St. David’s School of Nursing at Texas State University

Faculty Handbook

San Marcos
The Rising STAR of Texas

2011

Texas State University –San Marcos
School of Nursing
1555 University Blvd.
Round Rock, Texas 78665
health.txstate.edu/nursing
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The information in this handbook is intended to be informational and not contractual in nature. Texas State University-San Marcos reserves the right to amend, alter, change, or modify the provisions of this handbook at any time and in any manner that the St. David’s School of Nursing or Administration deems is in the best interest of the University and its students.

The Texas State Nursing Program complies with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, as well as state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in service, programs and activities of Texas State and the nursing program solely on the basis of the disability. Students with concerns regarding a disability must register with the Office of Disability Services and must provide all required evidence of documentation of disability.

For more information go to: [www.ods.txstate.edu/](http://www.ods.txstate.edu/). See also the current undergraduate catalog.

The information in this version of the St. David’s School of Nursing Faculty Handbook is subject to change without notice and may not reflect the most recent changes.
Nursing Faculty Handbook

This School of Nursing Faculty Handbook serves as a convenient reference for faculty. It includes policies and guidelines of the Nursing Program and from various official Texas State University and College of Health Professions (CHP) sources. The Handbook is not intended to supplant the official sources and faculty are encouraged to consult the original sources when more information is needed or to confirm current information as policies may change without notice. Where applicable, Texas State and College of Health Professions sources take precedence. (See Appendix A for acronyms and definitions).

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*NOTE* denotes Texas Board of Nursing requirement.

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Texas State University-San Marcos’ Mission and Shared Values

The noblest search is the search for excellence.
—Lyndon B. Johnson
Thirty-Sixth President of the United States, 1963-1969
Texas State University Class of 1930

Our Mission

Texas State University-San Marcos is a public, student-centered, doctoral granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Shared Values

In pursuing our mission as a premier institution, we, the faculty, staff and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based in dialogue, student involvement and the free exchange of ideas;
- Research, scholarship and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural and economic development; and
- Thoughtful reflection, collaboration, planning and evaluation as essential for meeting the changing needs of those we serve.

College of Health Professions’ Vision and Mission

Vision Statement

The Texas State College of Health Professions will be a nationally recognized premier center for educating professionals in a broad array of healthcare fields, increasing the knowledge, research, and community coalitions necessary to enhance and restore the health and well-being of the whole person and of society.
Mission Statement

The College of Health Professions educates and prepares healthcare professionals in a student centered learning environment. The College excels in teaching, research, and service while responding to the healthcare needs of the state and nation. To accomplish this, the Texas State University's College of Health Professions unites faculty, students, the healthcare communities, and consumers in coalitions that nurture the academic, scholarly, and service aspects of healthcare.

St. David’s School of Nursing’s Vision, Mission, Shared Values and Goals (ToC)

Vision

The Texas State University School of Nursing will provide supportive and creative educational programs, which inspire those who teach and those who learn, based on mutual respect and a commitment to contribute to the health of individuals, families, communities, and the environment.

Mission

The Texas State University School of Nursing educates and prepares graduates, using innovative teaching strategies and state-of-the-art technology, to function in professional nursing roles to promote, maintain, and restore health and wellness and to prevent illness among diverse individuals and communities. Graduates demonstrate competence as critical thinkers who effectively collaborate as members of the inter-professional health care team and utilize scientifically-based interventions. These future nurses will provide ethical, safe, and effective patient-centered care and contribute to present and emerging research and health management practices.

