Community/professional activities

<p>| | | |</p>
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6. Successfully serves as mentor to new faculty.

Number of SON/university/system-wide committee appointments

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 SON Dean.

________________________________________
Faculty signature/Date

________________________________________
Dean signature/Date

Workload hours:
Semester
Spring _____
Fall _____

Form Reviewed April 23, 2008
FACULTY MEMBER: ____________________________ RANK/TENURE STATUS: ________
EARNED ACADEMIC DEGREES: ________________ EVALUATION YEAR: ________

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<td>b. Implements the curriculum using approved course learning goals/content.</td>
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<tr>
<td>c. Adheres to university and school policies related to classroom and clinical teaching</td>
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<td>2. Teaching effectiveness</td>
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<td>c. Works collaboratively with learners to develop critical thinking and reflective thinking skills.</td>
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<td>d. Demonstrates innovations in professional didactic and clinical education.</td>
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<td>e. Employ information technology successfully.</td>
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<tr>
<td>f. Supervises independent student clinical activities effectively.</td>
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<tr>
<td>g. Demonstrates clinical expertise and knowledge in the designated content areas.</td>
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<td></td>
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<tr>
<td>3. Evaluation of teaching</td>
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<tr>
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<td></td>
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<td></td>
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c. Provides leadership in curricular and/or program development and evaluation.

5. Mentoring
   a. Mentors new/other faculty in the development of teaching skills.
   b. Assists new/other faculty with distance learning applications.
   c. Collaborates with other faculty in areas of classroom or clinical expertise.

Number of new courses developed _____

Number of honor’s sections taught _____

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<td>1. Incorporates current nursing knowledge/theory/research and professional standards/guidelines for practice.</td>
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<tr>
<td>2. Contributes to the body of evidence-based knowledge in nursing.</td>
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<td>Associate</td>
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<tr>
<td>4. Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship of teaching and/or practice</td>
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<td>Associate</td>
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<tr>
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<tr>
<td>b. Submits grant proposals.</td>
<td>Assistant</td>
<td>Associate</td>
</tr>
<tr>
<td>c. Receives grant funding.</td>
<td>Assistant</td>
<td>Associate</td>
</tr>
<tr>
<td>d. Serves as professional clinical nursing consultant and expert.</td>
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<td>Associate</td>
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5. Influences theory, policy, practice, and/or pedagogy through evidence-based scholarship

6. Actively participates in professional nursing organizations.

7. Demonstrates the scholarship of teaching and 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/poster presentations submitted _____
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   Number of memberships to honors organizations _____
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   Number of grant proposals funded _____

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<td>Associate</td>
</tr>
<tr>
<td>1. Works cooperatively and collaboratively with others to meet school goals.</td>
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<td></td>
</tr>
<tr>
<td>2. Successfully serves as course coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student advising and counseling</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>b. Demonstrates effective student advising and counseling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Meets advising responsibilities effectively.</td>
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<td></td>
</tr>
<tr>
<td>d. Successfully serves as faculty advisor to student groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Successfully serves as a Caring Group facilitator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Committee activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Participates in school committees appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Performs effectively in leadership roles in the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Seeks service on college, university, or system-wide</td>
<td></td>
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<td>d. Meets college, university, or system-wide committee obligations effectively.</td>
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</tr>
<tr>
<td>e. Performs effectively in leadership roles in the college, university, or system.</td>
<td></td>
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</tr>
<tr>
<td>f. Presents evidence of quality from committee service and the appropriate evidentiary sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Community/professional activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Actively participates in community/professional activities (i.e. committees, boards, panels).</td>
<td></td>
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</tr>
<tr>
<td>b. Performs effectively in leadership roles in community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Successfully serves as mentor to new faculty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING  
ANNUAL NON-TENURE TRACK NURSING FACULTY  

SELF-EVALUATION FORM  

FACULTY MEMBER: __________________________ RANK/TENURE STATUS: ____________  
EARNED ACADEMIC DEGREES: ___________________ EVALUATION YEAR: ____________  

Instructions: Expected items for each rank are blank; those not expected for the rank are shaded. If you wish to be evaluated on an item that is not expected for your rank, place a ✓ mark in the shaded box.  

EXPECTATIONS: 4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not Applicable  

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>Items to Evaluate</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant</td>
<td>Associate</td>
</tr>
<tr>
<td>1. Teaching in congruence with the School of Nursing (SON)/University mission and philosophy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Teaches in a manner that reflects the school philosophy and program mission and learning objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Implements the curriculum using approved course learning goals/content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Adheres to university and school policies related to classroom and clinical teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teaching effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Uses an evidence-based practice model in the classroom/clinical setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Implements appropriate teaching learning strategies by preparing assignments, handouts, exams and activities to promote student interest and enhance learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Works collaboratively with learners to develop critical thinking and reflective thinking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Demonstrates innovations in professional didactic and clinical education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Employs information technology successfully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Supervises independent student clinical activities effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Demonstrates clinical expertise and knowledge in the designated content areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluation of teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Earns positive student evaluations of didactic &amp; clinical teaching effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Earns positive peer evaluations of didactic and clinical teaching effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Evaluates own teaching effectiveness accurately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Utilizes student, peer, and dean evaluations to improve teaching effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Provides evidence of maintaining a Teaching Portfolio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Evidentiary sources include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Curricular and/or program development and evaluation activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Participates in curricular and/or program development and evaluation.</td>
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</tr>
</tbody>
</table>

84
b. Contributes to curricular and/or program development and evaluation.

c. Provides leadership in curricular and/or program development and evaluation.

5. Mentoring

a. Mentors new/other faculty in the development of teaching skills.

b. Assists new/other faculty with distance learning applications.

c. Collaborates with other faculty in areas of classroom or clinical expertise.

<table>
<thead>
<tr>
<th>PROFESSIONAL GROWTH AND DEVELOPMENT</th>
<th>Items to Evaluate</th>
<th>EVIDENCE/ COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporates current nursing knowledge/theory/research and professional standards/guidelines for practice.</td>
<td>Assistant</td>
<td>Associate</td>
</tr>
<tr>
<td>2. Contributes to the body of evidence-based knowledge in nursing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Publishes in peer-reviewed publications on teaching and/or clinical practice issues.</td>
<td></td>
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<tr>
<td>b. Submits abstracts related to teaching and/or clinical practice for regional, national or international presentation.</td>
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<tr>
<td>c. Presents papers/poster related to teaching and/or clinical practice at regional, national or international</td>
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</tr>
<tr>
<td>d. Presents clinically focused workshops</td>
<td></td>
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</tr>
<tr>
<td>e. Publishes textbook, monographs, teaching module, editorials, or book chapters.</td>
<td></td>
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<tr>
<td>f. Serves on editorial/review boards.</td>
<td></td>
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</tr>
<tr>
<td>3. Presents evidence of quality from evidentiary sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Participates in notable continuing education efforts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Seeks professional certification(s) in area of clinical expertise.</td>
<td></td>
<td></td>
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<tr>
<td>c. Maintains professional clinical nursing practice.</td>
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<tr>
<td>4. Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship</td>
<td></td>
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</tr>
<tr>
<td>a. Achieves professional recognition for excellence in teaching and/or clinical nursing practice.</td>
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<td></td>
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<tr>
<td>b. Submits grant proposals.</td>
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<tr>
<td>c. Receives grant funding.</td>
<td></td>
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<tr>
<td>d. Serves as professional clinical nursing consultant and expert.</td>
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<tr>
<td>5. Influences theory, policy, practice, and/or pedagogy through evidence–based scholarship</td>
<td></td>
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<tr>
<td>6. Actively participates in professional nursing organizations.</td>
<td></td>
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<tr>
<td>7. Demonstrates the scholarship of teaching and application through the following additional activities.</td>
<td></td>
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<tr>
<td>SERVICE</td>
<td>Assistant</td>
<td>Associate</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Works cooperatively and collaboratively with others to meet school goals.</td>
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<tr>
<td>2. Successfully serves as course coordinator.</td>
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<tr>
<td>3. Student advising and counseling</td>
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<tr>
<td>4. Demonstrates potential for effective student advising and counseling.</td>
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<td></td>
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<tr>
<td>5. Demonstrates effective student advising and counseling.</td>
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<tr>
<td>7. Successfully serves as faculty advisor to student groups.</td>
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<tr>
<td>8. Successfully serves as a Caring Group facilitator.</td>
<td></td>
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<tr>
<td>9. Committee activities</td>
<td></td>
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<tr>
<td>5. Participates in school committees appropriately.</td>
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<tr>
<td>Performs effectively in leadership roles in the school.</td>
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<tr>
<td>7. Seeks service on college, university, or system-wide committees.</td>
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<tr>
<td>d. Meets college, university, or system-wide committee obligations</td>
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<tr>
<td>e. Performs effectively in leadership roles in the college, university, or system.</td>
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<tr>
<td>f. Presents evidence of quality from committee service and the appropriate evidentiary sources.</td>
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<tr>
<td>10. Community/professional activities</td>
<td></td>
<td></td>
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<tr>
<td>a. Actively participates in community/professional activities (i.e. committees, boards, panels).</td>
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<tr>
<td>8. Performs effectively in leadership roles in community.</td>
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<tr>
<td>11. Successfully serves as mentor to new faculty.</td>
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</tbody>
</table>

Number of college/university/system-wide committee appointments __________

Notable continuing education or academic advancement during the evaluation period: Strengths:

Area for Growth:

Comments:

I have read this evaluation and discussed it with the Dean.