Values

In pursuing excellence in nursing education, we the faculty and staff of the School of Nursing are guided by shared values. We believe in:

- Educational opportunities which provide for intellectual and professional growth and that challenge students to excel in nursing
- A holistic approach to nursing education across the continuum of health and the lifespan
- Diversity and a spirit of inclusiveness with respect for the dignity and moral wholeness of every person without conditions or limitations
- Cultivation of character and the modeling of honesty, integrity, caring, compassion, fairness, respect, and ethical behavior
- Teaching and learning based on student involvement and free exchange of ideas and diverse perspectives
- Research, scholarship, and creative activity as a source for evidence-based practice and generation of new knowledge as an expression of the human spirit
- Commitment to public service and advocacy as a resource for personal, educational, cultural, and economic development in promotion of a healthy environment
• Caring, thoughtful reflection, collaboration, planning, and evaluation to meet diverse and changing healthcare needs, practices, and resources
• Professional competency, systematic use of the nursing process, leadership, critical reasoning, and lifelong learning leading to safe, quality patient care
• Interprofessional activity allowing for the advancement of science and positive patient outcomes.

Goals

We the faculty are committed to:

• Graduate well-prepared Bachelor of Science in Nursing (BSN) students who are able to obtain Registered Nurse licensure and function at the beginning practice level
• Equip graduates to adapt to rapid changes in healthcare delivery and practice
• Build a foundation for BSN graduates to pursue excellence through certification by the American Nurses Credentialing Center (ANCC)
• Provide educational programs to prepare registered nurses at the MSN and/or the Doctorate in Nursing Practice (DNP) or PhD levels
• Develop an overall plan for faculty scholarship
• Pursue funding to promote diversity in the admission and graduation of students
• Provide faculty access to professional development
• Assess, identify and develop a plan to address community needs
• Develop educational partnerships with community organizations and other community entities in order to obtain input for the development of academic and service delivery programs to enhance community health knowledge
• Become a continuing nursing education (CNE) provider through the Texas Nurses Association (TNA)
• Collaborate with University Advancement and Development to support a sustainable plan for nursing programs.

Nursing Program Student Educational Outcomes (ToC)

Upon completion of the nursing program, a graduate of the St. David’s School of Nursing will be able to:

1. Facilitate safe, holistic and effective patient/family centered care outcomes through use of evidence-based research and other science-based frameworks to promote and maintain health and prevent disease.
2. Demonstrate professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework, utilizing the most current knowledge.
3. Demonstrate leadership in the provision and coordination of safe, cost effective and high quality nursing care
4. Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, critical reasoning, and cultural competence.
5. Utilize information and technology to communicate, manage knowledge, educate, mitigate error and support decision making.
6. Provide entry-level professional nursing care to clients across the lifespan in a variety of health care settings.
A nursing program at Texas State University-San Marcos has been discussed since the creation of the School/College of Health Professions in the early 1970s. Texas State submitted requests for a bachelor’s degree program in nursing were to the Texas Higher Education Coordinating Board in the late ’70s and early ’80s. The requests were denied due to the perception that existing programs could handle the need. Some 30 years later, the critical shortage of nurses prompted community leaders, educators, healthcare executives and legislators to provide strategies for responding to the growing healthcare needs of Texas residents.

In 2003, Central Texas community leaders, healthcare executives, and elected officials contacted Texas State to discuss the nursing shortage and to make a commitment to support and seek funding for a nursing program at Texas State. Through the efforts of The Texas State University System, Texas State’s administration, state legislators, and healthcare donors, Texas State undertook an ambitious plan to develop a school of nursing to offer a Bachelor of Science in Nursing (BSN) program. In 2008, the College hired an associate dean and two associate professor faculty to refine the Nursing Program. An additional eight faculty joined the School of Nursing in fall 2009, followed by adjunct clinical nursing faculty a year later. The faculty are responsible for arranging the various clinical rotations of students at healthcare facilities and preparing for curriculum delivery both in the classrooms and in the simulation and basic skills labs. The first class of 100 juniors began nursing studies in fall 2010.