Faculty Signature & Date

Approved 1/28/08
Classroom Instruction

Name: __________________________________________

☐ Tenured     ☐ Tenure-Track     ☐ Non-tenure Track     ☐ Other

5 = Exceeds Expectations; 4 = Meets Expectations; 3 = Needs Improvement; 2 = Unacceptable; 1 = Not Applicable or Not Observed

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
</table>

ORGANIZATION

1. Prepares for class

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

Revised/Approved 3/24/2008
### INSTRUCTIONAL SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Choice of teaching technique is appropriate for objectives</th>
<th></th>
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<tbody>
<tr>
<td>2</td>
<td>Speaks clearly with adequate volume</td>
<td></td>
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<tr>
<td>3</td>
<td>Demonstrates enthusiasm about the subject</td>
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<tr>
<td>4</td>
<td>Makes subject matter interesting</td>
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<tr>
<td>5</td>
<td>Emphasizes major points during delivery of subject matter</td>
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<tr>
<td>6</td>
<td>Provides opportunities for critical thinking, analysis and independent thought by students</td>
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<tr>
<td>7</td>
<td>Asks probing questions</td>
<td></td>
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<tr>
<td>8</td>
<td>Provides cues or rephrases questions when needed</td>
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<tr>
<td>9</td>
<td>Encourages student questions</td>
<td></td>
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<tr>
<td>10</td>
<td>Responds clearly to questions</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Restates students’ questions or comments as needed</td>
<td></td>
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<tr>
<td>12</td>
<td>Uses various teaching methods effectively</td>
<td></td>
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<tr>
<td>13</td>
<td>Uses educational media appropriately</td>
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</tbody>
</table>

### STUDENT INTERACTION & RAPPORT

<table>
<thead>
<tr>
<th></th>
<th>Greets students at beginning of class</th>
<th></th>
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<tbody>
<tr>
<td>2</td>
<td>Demonstrates respect for students and their thoughts and/or concerns</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Creates a caring environment for student learning</td>
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<tr>
<td>4</td>
<td>Responds appropriately to student puzzlement or boredom</td>
<td></td>
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<tr>
<td>5</td>
<td>Uses humor or anecdotes appropriately</td>
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<tr>
<td>6</td>
<td>Welcomes multiple and diverse perspectives</td>
<td></td>
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<tr>
<td>7</td>
<td>Sensitive to individual interests and abilities</td>
<td></td>
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</tr>
</tbody>
</table>

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

- Lecture
- Q & A
- Discussion
- Small group activities
- Student presentations
- Active learning
- In-class exercises
- Audiovisual/technology
- Other ________________
COMMENDATIONS:


RECOMMENDATIONS:


Reviewer Signature: ___________________________ Date: ______________

Faculty Comments: _____________________________________________


Faculty Signature: __________________________________________________________________ Date: ______________

Revised/Approved 3/24/2008
University of West Georgia Tanner Health System School of Nursing
Peer Review Evaluation Form
Clinical Instruction

Name: ____________________________________________

☐ Tenured  ☐ Tenure-Track  ☐ Non-tenure Track  ☐ Other

5 = Exceeds Expectations; 4 = Meets Expectations; 3 = Needs Improvement; 2 = Unacceptable; 1 = Not Applicable or Not Observed

<table>
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<th>ORGANIZATION</th>
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<tbody>
<tr>
<td>1. Prepares for clinical</td>
</tr>
<tr>
<td>2. Communicates daily assignments and objectives clearly</td>
</tr>
<tr>
<td>a. to students</td>
</tr>
<tr>
<td>b. to staff</td>
</tr>
<tr>
<td>3. Uses clinical time well to include pre and or post conference</td>
</tr>
<tr>
<td>4. Organizes clinical experiences efficiently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays confidence in his/her personal clinical abilities</td>
</tr>
<tr>
<td>2. Exhibits knowledge about current practices for a variety of patient conditions</td>
</tr>
<tr>
<td>3. Provides an orientation to the clinical facility</td>
</tr>
<tr>
<td>4. Presents clinical information clearly and at student's level of understanding</td>
</tr>
<tr>
<td>5. Relates classroom content to clinical practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assigns students as appropriate for objectives and student's ability</td>
</tr>
<tr>
<td>2. Demonstrates enthusiasm about clinical learning and practice</td>
</tr>
<tr>
<td>3. Provides individualized assistance when necessary</td>
</tr>
<tr>
<td>4. Answers questions in a careful and precise manner</td>
</tr>
<tr>
<td>5. Facilitates problem solving on the clinical unit</td>
</tr>
<tr>
<td>6. Encourages team work among students and agency staff</td>
</tr>
<tr>
<td>7. Seeks learning activities within the agency to help facilitate student's meeting their personal goals</td>
</tr>
<tr>
<td>8. Encourages critical thinking and analysis</td>
</tr>
<tr>
<td>9. Conducts caring group activities</td>
</tr>
</tbody>
</table>
## STUDENT INTERACTION & RAPPORT

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrates a caring and holistic approach to patient care and clinical instruction</td>
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</tr>
<tr>
<td>2</td>
<td>Creates an environment where students are comfortable expressing ideas and asking questions</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Communicates in an open and non-threatening manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Behaves in a professional manner and role models the behavior to students and agency staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Communicates effectively in a timely manner to student requests, clinical evaluations, and emails</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Provides feedback and areas for improvement to students in a caring and respectful manner</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Performs midterm and final evaluations</td>
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### COMMENDATIONS:

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### RECOMMENDATIONS:

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Reviewer Signature: ___________________________ Date Reviewed: ___________________________

### FACULTY COMMENTS:

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- 

Faculty Signature: ___________________________ Date: ___________________________

Approved February 25, 2008
SECTION IV: POLICIES/PROCEDURES RELATED TO TEACHING, SERVICE, AND TRAVEL

Syllabi (revised 6/21/13)

TEACHING

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 through D2L or official UWG email address
- 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
  - Web-based requirements and use
  - Academic dishonesty statement
  - Disability statement

- Common syllabi language information is found at: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
- Online course syllabi information can be found at: http://uwgonline.westga.edu/syllabus-resources.php. All courses with an online component must include a statement converting credit hours to minutes. Please see the “online instruction calculator” on the above website. The recommended statement is: “This course will be delivered approximately _______ (add percentage here, i.e. 40%) online. This requires the online equivalent of __________________ (add instructional minutes here, i.e. 900) minutes of instruction (seat-time) and an additional ______ add out-of-class work estimate here, i.e. 1800) minutes of supporting activities. As such, you will be required to complete the following online activities during this course: (list all course activities/assignments and number of minutes required to complete the activity. i.e. discussion posts = 300 minutes). Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.”
- Calendar of course content & class assignments – preferred/not required

Faculty Responsibilities:

1. Submit a digital copy of the syllabi to THS SON Business Manager/Webmaster by the following deadlines:
   a. August 1 for fall semester courses,
   b. January 1 for spring semester courses,
   c. May 1 for summer semester courses;
2. Send an electronic course summary to the appropriate Associate Dean at the end of each semester;
3. For Web-based courses, access should be given to all faculty teaching in the course and the appropriate Associate Dean, as requested.

Guidelines for Course Changes

Changes in nursing course descriptions, learning goals, and major content must be reviewed by the appropriate THS SON Committee and approved by the faculty. Individual faculty members may change learning activities and instructional strategies.

Caring Group

Please check with the Caring for Students’ Committee for courses that will implement the Caring Groups each semester in BSN, RN-BSN, MSN & EdD courses.

The following statement should be used in the syllabi for the Caring Group courses:
Caring Group activities are included as a component of the course to provide the opportunity for students to experience caring as the essence of nursing and to engage in learning to care for self, others and the profession.

Academic Dishonesty Statement

The Tanner Health System School 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 students 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 School.

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.”

Official Communication

Suggested statement: The University requires that all electronic communications be done through Course Den – D2L and your myUWG e-mail account. Please do not use your personal e-mail service
The University of West Georgia Tanner Health System School of Nursing encourages students enrolled in the University Honors College to graduate with Honors College distinction. The goal of the Nursing Honors Program is to stimulate critical thinking and provide students with additional learning opportunities in research, publication, and the practice of nursing. Undergraduate students in the THS SON wishing to receive honors credit for courses taken while enrolled in the nursing program must first meet all requirements for the Honors Program as outlined by the UWG Honors College. Students earning credit for nursing honors courses or completing honors theses or projects will remain in regular nursing classes with other students.

To receive honors credit for courses in the undergraduate nursing program, students must be committed to engaging in undergraduate research under the direction of a THS SON faculty. Students will be paired with faculty and, possibly, other students in developing and executing a basic research study. Work on this research study will commence during the junior year of the nursing program and will continue over the course of the student’s time in the program.

Students must follow the policies outlined by the UWG Honors College for converting non-honors sections of courses to honors courses (See the UWG Honors College website for these policies). Students enrolled in the UWG Honors College will be responsible for contacting the THS SON Undergraduate Research Coordinator prior to or during the first week of each semester to establish which courses they plan to convert for honors credit during the ensuing semester. The Undergraduate Research Coordinator will ensure that students are seeking conversion of appropriately designated courses for honors credit. It will be the student’s responsibility to contact course faculty for the designated courses to obtain the approval and signatures required by the UWG Honors College for the transformation of courses to honors courses.

Students can only receive honors credit for courses that are designated as non-clinical courses within the THS SON undergraduate curriculum. These courses include:

NURS 3101 Professional Nursing Concepts 1
NURS 3201 Health Care of the Client 1
NURS 3102 Professional Nursing Concepts II
NURS 3202 Health Care of the Client II
NURS 3400 Nursing Research and Evidence-Based Practice **
NURS 4101 Professional Nursing Concepts III
NURS 4201 Health Care of the Client III
NURS 4102 Professional Nursing Concepts IV
NURS 4202 Health Care of the Client IV

**Students are required to include NURS 3400 as one of their courses designated for honors credit.
The THS SON Undergraduate Research Coordinator will assist each student in connecting him or her to a faculty member who is willing to work with the student on a research study. It will be the student’s responsibility to follow up with the designated faculty member to develop a plan for the research study and to decide what work will need to be completed by the student each semester to meet requirements for awarding honors credit in the designated courses. Faculty will communicate these requirements to the Undergraduate Research Coordinator who will forward the information to appropriate course faculty.

The transformation of non-honors courses to honors courses does not require the awarding of extra credit or points to student grades by faculty. The transforming of the course to an honors credit course is sufficient to meet the requirements for such credit as outlined by the UWG Honors College.

Upon completion of the semester, the Undergraduate Research Coordinator will forward information to course faculty as to whether or not students have completed the required work on their research projects that semester and have met the designated criteria for awarding of honors credit. A report will be compiled and remitted to the UWG Honors College by the Undergraduate Research Coordinator indicating which students have and have not fulfilled the designated requirements. Honors credit will be awarded or not awarded accordingly.

All students wishing to receive honors credit will be required to participate in the THS SON Research Day, held during the Spring semester, as part of the requirements for honors credit. Faculty will assist students in preparing presentations (poster or oral) for this event. This will serve as the project or paper required for the Spring semester for all students seeking honors credit in the THS SON.

Upon completion of the undergraduate research study, students will be required to compose an honors thesis which will serve as the thesis requirement for the UWG Honors College for conferral of honors status at graduation. The faculty member working with the student on the research study will be responsible for grading of all work related to the study and the grading of the final thesis. Students are responsible for forwarding a copy of the final thesis to the appropriate individual in the UWG Honors College for approval and acceptance as the culminating criteria for awarding of honors status at graduation.

**Nurse Scholars Program Learning Community**

- The Nurse Scholars Learning Community is a first year program designed for academically gifted and highly motivated students who have chosen pre-nursing as their major upon their first semester of enrollment at UWG.
- Participation in this learning community will allow pre-nursing students the opportunity to take courses with other high-ability students, providing them with proper support and guidance to be a candidate for the Nurse Scholars program after their first academic year. Students must maintain an Overall Grade Point Average of 3.2 (on 4.0 scale) or higher to remain in Nurse Scholars and UWG’s Honors College after their first academic year to have guaranteed admission to UWG’s School of Nursing. Once the first academic year is over, students from the learning community that are no longer maintaining the required OGPA of 3.2 (on 4.0 scale) or higher will no longer have guaranteed admission to UWG’s Tanner Health System School of Nursing.
- New students can indicate interest in this learning community when registering for their university orientation. Students are screened for Honors College criteria for incoming freshman and notified by the Tanner Health System School of Nursing if placed in the learning community. If spaces are available after residential and commuter programs have taken place, students who do not meet Honors College criteria as incoming freshman may be considered for the learning community. Up to 25 students may be placed in the Nurse Scholars Learning Community.
NURSING GRADING SCALE
(APPROVED 3/25/13)

The following grading scale is standard for all BSN and RN-BSN courses:

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

The following grading scale is standard for all MSN and EdD nursing courses:

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

MEDICATION CALCULATION POLICY
(APPROVED 2/9/2015)

Medication Calculation Content Related to Level of Course
The medication calculation questions/problems should reflect the clinical objectives consistent with the level of the course. The problems reflect the clinical goals of that semester, i.e.:

LEVEL 1 (Clinical Practice I): Pediatric weight-based problems, reading labels, problems requiring metric conversions, IV bag infusion time, IV pump mls per hour, medication abbreviations that are used in a medication administration record (MAR).
LEVEL 2 (Clinical Practice II): All Level 1 content plus IV drip rates and IV push
LEVEL 3 & 4 (Clinical Practice III & IV): All Level 1 & 2 content plus order sets/protocols plus titration of critical medications (heparin, insulin, dopamine, cardiac drips, etc.)

MEDICATION CALCULATION GUIDELINES
(APPROVED 2/8/16)

1. Round medication calculation answers to the tenth place. (Five or above in the hundredths place goes to next number. Four or less is dropped.)
   - Examples: 1.07 = 1.1; 0.97 = 1
2. There are four exceptions to the above rule.
   - Round decimals to the hundredth place if the amount is less than one ml. (Five or above in the thousandths place goes to next number. Four or less is dropped.)
     Examples: 0.683 = 0.68; 0.937 = 0.94
   - For drops, round to a whole number.
     Example: 6.7 = 7 gts
   - For intravenous fluids round to a whole number as a standard IV pump delivers volume in whole numbers.
     Examples: 75.5 = 76 ml/hr; 75.4 = 75 ml/hr
High-alert, high-risk medications such as insulin, heparin, antineoplastic, and vasoactive medications (eg. digoxin 0.125 mg, or dopamine 5 mcg/kg/min) require an exact amount as prescribed and any rounding should be in accordance with institutional policies or as directed in the test item.

3. For medication calculation problems with more than one-step, do not round until the final answer has been obtained. Exception: Body Surface Area calculations are rounded to the hundredth place before use as meters squared (m²) in the calculation of individualized dosages.

4. Use the conversion factors as listed in the current required pharmacology course textbook.
5. Avoid trailing zeros (such as 1.020 ml).
6. Add leading zeros when less than one ml (0.25 ml).


OFFICE HOURS

The Tanner Health System School 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 in the class syllabi. The THS SON Senior Staff Assistant 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 Tanner Health System School 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 THS SON Associate Dean of absences and the arrangements that have been made to meet scheduled obligations. UWG sick and family leave policies are found at http://www.westga.edu/vpaa/index_1938.php. The School of Nursing leave options are found in the THS SON Bylaws.

Tanner Health System School of Nursing Discipline Specific Writing Policy (Approved 04/14/14)

I. Purpose and Definitions

The Tanner Health System School of Nursing (THSSON) defines discipline specific writing (DSW) as: writing which reflects evidence based literature related to health care and professional nursing concepts and ultimately enables the writer to assume membership in the profession of nursing (Based on work by Carter & Rukholm, 2008, p. 134.)
One of the goals of the BSN program is that graduates will be able to “communicate and collaborate effectively within inter-professional teams using technology and information systems to improve health outcomes and healthcare systems”. A major skill necessary to meet this goal and to be competent registered nurses is the ability to communicate clearly verbally and in writing. Discipline specific writing in nursing includes technical writing, personal writing, and scholarly writing. Technical writing occurs most often in the clinical arena. This writing documents moment-to-moment nursing care, patient status and interventions that are routine as well as emergent. This written communication may or may not adhere to the usual rules of Standard English. For example, most entries in a patient’s chart may not have a noun because it is assumed that all the documentation is about the patient.

Personal writing includes reflective journaling, telling stories, exploration of ethical and value conflicts in health care and sharing feelings, thoughts, and reactions. This writing may also include creative writing such as poetry and essays.

Scholarly writing is writing which supports and extends the knowledge of the discipline of nursing. This writing includes critiques of research and current writing, summaries of literature, reviews, patient case studies, concept overviews, and other forms of scientific writing.

II. Guidelines

A. Scholarly Writing: Although four courses in the program of study for traditional students have been designated as courses which will emphasize the scholarly portion of DSW, only two of those courses are designed to emphasize DSW and are considered scholarly writing courses. Two courses within the RN-BSN program are designated as scholarly writing courses. These courses below are identified with an * and are to include learning activities with a write-rewrite component, meaning a draft and final version of a scholarly paper are required.

B. Technical and Personal Writing: All six Clinical Practice Courses, NURS 3301, 3302, 3303, 4300, 4301, and 4302 in the Traditional program will include technical writing and may include aspects of personal writing.

C. Outcomes:
   a. Students will demonstrate ability to write a scholarly paper documented in APA style.
   b. Students will demonstrate ability to effectively communicate electronically and in discipline specific writing within the healthcare system.

D. Assessment: Specific rubrics have been developed for each writing activity referred to in the Table. Faculty in specific courses will be responsible for assessing writing ability throughout the curriculum.

E. Faculty teaching courses with scholarly writing will meet to coordinate learning activities to address student workload.

F. Faculty teaching courses with assigned activities requiring scholarly writing are encouraged to require students to use a program to check originality.
<table>
<thead>
<tr>
<th>Nursing Course</th>
<th>Type of Writing</th>
<th>Writing Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3101</td>
<td>Scholarly</td>
<td>Individual writing assignment, max 3 pages/APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Concepts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3102</td>
<td>Scholarly</td>
<td>Individual writing assignment, max 3 pages/APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Concepts II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3301</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment,</td>
</tr>
<tr>
<td>Clinical I</td>
<td>Personal</td>
<td></td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 3302</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment,</td>
</tr>
<tr>
<td>Clinical II</td>
<td>Personal</td>
<td></td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 3303</td>
<td>Technical</td>
<td>Clinical Documentation</td>
<td>Simulation and Skills Lab Performance Assessment</td>
</tr>
<tr>
<td>Comp Based Clinical</td>
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<tr>
<td>NURS 3400</td>
<td>Scholarly</td>
<td>Research Report Paper, max 8 pages/APA</td>
<td>Grading Rubric</td>
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<tr>
<td>Evidence Based</td>
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<tr>
<td>NURS 4300</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Clinical Specialty</td>
<td>Personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4301</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment,</td>
</tr>
<tr>
<td>Clinical III</td>
<td>Personal</td>
<td></td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 4302</td>
<td>Technical</td>
<td>Clinical documentation, Reflective Writing</td>
<td>Clinical Performance Assessment,</td>
</tr>
<tr>
<td>Clinical IV</td>
<td>Personal</td>
<td></td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>NURS 4101*</td>
<td>Scholarly</td>
<td>Scholarly Paper</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Concepts III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4102*</td>
<td>Scholarly</td>
<td>Senior Capstone QSEN Competency Paper</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Concepts IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSE 4525*</td>
<td>Scholarly</td>
<td>Scholarly Paper with APA</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>Issues and Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4527*</td>
<td>Scholarly</td>
<td>Scholarly Paper with APA</td>
<td>Grading Rubric</td>
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<tr>
<td>Leadership in Community</td>
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<td></td>
</tr>
</tbody>
</table>