A New Nursing Building

The nursing building, funded by $36 million in tuition revenue bonds, is a 77,740-gross square-foot, three-story building with the creative design based on on-site visits to recently built nursing facilities. Construction of the new nursing building at the Round Rock Higher Education Center (RRHEC) was completed prior to the beginning of fall 2010. The building supports the innovative curriculum in a variety of clinical practice and simulation labs with the most current equipment and manikins, wireless capability, a variety of classrooms and seminar rooms, as well as spacious student and faculty areas. The curriculum is designed to promote learning and research, and to make maximum use of the facility’s resources. The building is designed to accommodate future expansion in programs, including research, and enrollments as resources allow. For additional resources and support the students and faculty will have access to the RRHEC Avery building, which provides on-site library, technical support, student services, food service, classrooms and student/faculty areas.

Operational Support

Start up funding for initial operations and implementation of the nursing program was provided by the Texas Legislature through a state line item of $2 million, and with a gift of $6 million from the St. David’s Community Health Foundation. Scott and White Medical Center and Central Texas Medical Center designated specific gifts in support of the nursing program and students. Texas State has allocated new university faculty/program funds until formula funding is received.
Curriculum Conceptual Frame (Environmental Scan)
Optimized Nursing Care for the 21st Century (ToC)

The curriculum conceptual frame is an environmental scan that addresses the theories and concepts to give structure to the curriculum and enable the faculty to make consistent decisions about aspects of the curriculum development, coordination, implementation, and evaluation.

The conceptual frame is based upon a review of literature concerning the current and anticipated need for generalist BSN nurses to provide nursing services in the 21st Century. Reference sources include numerous current professional documents and reports by the American Association of Colleges of Nursing (AACN), American Nurses Association (ANA), Institute of Medicine (IOM), Texas Coordinating Board for Higher Education (THECB), Texas BON, Academic Center for Evidence-Based Practice, Nursing Education Capacity Summit-Blowing Open the Bottleneck (2008), and current literature related to nursing and healthcare in the 21st Century.

The curriculum is designed to prepare graduates to pursue evidence-based holistic nursing practice, to provide coordination of care, and to use clinical and information technology. Graduates will be socialized to provide beginning leadership for change in nursing and the healthcare system. The curriculum emphasis is on prevention, rehabilitation, health maintenance, and healing in ambulatory as well as acute settings, recognizing the life styles and diversity trends in the population, impact of expanding technology for communications and treatment, and the skills of critical thinking and decision-making based on evidence-based practices.

The conceptual frame is based on the Vision, Mission, Shared Values and Goals of the faculty of the proposed nursing program. We recognize that students are a product of their environment, both culturally and technologically, and teaching modalities must consider learning styles to provide relevant knowledge, skills and practices in order for the students to be effective critical thinkers and decision-makers as professional nurses upon graduation.

The three circles in the center of the framework represent the interaction between the nurse and the client. Clients are defined as individuals, families, or communities. Human responses of the client and nurse form a relationship in which the nurse provides healing practices for the purpose of attaining health promotion, disease prevention, and safety. To accomplish these purposes, the nurse uses critical thinking and information technologies to coordinate the care of the client.

Components of the curriculum to prepare professional nurses to practice in the 21st Century are found in the broken lines that form the inner circle. Simulation and on-line learning in addition to clinical experiences are used to enhance the role development of the nursing students. The curriculum provides core knowledge and core competencies. The student is sensitive to the client’s cultural diversity as well as socioeconomic factors. Professional nursing practice role development is reflected in student’s decision making based on critical thinking and current evidence for practice, as well as consideration of the economics of healthcare, professional values, ethics, and legal standards.
The outer circle represents the characteristics of the graduate of the Texas State program. Graduates of Texas State will continue to develop their nursing practice based on the foundations of this program. Major strengths of the graduate are the ability to utilize evidence-based practice and technology in conjunction with client teaching and advocacy. The graduate will continue life-long learning through practice, scholarship, research, and community service.

The topics at the base entering the arrow into the future represent the current healthcare environment in which the students will practice. The arrow sweeps upward integrating the environment into the curriculum toward the ultimate goal of optimal nursing care for the 21st Century. These topics also represent specific content and concepts that are integrated in selected courses of the curriculum.

Texas State University School of Nursing
Optimized Nursing Care for the 21st Century
Summary of Concepts for the Implementation of the Integrated BSN Curriculum

The Texas State SON curriculum is based on current research and reports that address transforming nursing education in the 21st Century. We are making a brave venture into a new and innovative approach to nursing education through an integrated curriculum. The concept of integrated curriculum is not a new concept. It is evolving as the faculty work together to develop our interpretation of the concept and how we can make it successful in addressing the learning needs of 21st Century students and the healthcare system where they will practice.

The concepts and teaching strategies that are included in our integrated curriculum have been piloted successfully in other schools of nursing; however, we are drawing on those experiences and putting the curriculum together in an innovative way to maximize student learning and reformation. Adapting to such a program is not an easy matter for most of us who have taught in more traditional nursing education settings. Adaptation includes faculty being willing to move out of their comfort zone to address BSN level concepts across the curriculum and including all clinical specialties. It is challenging to need to rely predominantly on traditional medical model textbooks while attempting to present new integrated concepts. It requires effective team collaboration and teaching. It also requires that we cannot continue to teach all that is in the texts, rather we need to teach concepts that the students can learn to adapt and apply to new and changing clinical situations. Defining what is essential and what can be deferred is both challenging and difficult for faculty.

Our teaching strategies intend that the didactic will relate to application in such a way that students will be able to make the connection between what they experience in didactic class and simulation/practice labs to what they experience in the actual clinical settings. Instead of traditional lectures, the content is presented in “Theory Bursts” followed by engaging the students in application. We want to maximize the use of our extensive state-of-the-art simulation labs with low, medium, and high fidelity task trainers and simulated manikins. Faculty are required to learn to incorporate use of the simulators in the learning process and to adapt scenarios to address the teaching goals and learning needs of students. Faculty serve more as
“coach” than instructor or lecturer. The Student Response System “Clickers” will be used to validate that students are prepared for class, are engaged in and internalizing the content.

We are seeking to evolve concepts that can be introduced to our students early in the program to be progressively developed over the five semesters to optimize nursing care for the 21st Century. We are engaged in defining these concepts and identifying increasing complexity of the concepts as they are adapted and progressed through the curriculum.

The following Core Concepts were identified as important by the faculty and will continue to evolve: Leadership, Advocate, Patient Centered Care Provider, Communications Skills, Lifelong Learner, Genomics, Practice Across Lifespan and Continuum of Care, Professionalism, and Informatics and Technology.

Additional sub-concepts that are also addressed in the curriculum include Family Systems, Life Styles, Adaptation, Diversity and Culture, Values and Spirituality, Holistic Nursing and Healing, Physical and Mental Health Maintenance, Prevention of Illness, Rehabilitation, Interprofessional Practice, Ethics, Law, Patient Rights, Privacy and Confidentiality, Nursing Standards and Nursing Process, Evidence-Based Practice and Research, Patient and Staff Safety, Critical Thinking and Problem Solving, Community and Environmental Health Issues, Quality and End of Life Issues, Emergency and Disaster Response, Healthcare Systems and Public Policy.

The curriculum is planned to be an innovative integrated curriculum learning experience. By integrated curriculum, we mean one that has the following characteristics:

1. Fundamental concepts that are introduced in the first semester didactic and clinical courses are then applied with increasing complexity in the subsequent didactic and clinical courses. Once a concept is introduced in its basic format, the subsequent courses build on those concepts, providing opportunities for the students to apply the concepts in increasingly complex situations both in simulation/practice labs and in actual clinical settings. This requires faculty communication and coordination to ensure a smooth transition and progression.