## THS SON UNDERGRADUATE (BSN/RN-BSN)
### BASIC WRITING RUBRIC FOR SCHOLARLY WRITING (APPROVED 4/29/13)

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Unsatisfactory</th>
<th>Less than Satisfactory</th>
<th>Satisfactory</th>
<th>More than Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>(0 points) Ideas not presented, or are unclear, vague, and need much development</td>
<td>(40 points) Ideas presented, but are vague and need further development or only one point developed.</td>
<td>(45 points) Ideas developed, yet sound logic, accuracy, precision, and/or relevance is lacking.</td>
<td>(49 points) Ideas developed thoroughly and clearly to support position with sound logic, accuracy, precision, and relevancy</td>
<td>(50 points) Compelling ideas developed thoroughly and clearly to support position with sound logic, accuracy, precision, and relevancy.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>(0 points) No appropriate references from scholarly sources.</td>
<td>(5 points) Only one or two references appropriate or from scholarly sources.</td>
<td>(7 points) Some references unrelated or not from scholarly sources or inappropriate.</td>
<td>(9 points) Correct number of references, which are credible and applicable.</td>
<td>(10 points) More references included than required. All references applicable and from scholarly sources.</td>
</tr>
<tr>
<td><strong>APA Style</strong></td>
<td>(0 points) APA style (margins, references, citations, headers, title page, etc.) poorly followed with numerous errors.</td>
<td>(5 points) APA style (margins, references, citations, headers, title page, etc.) followed with 10 or less errors.</td>
<td>(7 points) APA style (margins, references, citations, headers, title page, etc.) followed with 5 or less errors.</td>
<td>(9 points) APA style (margins, references, citations, headers, title page, etc.) accurately followed with no errors.</td>
<td>(10 points) APA style (margins, references, citations, headers, etc) accurately followed with no errors.</td>
</tr>
<tr>
<td><strong>Grammar, Spelling &amp; Punctuation</strong></td>
<td>(0 points) Multiple errors noted in grammar, spelling or punctuation.</td>
<td>(5 points) Several errors noted in grammar, spelling or punctuation.</td>
<td>(10 points) Two or more errors noted in grammar, spelling or punctuation.</td>
<td>(14 points) Almost no errors in grammar, spelling, and punctuation. Sentences written clearly and well organized.</td>
<td>(15 points) No errors in grammar, spelling, and punctuation. Sentences written clearly and well organized.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>(0 points) Organizational errors, which cause substantial confusion or incoherence.</td>
<td>(5 points) Poorly stated opening and closing paragraphs or no clear purpose stated or lack of logical development and organization throughout.</td>
<td>(10 points) Poorly stated opening and closing paragraphs with a clear purpose stated or lack of logical development and organization throughout.</td>
<td>(14 points) Clearly stated opening and closing paragraphs with a clear purpose stated. Logical development and organization throughout.</td>
<td>(15 points) Strong opening and closing paragraphs with a clear purpose stated. Logical development and organization throughout.</td>
</tr>
</tbody>
</table>

Out of 100
TRADITIONAL BSN CLINICAL GRADING POLICIES (APPROVED 9/24/12)

Students must satisfactorily complete all clinical learning activities and associated written assignments to pass the course. Students with unsatisfactory clinical performance will receive an “F” or “U” in the course (as appropriate for the particular course), regardless of grades earned on exams. Students are required to “make up” clinical absences that compromise their ability to meet learning goals. (See Clinical Attendance Policy) Grades on written assignments may be calculated into the final course grade for TRADITIONAL BSN clinical courses only if the student has an examination average of 75.00% or above. The examination average will be calculated based on the ATI Proctored Content Mastery Series examination designated for course credit, course examinations and the final examination. TRADITIONAL 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. Grades on non-examination learning activities may be calculated into the final course grade for the courses below only if the student has an examination average of 75.00% or above. The examination average will be calculated based on the ATI Proctored Content Mastery Series examination designated for course credit (if required), course examinations and the final examination. Numerical averages below 75.00 may not be rounded up.

- Healthcare of the Client I
- Healthcare of the Client II
- Healthcare of the Client III
- Healthcare of the Client IV

CLINICAL PRACTICE COURSE/EVALUATION (ECCC APPROVED 4/2015)

Clinical Practice Course Evaluations will be completed every semester by clinical instructors and students which will include faculty and student preceptor facility & simulation evaluations. This form is located in Qualtrics Software. This process is required in order to be in compliance with the Georgia Board of Nursing Rule “Educational Facilities, Resources, and Practice Settings.”
As a Health professional, all faculty MUST have the following documents on file in the Tanner Health System School of Nursing:

- Initial background check at time of hire (done by VP’s office)
- Georgia RN License (on hire)
- Current CPR Certification Verification (signed front and back copy of card) *
- AHA BLS or higher
- Current professional certifications(s) verification
- Transcript verification of all degrees (on hire)
- Tuberculosis Test PPD (annually)
- Current flu vaccine (annually in the fall)
- MMR (measles, mumps & rubella) – must provide documentation from one of the following – either “a”, “b” or “c”
  a. MMR Immunizations – 2 doses (date must be after 1970); OR
  b. Measles Immunization – 2 doses (date must be after March 4, 1962); and Mumps
     Immunization – 2 doses (date must be after April 22, 1971); and Rubella Immunization – 2 doses (date must be after June 9, 1969); OR
  c. MMR (Measles, Mumps & Rubella) Titer showing immunity, which MUST include lab results and date lab was performed.
- Varicella
  Two doses of the varicella vaccine or a titer showing immunity which MUST include lab results and date lab was performed; History of the disease is not sufficient.
- Tetanus, Diphtheria and Pertussis
  Must show proof of a one-time dose of Tdap and it must be clearly labeled as Tdap
- Personal Health Insurance (copy of the front and back of a current Insurance Card)
- Personal Liability Insurance is strongly recommended, though NOT required. This can be ordered from www.nso.com. Policy must have all licensures listed and policy minimums must be $1M/$3M
- Confidentiality Agreement
- Affiliation Agreements

Additional Requirements to the requirements above, are required for faculty directly supervising students as they take care of patients and interact with patients and their families:

- Hepatitis B – A titer showing immunity which MUST include lab results and date lab was performed
- Proof of 3 Hep B Vaccines in addition to the positive titer showing immunity
- Tuberculosis Test (PPD) – A 2-step TB Skin Test must be obtained initially. Each year after, a traditional TB test is all that is required. Proof of a negative TB skin test must be obtained annually and should not be allowed to expire.
- Faculty Physical Ability form (annually)
- Color blind test: http://colorblindselftest.com/test.php (once)
- Criminal Background Check and Drug Screen (The School of Nursing covers the cost of this requirement) www.advantagestudents.com then click on “Students”, select “University of West Georgia-Nursing Faculty”, Follow the prompts and fill in the required information.
- In addition to a front and back copy of your current insurance card, a Health Insurance Waiver MUST be signed.
- Additional requirements may be made by agencies.
Faculty Curriculum Vitae

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

COMPUTER TESTING POLICY

Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may choose to continue, restart, or continue testing at a later date. All results from testing delays less than 30 minutes are considered final.”

ATI POLICY (updated 4/11/2016)

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 TRADITIONAL BSN program at the University of West Georgia. This policy has been developed to promote student success by assisting students to gain knowledge required to demonstrate entry level competence on NCLEX-RN. A key component of this policy is to identify students, who have a higher probability of being academically unsuccessful and to establish a review and remediation process to promote success.

ATI EXAMS (updated 4/11/2016)

Students must complete all required ungraded ATI exams by the dates set forth in the course calendar at the beginning of each semester. Students who do not meet these requirements by the assigned dates will be given an “F” in the course. Potential ungraded ATI exams may include but are not limited to:

1. The ATI Critical Thinking Entrance Exam in NURS 3101, Professional Concepts I
2. The ATI Self-Assessment Inventory in NURS 3101, Professional Concepts I
3. The ATI Critical Thinking Exit Exam in NURS 4102, Professional Concepts IV
4. Various ATI content Mastery Series Non-proctored (practice) Exams may be used throughout the curriculum as a component of designated courses to promote student success.

PROCTORED ATI EXAMS (updated 4/11/2016)

Students will be provided with the test score that must be achieved on the first attempt at the beginning of the semester and the score required for the second attempt as needed. The first and second attempts must be completed by the scheduled dates available on the course calendar at the beginning of the semester.

1. The following ATI content Mastery Series Proctored Exams are used as a component of designated courses to promote student success:
   a. The proctored ATI Pharmacology and Parenteral Therapies Assessment will be taken in NURS 2102 Pathophysiology-Pharmacology II and will count 10% of the course grade.
   b. The proctored ATI Fundamentals Assessment will be taken in NURS 3202, Health Care of the client II and will count 20% of the course grade.
   c. The proctored ATI Medical Surgical Assessment will be taken in NURS 4201, Health Care of the Client III and will count 30% of the course grade.
2. Grading for the **ATI Pharmacology and Parenteral Therapies Assessment** will be based on the achievement of levels of proficiency as indicated by ATI. Students have two (2) opportunities to take the **ATI Pharmacology and Parenteral Therapies Assessment**. The highest score earned will count 10% of the student’s course grade.

<table>
<thead>
<tr>
<th>ATI Proficiency Levels for the</th>
<th>Earned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI Pharmacology and Parenteral Therapies Assessment</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>100%</td>
</tr>
<tr>
<td>Level 2</td>
<td>85%</td>
</tr>
<tr>
<td>Level 1</td>
<td>75%</td>
</tr>
<tr>
<td>&lt;Level 1</td>
<td>60%</td>
</tr>
</tbody>
</table>

3. Grading for **ATI content Mastery Series Proctored Exams the ATI Fundamentals and ATI Medical Surgical Assessments** 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.

<table>
<thead>
<tr>
<th>ATI Proficiency Levels for the</th>
<th>First Attempt</th>
<th>Second Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI Fundamentals and ATI Medical Surgical Assessments</td>
<td>Earned Grade</td>
<td>Earned Grade</td>
</tr>
<tr>
<td>Level 3</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Level 2</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>Level 1</td>
<td>Zero (0) until second Attempt*</td>
<td>65</td>
</tr>
<tr>
<td>&lt;Level 1</td>
<td>Zero (0) until second Attempt*</td>
<td>0</td>
</tr>
</tbody>
</table>
* Any student who scores less than Level 2 on the first attempt will be required to complete an extensive content specific remediation program based on his or her focused reviewed from ATI. Remediation will be included within the associated course but may extend throughout the curriculum in order to promote student success on successive exams. Students who achieve a Level 2 or higher on the first attempt may choose to repeat the exam on the assigned testing date for the second attempt for practice purposes, however the score in the gradebook will reflect the first attempt grade.

4. The proctored **ATI RN Comprehensive Predictor Exam** will be taken in NURS 4000, Preparation for Professional Licensure. Students must pass the examination (within two attempts) during this course with a score commensurate with a 94-95% chance of passing NCLEX-RN on the first attempt. The score earned on the proctored ATI RN Comprehensive Predictor Exam counts 50% of course grade. Students who are unable to achieve a predictive probability of passing the NCLEX with a 94% on the second attempt of the Comprehensive Predictor Exam will earn an “F” in the course. (See NURS 4000 course syllabus for assigned points.) Students will be allowed to repeat 4000, NCLEX Preparation once, regardless of previous failures in nursing courses.

**SUCCESS PLAN FOR ATI EXAMS (updated 4/11/2016)**

**Practice ATI**

Students are required to take and submit the score of the assigned practice assessment ATI and will be required to complete ATI’s focused remediation.

**Proctored ATI**

Students scoring less than the assigned benchmark on the first attempt of any ATI Proctored Exam will be required to complete a Structured Plan for Success Form and meet with the Course Coordinator and/or Student Success Specialist to develop a remediation plan. The Course Coordinator and/or Student Success Specialist will determine when the student is ready for re-testing.
CARING GROUP GUIDELINES
(REVISED 3/25/13)

“If caring is an idea that nursing practice and nursing education communities consistently use in describing the nature and function of nursing, then it would seem that caring would be a key area of study in nursing curricula.” (Schoensofer, 2001)

The Caring Science curriculum model (Hills & Watson, 2011) places caring collaborative relationships at the center of a curriculum designed to create a culture of caring within a nursing education program. The focus of the caring science curriculum model is on the development of caring relationships with students and the use of emancipatory pedagogy (student centered learning). According to Hills and Watson, nurse educators must “nurture this culture of caring if students are to graduate as competent caring nurses” (p. 129). In education, the caring relationships between teachers and learners fosters a sense of caring professionalism and acquisition of the crucial knowledge, skills and attitudes for nursing practice in the health care system. This is congruent with Duffy’s (2009) emphasis on the significance of relationships to quality nursing practice. (UWG/SON Philosophy, 2012).

Purpose of Caring Groups

The purpose of Caring Groups is to create a culture for experiencing and learning caring for nursing students in the UWG THS SON. Opportunities are provided for students to participate in Caring Group in classroom and/or clinical settings. In some classroom settings, for both undergraduate and graduate students, students may be randomly assigned to small groups to work together on in-class learning activities and also to experience and learn caring through online activities outside of class. For undergraduate students, the caring group experience is also a component of clinical courses.

- Caring has been a central focus of the curriculum in the nursing program at UWG for the past 20 years. The University of West Georgia implemented caring groups in 1994 as an experiential teaching/learning activity, providing the opportunity for students to experience and learn caring. Caring Groups are designed to be small group sessions in which students learn how to care for themselves, colleagues, patients, and the environment.
- Goals of Caring Group include: Learn to care for self and others, Identify caring and non-caring behaviors, Strengthen coping and group problem solving skills and have fun.
- Caring Group provides the opportunity for: Sharing personal experiences, Learning about self, Building relationships, and Becoming part of a team. This creates an atmosphere of support for students as they progress through the educational program.

BSN Undergraduate Caring Groups

Introduction to Caring Groups

During the undergraduate program orientation, there will be an introduction to the caring philosophy and the Caring Group experience in the UWG/ THS SON. The history of caring groups will be shared in order to help beginning students understand the value that faculty members place on creating a climate of caring and the rationale for the importance of Caring Groups. This orientation will provide the context for students’ participation in Caring Groups. For undergraduate students, Caring Groups will be a component of classroom and clinical experiences, providing the opportunity for students to experience Caring Groups each semester of the program.
General Curriculum Guidelines

Caring Groups will be a component of Professional Nursing Concepts I (3101) and II (3102) and Clinical Practice I, (3301) II, (3302) III (4301) and IV (4302). Students will be introduced to caring groups during 3101, Professional Nursing Concepts. Students will have classroom learning activities related to the concept of caring and the history of caring groups at UWG. Students will be placed into caring groups for classroom experiences and online support.

Full Time Program – Carrollton

Full time students in Carrollton will have Caring Groups as a component of 3101 Professional Nursing Concepts I during their first summer and Clinical Practice I, II, III, & IV throughout the program.

Part Time Program – Newnan

Part time students in Newnan will have Caring Groups as a component of 3101 Professional Nursing Concepts I during their first summer, 3102 Professional Nursing Concepts II, during the fall semester, then Clinical Practice I, II, III & IV throughout the program.

3101 Professional Nursing Concepts I and 3102 Professional Nursing Concepts II

Professional Nursing Concepts I (3101) will include an introduction to the concept of caring. The opportunity will be provided to interview nurses and patients about views of caring from nurse-to-patient, and nurse-to-nurse perspectives. This conceptual/theoretical framework for caring will hopefully provide an opportunity to learn and explore the concept of caring from theoretical and practice perspectives during the caring group experience in the clinical courses. For the Newnan cohorts, the caring group experience will be in-class during Professional Nursing Concepts II, and will build on what is learned in Professional Concepts I.

Nursing 3301 Clinical Practice I and Nursing 3302 Clinical Practice II

Research indicates that Caring Group is most helpful in the first year of the program. Students are all in the same boat (trying to survive the first clinical semester of nursing) and bond together out of that common need. Students need a lot of guidance regarding how to relax and the importance of self-care to success as well as assistance with learning to study and manage time. The primary focus in these two courses should be on learning self-care strategies and team building. Activities that promote group bonding are essential. Students also typically need academic and emotional support.

Introduction to Coming to Know Self as a Caring Person: Learning to Care for Self and Others:

- Team building exercises
- Check-in
- Relaxation techniques
- Study skills
- Survival Strategies
- Time Management
- Identifying Caring versus Non Caring

Nursing 4301 Clinical Practice

While students at this point have made it through the first two nursing courses, there may still be conversations around the difference between caring and non-caring. Students have made it through the first two clinical courses and no longer need as much help “navigating the system” but may still need academic and personal assistance. At this point students may be open to learning more about caring and the importance to nursing practice. The whole notion of learning to know oneself as a caring person (Boykin and Schoenhofer) and being able to call forth caring during a “transpersonal caring occasion” (Watson) hopefully will begin to emerge.
Expanding Coming to Know Self as a Caring Person: Caring for Self and Others:

- Making a commitment to Caring
- Continue with self-care and group support activities
- Emphasis on learning to care for patients and work colleagues

Nursing 4302 Clinical Practice IV

Students often face the last course with some anxiety as this course requires demonstration of a synthesis of all they have learned in the program. Research on Caring Groups (2010) indicates that while caring groups may be less important in this phase, they are still needed. Students need support with getting ready for graduation and facing the fears of NCLEX as well as saying good-by.

Transition to Caring in Practice:

- Refining Coming to Know Self as a Caring Person: Caring for Self and Others
- Continued support activities

RN/BSN Program

Students in the RN/BSN program will participate in Caring Groups focused on the classroom experience. During Professional Nursing Concepts students will be introduced to the concept of Caring Groups and the history of caring groups at UWG. In one course each semester, Nursing 4525, Professional Practice Issues and Concepts in the fall and Nursing 4527 Leadership in the Community in spring, students will be assigned to a Caring Group consisting of a small group of their colleagues. These students will sit together in class and communicate with each other online with the purpose of learning caring for colleagues and others. Students will be given guidance in learning self-care and in caring for their colleagues.

Graduate Programs – MSN and EdD

MSN Program – Students in the MSN program will explore the theoretical and evidence based data for integrating caring as a practice philosophy to improve nurse satisfaction and quality patient outcomes. Caring Groups will be a component of all graduate programs in the Tanner Health System School of Nursing. Students in the graduate programs will participate in Caring Groups focused on the on-line classroom experience. Classes will be divided into Caring Groups to provide the opportunity for students to learn caring for self and others. Students will be assigned to a Caring Group consisting of a small group of their colleagues. Students will be given guidance in learning self-care and in caring for their colleagues.
PRECEPTORS: SELECTION, APPROVAL, ROLE DEVELOPMENT, AND EVALUATION
(REVISED 4/2015)

Selection and Approval

- Faculty, or representatives from health care organizations will recommend individuals as potential preceptors.
- Preceptors will:
  - Be sufficient in quantity and quality to achieve the school 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 to be collected by faculty for central filing.
  - Be interested in working with the student in the role of preceptor as teacher and mentor.

Role Development

- Faculty who utilize preceptors 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.