2. Our first two semesters are age-specific; therefore, the content and clinical address children, teens, adults and geriatric persons. For example, when we look at respiratory conditions, we may address asthma, how it is impacted by family systems and environment, resources available to promote control, and how it impacts the nursing interventions for a child, a teen, an adult, and a geriatric person. This means that pediatrics and geriatrics are integrated with adult nursing courses. Beginning in the third semester the curriculum focuses on specialties such as critical care for adults and geriatric patients, maternal child health, and acute pediatric nursing. In this semester the students will experience complex nursing situations in the practice/simulation lab, dealing with clinical situations that are challenging and integrate multiple concepts including pathophysiology and behavioral health. For example, a situation may involve an obstetric patient who also has diabetes and is bi-polar with an abusing partner. Another situation may involve a child with a Munchausen syndrome by proxy mother. Situations
may involve domestic violence and other potential for violence needing an emergency response. The possibilities are unlimited and students may begin to develop scenarios with which they want to test one another. In the fourth and fifth semesters the students focus on leadership and community didactic and clinical experiences to prepare them for transition to graduation and licensure as professional registered nurses.

What is proposed is challenging and exciting, and will provide a wealth of opportunities for nursing education research in testing and evaluation of various teaching strategies and learning opportunities.

Selected references


6/9/2010
Texas State University School of Nursing
Conceptual Frame

Optimized Nursing Care For the 21st Century

Holistic

Scholarship
Research

Teaching/
Advocacy

Role
Development

Information
Technologies

Socio-
Economic
Factors

Self-
Assessment

Core
Knowledge

Community
Competencies

Nursing

Clients
Community

Coordinating
Care

Health
Promotion
Prevention
Safety

Healing
Practices &
Relationships

Client
Community

Human
Responses

Socialization

Cultural
Sensitivity

Practice

- Privacy Issues
- Knowledge Explosion
- Drug Resistant Infections/Viruses
- Complex Ethical Issues (Genetics, End-of-Life)
- Environmental Issues (Global/Local)
- Emphasis on Disease Prevention & Health Promotion
- Technology in Communication (Global/Local)
- Traditional Practice vs. Complementary & Alternative Modalities
- Transition in Diversity (Hispanic Minority -> Majority)
- Crisis in Healthcare Delivery & Financing Transitions

- Bioterrorism
- Aging Populations
- Culture of Safety
- Role Transitions & Turf Issues
- Interdisciplinary Initiatives/ Roles
- Choice Issues
- Incidence of Preventable Disease
- Access to Healthcare, Uninsured
- Limited Access to Community Based Services
- Expansion of Patient Rights
- Technology in Treatments/Procedures
- Ethic and Cultural Diversity in Population
St. David’s School of Nursing (ToC)
Library (ToC)

The Texas State Albert B. Alkek Library is located on the San Marcos campus and supports the College of Health Professions. The library supports the School of Nursing through online services and an onsite satellite library in the Avery Building at the RRHEC. The library holdings consist of more than 1.5 million printed volumes of books, documents, and serials, over 122,922 electronic journals, and more than 491,291 ebooks. As of 2010, the library had 431 databases covering all subjects. There are 41 distinct databases specifically related to medicine and health sciences including CINAHL Plus with full text, Health Source Nursing/Academic Edition, and ProQuest Nursing and Allied Health Source. Through its membership in several consortia agreements, the library also has access to journal packages from BioOne, DOAJ (Directory of Open Access Journals), EBSCO, Elsevier, Wiley, and Springer, all of which include subject groups for medicine and health sciences. The library maintains cooperative borrowing agreements with other libraries in the region. Through TexShare, a statewide resource sharing program, faculty and students may borrow materials at most of the public and private university libraries as well as community college libraries in the state. An online catalog linked from the library’s Web site provides information on the library holdings (http://catalog.library.txstate.edu). While the SON does not have a computer lab, the students have access to labs in the adjacent RRHEC Avery building.

The satellite library at the RRHEC is well staffed by professional librarians and support staff who assist faculty and students in the instruction of and access to library resources. Instruction and reference assistance is provided for classes as well as one-on-one by appointment or on a drop-in basis. Online assistance is available to students and faculty through email, online chat, text messaging or telephone. In addition to the vast online resources purchased specifically for the addition of the SON, a variety of print resources are also available at this facility. Other materials such as books, DVDs, VHS tapes, audio-cassettes, and articles that may not be available at the RRHEC may be requested electronically or are transported from the San Marcos campus to the RRHEC satellite library each business day.