FACULTY GUIDELINES FOR PRECEPTOR SUPERVISION
(Approved DAC 4/4/16; Faculty 4/25/2016)

PURPOSE

This purpose of this document is to provide guidelines related to contact and communication with students and preceptors for faculty that are supervising a precepted clinical experience. The faculty role is to communicate with students and preceptors prior to and throughout the clinical experience to clarify student learning activities and learning outcomes as well as the roles of the student, preceptor and faculty (Rule 410 of the Georgia Board of Nursing).

AVAILABILITY of SUPERVISING FACULTY
Each student and preceptor shall have a readily available supervising faculty member who is responsible for the learning activities in compliance with Rules 410-8.04 and 410-8.05(10) of the Georgia Board of Nursing. The supervising faculty will be available by phone during the times the student is in the clinical setting. Should a scheduling conflict or emergency arise, it is the responsibility of the supervising faculty to make arrangements with another SON faculty member to be the backup supervising faculty available by phone during the times the student is in the clinical setting. The student and the Clinical Course Coordinator must be notified of the change as well as the contact information of the backup supervising faculty member.

GUIDELINES for COMMUNICATION and CONTACTS

- Frequent communication with the student and preceptor in the clinical setting is necessary for the supervising faculty to understand how the student is performing. Frequent communication provides the supervising faculty, the preceptor, and the student with an opportunity to discuss the student's progress. Frequent contact also facilitates early intervention when a student’s performance is not at the level expected for that course.
- Communication between the faculty and student enrolled in precepted clinical experiences is ongoing throughout the semester, including, but not limited to emails, phone calls, virtually, clinical site visits, and on-campus appointments.
- Communication between the faculty and the preceptor may be through email, phone, virtually, or in person and is ongoing throughout the semester.
  - One of these communications will be in person at the clinical site in cases where the clinical facility is less than 50 miles from the School of Nursing or the faculty member’s residence. In this case, faculty will be reimbursed at the IRS allowable rate. Additional communication may be in person or per phone, email or virtually at the discretion of the faculty.
  - In cases where the clinical facility is more than 50 miles from the University of West Georgia Tanner Health System School of Nursing or the faculty member’s residence, faculty will meet once with the preceptor and the student via a phone or virtual call. Additional communication may be per phone, email or virtually at the discretion of the faculty.
- Written documentation of all contacts and communication between the faculty and the preceptor are recorded by the supervising faculty on the practicum record form and shared with the Clinical Course Coordinator at the end of the semester. The course coordinator will give the practicum form to the Clinical Placement Specialist (Undergraduate) or Graduate Program Associate (Graduate) who will file the form with the preceptor records.

References: Georgia Board of Nursing Rules and Regulations. Retrieved from http://rules.sos.state.ga.us/gac/

EVALUATION OF STUDENT CLINICAL PERFORMANCE
(REVISED 4/2015)

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

1. Faculty utilize the approved Clinical Evaluation Tool (CET) and guidelines to rate student performance on clinical learning goals that relate to course learning goals. All CETs will be identified by student name, semester/year, course, faculty, and clinical agency.
2. Faculty conduct clinical evaluation with each student to document progress.
3. CET and supporting documents will be placed in the student’s official school record within one week of the final conference. It is the responsibility of the Course Coordinator to ensure forms are completed and filed.
a. A document recording clinical hours and completed activities for all students being supervised by preceptors will be signed and dated by the student, the preceptor, and the faculty member.

4. Evaluation of student clinical performance will occur as follows:
   • Clinical Practice 1 weekly
   • Clinical Practice 2 Every other week (min 5)
   • Clinical Practice 3 Every other week (min 5)
   • Clinical Practice 4 Monthly
   • Specialty Practice (Study Abroad) weekly

MIDTERM REPORTING OF UNSATISFACTORY PERFORMANCE
(APPROVED 8/9/02/REVIEWED 4/5/10)

The Associate Deans will officially notify any BSN/MSN/EdD 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 THS SON Dean 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 4/11/2016)

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

Purpose
The Guidelines for Test Development/Administration are developed to enhance quality of testing used to evaluate student learning as appropriate and will be to assist faculty in the development and analysis of quality test items. Test items in courses can include multiple choice and alternate item format questions.

Key Guidelines
1. The Faculty will be responsible for creating and archiving exams.
2. 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. It is recommended that exams are reviewed by more than one faculty member prior to administration.
3. Students will be allowed 1 minute for multiple choice items and up to 2 minutes for alternative formatted items. Time for exams over 100 items should allow students a break. Accommodations will be made for students according to UWG policy.
4. Students will be allowed 1 minute for multiple choice items and up to 2 minutes for alternative formatted items. Time for exams over 100 items should allow students a break. Accommodations will be made for students according to UWG policy.

5. Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may choose to continue, restart, or continue testing at a later date. All results from testing delays less than 30 minutes are considered Final.

6. The quality of multiple-choice and alternative item questions will be analyzed by considering the following statistical information but not used as definitively determining test item validity. The final decision regarding test item validity is at the discretion of the faculty.
   a. Level is 0.30-0.70.
      1. Items are considered easy at 0.80 and above.
      2. Items at 0.20 and below are difficult.
   b. Discrimination Index – indicates test item quality.
      1. A positive discrimination value indicates the item was answer correctly by more students who scored high on the exam.
      2. A negative value indicates that more students who did poorly on the exam answered the item correctly.
   c. Item difficulty – describes the percentage of correct responses to a question.
      1. >0.39 - very good
      2. 0.30 - 0.39 – good
      3. < 0.20 – 0.29 – reasonably good
      4. 0.10- 0.19 - marginal consider review
      5. <0.09 - needs revision
   d. Response frequencies – the number of students who chose each response. Ideally, all distractors are plausible and should be chosen by at least one student.

7. The faculty member and or course coordinator will review all statistical results of exams.

8. Students will have 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 examine their thought processes, and develop critical thinking skills. Students are expected to demonstrate professional behaviors during exam review. The privilege of exam review may be revoked in the event that professionalism is not maintained.

9. Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may choose to continue, restart, or continue testing at a later date. All results from testing delays less than 30 minutes are considered final.

10. Exams in the following level courses should include test items at the application/analysis level of difficulty:
    3000 level courses – a minimum of 50 – 65 %
    4000 level courses - a minimum of 75% - 80 %

References


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 web-based):
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. Faculty members will actively monitor all students throughout the testing period; for web-based 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 Web-based 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 Web-based 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 from the computers immediately before the test.
5. Re-boot all computers immediately before the test.
6. Allow students to open only Web-based; no other windows may be open during testing.
7. Direct students to use the drop-down calculator available for ATI tests or for Web-based 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 Web-based course until the test period is over.
10. Following test review, test should become “unavailable” to students.
11. Hide the quiz icon following test review so that students cannot access the page from the course home page.
SERVICE

Tanner Health System School of Nursing faculty participate in service activities that include academic advisement and committee membership.

SERVICE ON COMMITTEES

All Tanner Health System School of Nursing faculty serve on a Tanner Health System School of Nursing Standing Committee as described in the Faculty Bylaws. Information about the UWG Faculty Senate is found at: http://www.westga.edu/vpaa/index_1813.php. The Tanner Health System School of Nursing has representation on the Senate Standing Committees as defined at the official site. Faculty interested in appointments to ad hoc committees and University System of Georgia committees should indicate their interest at the Annual Fall Retreat.

TRAVEL

The Tanner Health System School 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 SON is a member.
3. Attendance at professional meetings to meet professional obligations, present papers, and contribute to professional growth and development.

The Tanner Health System School of Nursing 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.westga.edu/travel/index_12214.php and can be completed online. An Authorization to Travel Form must be submitted to and approved by the THS SON Dean before travel can begin. All travel for classroom and clinical instruction is covered under the School’s Standing Authorization to Travel and does not require approval. A State of Georgia Certificate of Exemption of Local Hotel/Motel Excise Tax is also available online and should be used for in-state, overnight lodging.

SECTION V: FACULTY AND STUDENT FORMS

The following forms are included in this section:

- Annual Faculty Physical Exam Form
- Honors Credit Approval Form
- Departmental Honors Credit Form
- UWG Honors College Conversion Policies
- Annual Report Form
- Georgia Board of Nursing Preceptor Form
- MSN Preceptor & Site Evaluation Form
- CET Form
ANNUAL FACULTY PHYSICAL EXAM REPORT

Faculty Name: ________________________________

Physical Examination: I have examined the above individual and found him/her to be in satisfactory physical condition as required to serve as clinical faculty in a health care agency.

YES_______NO________

Additional Comments:

Health Care Provider Signature: ________________________________

Date of Physical: ________________

Health Care Provider Telephone Number: ____________________________________________

(Area code & number)

Release of Information: I grant permission for this information to be released to clinical agencies as required.

Signature of Nursing Faculty: ________________________________________________
Honors Credit Approval Form

Students must print a copy of this form and submit to the supervising instructor and to the Honors College for approval. The Honors College will send completed forms to the following offices: One copy with approval signatures is submitted to the Registrar’s office when registering for the course, one copy is maintained in the departmental office and one is maintained at the Honors College.

Student Name: ________________________________

Student ID Number: 917- ___________ - _______

Course Information

Semester/Year of the Course: Fall/_____ Spring/_____ Summer/_____

Please write the year after the term on the line provided.

Department Abbreviation: _____ Course Number:______

Credit Hours: ______ Office Use Only: ______

__________________________________________

Print course title, as it should appear on your transcript.

Description of the course content (must be completed by students receiving veterans’ benefits):

Please print.

Name of Supervising Instructor: ______________________________

Signature of Supervising Instructor: ____________________________ Date: __/__/____

Signature of Department Chair: ________________________________ Date: __/__/____

Signature of Honors College Dean: ______________________________ Date: __/__/____

For instructor/department chair only:

Student will receive: _____ A standard letter grade of A-F.