In anticipation of the nursing program, the Director of the Alkek Library assessed the library resources in relation to its preparedness to support a School of Nursing. The Alkek Library holdings were compared to three comparable BSN programs in Texas: Stephen F. Austin State University, Tarleton State University, and University of Mary Hardin-Baylor. After extensive review and analysis, deficiencies were identified and reviewed with the nursing faculty. Based on recommendations of the nursing faculty, subscriptions to online journals and full-text nursing databases were added. Databases and subscription services such as the Cochrane Library, ProQuest Nursing & Allied Health Source, and the Nursing Reference Center, were among those suggested and have been purchased to specifically support the nursing program (see Table II.2 ).
Table II.2 - Available Full Text Databases

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<th>Database</th>
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<tr>
<td>CINAHL Plus with Full Text</td>
<td>Ebsco</td>
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<tr>
<td>Cochrane Library</td>
<td>Wiley Subscription Services, Inc.</td>
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<tr>
<td>Nursing Reference Center</td>
<td>Ebsco</td>
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<tr>
<td>ProQuest Nursing and Allied Health Source</td>
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<tr>
<td>Lippincott Williams &amp; Wilkins Nursing &amp; Health Professions Premier Collection</td>
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</table>

The SON used start up funds to purchase the initial subscriptions to the databases and journals until the program was eligible for library funds. FY2011 was the first year that allocation of permanent, formula based funds and new program funds (5 year, finite funds) were provided to support library material for the nursing program. The funding has been sufficient to meet the needs of the program (see table II.3). Faculty are frequently solicited for input into purchases and suggestions on resources to benefit students and faculty. The majority of requests have been honored this past year due to the generous funding provided for the SON.

Table II.3 Library Funding for the SON

<table>
<thead>
<tr>
<th>Fund</th>
<th>FY 11</th>
<th>FY 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 Nursing-permanent</td>
<td>$18,592.82</td>
<td>$36,008</td>
</tr>
<tr>
<td>Library funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89 Nursing- new program</td>
<td>$25,700</td>
<td>$25,700</td>
</tr>
<tr>
<td>funds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The library holdings are current, sufficient and available either on-campus or online to students and faculty using contemporary technology. The library resources for the Nursing Program address the Essentials of the Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (2008). These resources include those necessary for nursing research by students and faculty and are readily available. Journals concerning professional values, core nursing competencies, core knowledge, and role development are now included in the holdings.

Library Research Grants (ToC)

Faculty members who need materials that are not in the library collection to support their research are invited to submit a proposal for a Library Research Grant. Each year, the Alkek Library provides funds to acquire non-curricular materials for this purpose. Although the review process is competitive, the majority of professionally written proposals that clearly justified how the materials requested would benefit research, have been funded. Priority is given to material that can be permanently added to the library collection.
Technology Resources (ToC)

The division of information technology is comprised of three units: Technology Resources, Instructional Technologies Support, and Alkek Library (previously discussed). Information Technology administrators have developed a central point of contact for students, faculty and staff termed the Information Technology Assistance Center (ITAC), which receives and triages all issues related to technology. Referrals are made internally so that assistance occurs from the appropriate department.

Technology Resources (TR) provides information technologies to the Texas State community. TR supports critical technological functions such as remote desktop support for academic instruction in classrooms, administration, student services, research activities, human resources and financial services. In addition, TR provides telephone, computing, and Internet access as well as technical support and training to assure optimal use of information technology.

An ITAC Technical support representative, housed in the Avery building at the RRHEC, is available to faculty, staff, and students. A full time technical support team member was added in the fall 2010 to support the SON. This individual works closely with the SON faculty and staff in support of the students and the needs of the faculty and staff. For example, the technical support member attends classes in which online exams are administered so that he can assist if technical problems arise during the exam. Issues such as lost connection, laptop failure, and simply clicking the wrong button are resolved quickly. A summary of issues resolved by technical support services will be made available in the resource room during site visit.