_____ A S/U grade (must be on approved list of courses grading) for S/U
**Departmental Honors Credit Form**

Students should complete this form and return to the Departmental Office. Copies will be provided to the student and will be maintained in the student advising file.

<table>
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<tr>
<th>Student Name:</th>
<th>Student ID Number: 917-</th>
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### Course Information

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<tr>
<th>Term:</th>
<th>Fall/</th>
<th>Spring/</th>
<th>Summer/</th>
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<tr>
<th>Dept Code:</th>
<th>Course Number:</th>
<th>Credit Hours:</th>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Course Title:</td>
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### Justification for Issuing Honors Credit

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<tr>
<th>Joint Listed/4000/6000 doing Grad Level Work ( )</th>
<th>Graduate Only Course/8000 ( )</th>
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<tr>
<td>Independent Laboratory Experimentation ( )</td>
<td>Additional Paper or Report ( )</td>
</tr>
<tr>
<td>Honors Research/Thesis ( )</td>
<td>Other (describe) ( )</td>
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**If this contract is for honors research or thesis, provide a project/thesis description below.**

<table>
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<th>Acknowledgments</th>
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<td>Name (please print or type)</td>
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<tr>
<td>Student:</td>
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<tr>
<td>Instructor:</td>
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<td>Dept Chair:</td>
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*Graduate-only classes are intended as rigorous offering intended only for students pursuing graduate degrees. Honors students will only be allowed to enroll in these courses under exceptional circumstances, and only with the consent of the instructor and department chair.*
University of West Georgia Honors College Conversion Policies

- Honors College students can “convert” most regular course sections into Honors credit by completing a contract with the supervising instructor. The following classes can **NOT** be converted: ENGL 1101 & 1102, any Elementary level Foreign Language (1001 and 1002), and any MATH below 1113.

- Professors have the right to refuse to allow Honors students to convert their courses. Also, the extra assignment that will be required in order to receive Honors credit will be determined by the professor.

- Honors students can convert as many courses as needed in order to meet the Honors College graduation requirements (students need at least 10 honors courses, & 2 need to be upper-level).

- **ALL** Honors Contract Forms **MUST** be received by the Honors College Office by the Withdrawal date for that semester (March 3, 2008 for Spring Semester).

- After the Withdrawal date for that semester, students can **NOT UNCONVERT** courses if the forms have already been submitted to the Registrar’s Office without special permission from the Honors College Dean. (This permission will only be allowed in VERY EXTREME CIRCUMSTANCES).

I have read and understand the policies for Honors Conversions at UWG, and I agree to abide by them to the best of my ability. I understand that once the Registrar’s Office processes my Conversion Forms, I will **NOT** be able to **UN-CONVERT** that Honors course without special approval from the Honors College Dean, and that permission for that will only be granted in EXTREME Circumstances.

<table>
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<tr>
<th>Print Name Here</th>
<th>Honors Course</th>
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<tr>
<td>Honors Student Signature</td>
<td>Date</td>
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Please return this form, along with the **Honors Credit Approval Form** and the **Departmental Honors Credit Form** to the Honors College Office. Please be sure to have all required signatures, other than the Honors College Dean’s, before returning these.

If you have any questions about this process, please contact
Melanie Hildebrandt or Patty Jiles (678-839-6636)
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING

2016 FACULTY ANNUAL REPORT

Name ______________________________ Date __________________

Student Evaluation Data for all courses
Discipline Specific Items 1-6 Mean Rating __________
Instructor Centered Items 1-9 Mean Rating __________

Faculty/Staff Productivity:

1. Total number of new courses developed _____ (List names/numbers of courses and semester taught for the first time)
2. Total number of honors sections taught _____
3. Total books/monographs/book chapters published _____
   Provide APA citations (include month and year):

4. Total books/monographs/book chapters in press (accepted for publication but not yet published) _____
   Provide APA citations (include month and year):

5. Number of peer reviewed articles published _____
   Provide APA citations (include month and year):

6. Number of peer reviewed articles in press _____
   Provide APA citations (include month and year):

7. Number of peer reviewed abstracts accepted for presentation _____
   Provide APA citations with dates (include month and year):

8. Number of peer reviewed papers presented _____
   Provide APA citations with dates (include month and year):

9. Total non-peer reviewed or invited presentations _____
   Provide APA citations with dates (include month and year):

10. Positions held in journal editing/review _____
    Provide information:

11. Notable Continuing education efforts (includes course work for another degree; certificates earned, Quality Matters) – explain:
12. Membership in honors/professional organizations – list:

13. Offices held in honors/professional organizations – list:

14. Advisor to student organizations – list:

15. THS SON/UWG/USG committees (elected and appointed) – list:

16. Professional and community service activities – list:

Grants/Awards:

1. Number of proposals submitted _____
   Provide information:

2. Number of proposals funded _____
   Provide information:

3. Total amount awarded __________

Other notable achievements and comments:
GEORGIA BOARD OF NURSING PRECEPTOR QUALIFICATION RECORD

Name: ___________________________ Georgia License # _____________________________

Address: ________________________________________________________________

Street       City       State       Zip code

Home phone: _______________________ Cell # __________________________ Email _____________________________

Agency Employed by: ___________________________ Agency phone _____________________________

Health care setting in which you are employed: ______________________________________________________

Have you been employed as an RN at least one year in the above setting: YES ON

Title: ___________________________ Specialty area: _____________________________

List professional education/national certification in chronological order:

<table>
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<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Diploma/Degree/National Certification</th>
<th>Year Granted</th>
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PRECEPTORSHIP:

Name of affiliating nursing education program: University of West Georgia

Please describe how the student’s learning goals are/were enabled by your education and/or expertise:

________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________

Programs Served: _____Generic BSN       _____RN-BSN       _____MSN

Preceptor Signature       Date
**UNIVERSITY OF WEST GEORGIA**  
**TANNER HEALTH SYSTEM SCHOOL OF NURSING**  
**PRECEPTOR & SITE EVALUATION FORM**  
(To be completed and signed by student and faculty.)

**NAME OF PRECEPTOR:** ___________________________  **SITE:** ___________________________

**CONTACT NUMBER:** ___________________________  **UNIT NUMBER:** ___________________________

**COURSE NAME/ NUMBER:** ___________________________  **SEMESTER/ YEAR:** ________________

**Instructions:** The following questionnaire is designed to assist in evaluating the quality of clinical instruction provided by the preceptor for the course specified and semester/year noted. Please rate the preceptor on each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable to the clinical situation, leave the space blank and briefly explain why it is not applicable. Form to be filed with Preceptor Qualification Record.

**EXPECTATIONS:** 5 = Strongly Agree 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; N/A = not applicable

<table>
<thead>
<tr>
<th><strong>PRECEPTOR SKILLS &amp; SITE EVALUATION</strong></th>
<th><strong>Student Rating</strong></th>
<th><strong>Faculty Rating</strong></th>
<th><strong>EVIDENCE/ COMMENTS</strong></th>
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<tbody>
<tr>
<td>1. The preceptor and clinical site followed established standards of professional nursing and evidence based practice.</td>
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<tr>
<td>2. The preceptor maintained collaborative working relationships with patients/client, students, colleagues, faculty, and other members of the healthcare team.</td>
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<td>3. The preceptor and site provided appropriate resources for learning</td>
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<td>4. The preceptor demonstrated the ability to motivate others.</td>
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<td>5. The preceptor demonstrated the ability to lead and plan change.</td>
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<td>6. The preceptor demonstrated the ability to make decisions, think critically, and had clinical reasoning.</td>
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<td>7. The preceptor demonstrated the ability to communicate effectively.</td>
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<td>8. The preceptor demonstrated the ability to manage conflict and stress.</td>
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<td>9.</td>
<td>The preceptor demonstrated the ability to manage resources, organize and delegate.</td>
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<td>10.</td>
<td>The preceptor practiced the principles of teaching/learning and adult education that facilitated student learning.</td>
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<td>11.</td>
<td>The preceptor offered constructive guidance that is respectful, open-minded, caring, and supportive.</td>
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<td>12.</td>
<td>The preceptor displayed enthusiasm for nursing and the preceptorship experience.</td>
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<td>13.</td>
<td>The preceptor demonstrated professional nurse caring behaviors.</td>
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<td>14.</td>
<td>The preceptor demonstrated knowledge with quality improvement, advocacy, and safety initiatives.</td>
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<td>15.</td>
<td>The site provided an environment for working with diverse clients or students with preceptor demonstrating culturally sensitivity.</td>
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<td>16.</td>
<td>I recommend that this preceptor and or site be utilized again for clinical instruction.</td>
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_________________________________________
Student Signature/Date

Faculty signature/Date

Review by Undergraduate/Graduate Review Committee/Date
NAME OF PRECEPTOR: ___________________________________________  STUDENT NAME: ___________________________________________

CLINICAL/ACADEMIC FACILITY SITE and Unit designation: ________________________________________________________________

MSN COURSE NAME/ NUMBER: __________________________  SEMESTER/ YEAR: __________________________

Instructions: The following questionnaire is designed to assist in evaluating the quality of the academic or clinical preceptor for the course specified and semester/year noted as well as at the clinical/academic facility/site. Please rate each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable or unknown to the situation, enter N/A.

RATING SCALE:  5 = Strongly Agree  4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; N/A = not applicable or unknown

<table>
<thead>
<tr>
<th>PRECEPTOR EVALUATION</th>
<th>Student Rating</th>
<th>Faculty Rating</th>
<th>EVIDENCE/ COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1. The preceptor followed established standards of professional nursing and evidence based practice.</td>
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<tr>
<td>2. The preceptor maintained collaborative working relationships with patients/client, students, colleagues, faculty, and other members of the health care team.</td>
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<tr>
<td>3. The preceptor provided appropriate resources for learning</td>
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<td>4. The preceptor demonstrated the ability to motivate others.</td>
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<td>5. The preceptor demonstrated the ability to lead and plan change.</td>
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<tr>
<td>6. The preceptor demonstrated the ability to make decisions, think critically, and had clinical reasoning.</td>
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<td>7. The preceptor demonstrated the ability to communicate effectively using cultural awareness and sensitivity.</td>
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<td>8. The preceptor demonstrated the ability to manage conflict and stress.</td>
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<td>9. The preceptor demonstrated the ability to manage resources, organize and delegate.</td>
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<td>10. The preceptor practiced the principles of teaching/learning and adult Education that facilitated student learning.</td>
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<td>11. The preceptor offered constructive guidance that is respectful, open-minded, caring, and supportive.</td>
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<tr>
<td>12. The preceptor displayed enthusiasm for nursing and the learning experience.</td>
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</tbody>
</table>
12. The preceptor displayed enthusiasm for nursing and the learning experience.

9. The preceptor demonstrated interprofessional, collaborative, caring behaviors.

10. The preceptor demonstrated knowledge with quality improvement, advocacy, and safety initiatives.

11. I recommend that this preceptor be utilized again for clinical or academic instruction.

**Instructions:** The following questionnaire is designed to assist in evaluating the quality of the academic or clinical site/facility for the course specified and semester/year. Please rate each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable or unknown to the situation, enter N/A.

**RATING SCALE:** 5 = Strongly Agree 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; N/A = not applicable or unknown

<table>
<thead>
<tr>
<th>ACADEMIC OR CLINICAL FACILITY/SITE EVALUATION</th>
<th>Student Rating</th>
<th>Faculty Rating</th>
<th>EVIDENCE/COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1. This facility/site enabled me to meet my course outcomes and assignments.</td>
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<tr>
<td>2. This site provided an environment for working with diverse clients or students.</td>
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<tr>
<td>3. This site followed established standards of professional nursing practice and evidence based practices.</td>
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<tr>
<td>4. This site provided appropriate learning resources.</td>
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<tr>
<td>5. The staff of this facility exemplified professional, caring behaviors toward the student.</td>
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_________________________________________
Student Signature/Date

_________________________________________
Faculty signature/Date

_________________________________________
Reviewed By Director of MSN/Date

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University of West Georgia
Tanner Health System School of Nursing
Practicum Record

**Student Preceptor**

Phone: Phone:

Email: Email:

Facility/Unit/Number __________________________________________________________

******************************************************************************

Clinical Requirements

Met: Yes  No  Preceptor Qualification Record

Clinical Hours/Activity Record Preceptor Evaluation of Preceptorship ___

Clinical Evaluation Tool Student Evaluation of Preceptor:

Clinical Orientation Checklist Facility Orientation

Faculty Evaluation of Preceptor Communication Record

**Communication With Preceptor**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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Effective Summer Semester 2009

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING
BSN PROGRAM

CLINICAL EVALUATION TOOL GUIDELINES Clinical Practice I

Student: _______________  Semester: __________  Instructor: ___________  Facility: _______________

Upon completion of the practicum the student will be able to demonstrate competency in the following Professional Nursing Concepts (numbers in parentheses relate to BSN Program Goals). The bulleted items are the critical outcome behaviors that the student is being evaluated on each week.

Safety-(3)

☐ Practices within established standards of care and in accordance with facility policies and procedures
☐ Arrives at clinical prepared to provide care for assigned client(s)
☐ Maintains a safe environment for the client and knows when to seek assistance
☐ Safely administers and monitors therapeutic medications and treatments
☐ Adheres to principles related to prevention of spread of infection

Professionalism-(6,7)

☐ Arrives on time, reports absences appropriately
☐ Prepares for each clinical experience and submits work on time
☐ Takes responsibility for all actions
☐ Identifies and meets individual learning goals
☐ Adheres to the UWG THS SON Dress Code
☐ Demonstrates integrity as a member of the nursing profession
☐ Assumes responsibility for scheduling make-up for any clinical absences

Communication-(4)

☐ Actively listed to clients and family needs and concerns
☐ Demonstrates appropriate verbal and non-verbal communication skills with clients
☐ Documents information accurately and in accordance with facility policies and procedures
☐ Notifies appropriate faculty and staff of any changes in client status
☐ Reports pertinent information to primary nurse before leaving the floor and as indicated by client condition
☐ Actively engages in pre-/post-conferences and activities

Critical Thinking-(3)
☐ Collects appropriate data
☐ Monitors, evaluates, and revises care to meet client needs
☐ Applies knowledge from classroom to clinical
☐ Demonstrates problem solving abilities for changing situations

Caring, Holism, Cultural Diversity and Health Care Policy (1, 2, 5)
☐ provides a caring, nurturing, helping environment for client, self, peers, and the health care team
☐ implements holistic care that recognizes the interaction of mind, body and spirit
☐ respects and cares for clients in non-judgmental manner
☐ considers financial and regulatory guidelines while providing care.

Clinical Performance & Weekly Clinical Assignment (90% of the clinical evaluation)

Students’ weekly clinical assignments are evaluated weekly based on a point system (0-2). Refer to the course syllabus for directions on weekly clinical assignments.

Concept Based Learning Activities (10% of the clinical grade)

Students are to complete one of the two following activities during their clinical rotation per semester. Refer to the course syllabus for directions on the Concept based Learning Activity.

Grading

1. (2) Satisfactory, (1) Needs Improvement, (0) Unsatisfactory
2. Students must attain 75% of the possible points for the semester in order to pass the course regardless of the grade on the concept based activity and/or in the laboratory/simulation component.
3. Students should be earning no less than 75% of the available points per week to maintain a passing score.
4. A remediation plan will be developed for students with less than 75% at midterm.
5. A “0” rating in any area will be evaluated by the faculty for a decision regarding continuation in the clinical course. However, three “0” ratings in any one area will constitute a clinical failure of the course.
6. Any egregious error that compromises safety in the clinical environment may constitute a clinical failure.

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<tr>
<th>Faculty Evaluation of Student</th>
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<tbody>
<tr>
<td>Professional Nursing Concepts (80%)</td>
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<tr>
<td>Safety</td>
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<td>Professionalism</td>
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<td>Communication</td>
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<td>Critical Thinking</td>
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<td>Caring, Holism, &amp; Cultural Diversity</td>
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<td>Weekly Clinical Assignment</td>
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<td>Concept Based Learning Assignment</td>
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<td><strong>Professional Nursing</strong></td>
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<td><strong>Concepts (80%)</strong></td>
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<td><strong>Concept Based Learning Assignment</strong></td>
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**Comments**

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Upon completion of the practicum the student will be able to demonstrate competency in the following Professional Nursing Concepts (numbers in parentheses relate to BSN Program Goals). The bulleted items are the critical outcome behaviors that the student is being evaluated on each week.

**Safety** (3)
- Practices within established standards of care and in accordance with facility policies and procedures
- Arrives at clinical prepared to provide care for assigned client(s)
- Maintains a safe environment for the client and knows when to seek assistance
- Safely administers and monitors therapeutic medications and treatments
- Adheres to principles related to prevention of spread of infection

**Education** (8)
- Identifies teaching strategies related to health promotion, risk reduction and disease prevention

**Clinical Reasoning** (3)
- Responds appropriately in urgent/emergent situations
- Prioritizes care in an appropriate manner

**Teamwork/Collaboration** (4)
- Collaborates in a professional manner with members of the health care team

**Informatics** (4)
- Use of technology to enhance client care and student learning

**Professionalism** (6, 7)
- Arrives on time, reports absences appropriately
- Prepares for each clinical experience and submits work on time
- Takes responsibility for all actions
- Identifies and meets individual learning goals
- Adheres to the UWG THS SON Dress Code
- Demonstrates integrity as a member of the nursing profession
- Assumes responsibility for scheduling make-up for any clinical absences

**Communication** (4)
- Actively listed to clients and family needs and concerns
- Demonstrates appropriate verbal and non-verbal communication skills with clients
- Documents information accurately and in accordance with facility policies and procedures
- Notifies appropriate faculty and staff of any changes in client status
- Reports pertinent information to primary nurse before leaving the floor and as indicated by client condition
- Actively engages in pre-/post-conferences and activities

**Critical Thinking** (3)
- Collects appropriate data
- Monitors, evaluates, and revises care to meet client needs
- Applies knowledge from classroom to clinical
- Demonstrates problem solving abilities for changing situations

**Caring, Holism, Cultural Diversity and Health Care Policy** (1, 2, 5)
- Provides a caring, nurturing, helping environment for client, self, peers, and the health care team
- Implements holistic care that recognizes the interaction of mind, body and spirit
- Respects and cares for clients in non-judgmental manner
- Considers financial & regulatory guidelines while providing care.
Clinical Performance & Weekly Clinical Assignment (90% of the clinical evaluation)
Students’ weekly clinical assignments are evaluated weekly based on a point system (0-2). Refer to the course syllabus for directions on weekly clinical assignments.

Concept Based Learning Activities (10% of the clinical grade)
Student are to complete one of the two following activities during their clinical rotation per semester. Refer to the course syllabus for directions on the Concept based Learning Activity.

Grading
1 (2) Satisfactory, (1) Needs Improvement, (0) Unsatisfactory
2 Students must attain 75% of the possible points for the semester in order to pass the course regardless of the grade on the concept based activity and/or in the laboratory/simulation component.
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5 A “0” rating in any area will be evaluated by the faculty for a decision regarding continuation in the clinical course. However, three “0” ratings in any one area will constitute a clinical failure of the course.
6 Any egregious error that compromises safety in the clinical environment may constitute a clinical failure.

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<thead>
<tr>
<th>Faculty Evaluation of Student</th>
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