Instructional Technologies Support (ITS) provides the faculty and the Texas State community instruction, leadership and support for all phases of instructional design, development, and deployment. One instructional designer is located in the Avery Building with others on the main campus accessible via email, chat, or phone. Face to face instructional development has been provided to new faculty and as a continuing service when requested.

ITS houses and has administrative authority for the learning management system, TRACS; web content management system, GATO; Adobe Connect; and a myriad of other critical academic services, as well as academic computing server support. In addition, ITS provides instructional designers to help the faculty develop instructional materials and produce them with professional media staff such as graphic artists, videographers, digital video producers, photographers, web programmers and specialty programmers. At the RRHEC, the Classroom Technologies Support Department within ITS supports the faculty with emergency classroom support for all classrooms configured with audio/visual technology and software appropriate to the instructional goals. ITS supports all ITV classrooms and ad-hoc video conferencing services, as well as professional audio/video system design and installation.

RRHEC Technology Center Office Hours, room 304

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>8:00 am to 8:30 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 am to 5:00 pm</td>
</tr>
<tr>
<td>Saturday &amp; Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>
Computer Lab Hours, room 303 and 305

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>7:30 am to 10:00 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 am to 5:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00 am to 2:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Texas State students and faculty can go to room 304 in the Avery Building for log on assistance.

Chat online with a CTC staff member and receive technology support for student computers at the RRHEC.
The Associate Dean/Director of the Nursing Program is the administrator and accountable for the nursing program, and reports to the Dean of the College of Health Professions.

The Associate Dean/Director is responsible, along with the faculty, for complying with the Texas Board of Nursing rules and regulations, the Nursing Practice Act, AACN BSN Essentials, and the policies of Texas State University-San Marcos and the College of Health Professions.

The Associate Dean/Director and faculty seek the most current evidence-based standards for nursing education and nursing practice. The policies, procedures and practices of the nursing program and the curriculum are developed by the Associate Dean/Director and the faculty through the Nursing Faculty Assembly and its committees.

Records and Reports

School of Nursing records and reports will be maintained as follows:

1. Student records, paper or electronic, are maintained in the SON Office of Admissions, including the application and documents submitted at application, notices of acceptance or denial, and documents produced during matriculation in the nursing program.

2. The Notice of Conditions that might Disqualify Students Eligibility for Licensure is acknowledged, signed by the student, and is maintained for two (2) years after graduation or permanent withdrawal from the nursing program (see Appendix O).

3. Student records are also maintained in the College of Health Professions Advising Center. After 3 years the Advising Center file becomes inactive and after 5 years the inactive files are destroyed. Active graduate files are destroyed after 5 years.

4. The Registrar’s Office maintains the transcripts and permanent academic records for student matriculation and graduation from Texas State.

5. Faculty Records, under the Office of the Provost, maintains permanent faculty records.

6. The Associate Dean/Director maintains at least three (3) years of records, paper or electronic, of faculty and program related minutes, annual reports, and catalogs.

7. The Associate Dean/Director maintains on file, paper or electronically, a copy of the School of Nursing vision, mission, goals, values and program outcomes, and copies of course syllabi for the program.

8. The Dean of the CHP maintains a file of all the Affiliation Agreements negotiated for student clinical experiences.
9. The Associate Dean/Director maintains the master copy of the Total Program Evaluation Plan and supporting documentation for faculty use and as reference for accreditation and approval agencies.

10. The Associate Dean/Director maintains a copy of all annual reports prepared for approval and accreditation agencies.

11. The Faculty of Record should maintain exam blueprints, student exams, answer keys, and results for two years past completion of the course.

12. The SON Office of Admissions maintains the record of the individual student clinical evaluation tools for each clinical course.

13. A formal complaint log is kept in the Associate Dean/Director’s office.
Nursing Faculty Assembly (ToC)

The Nursing Faculty Assembly is founded on the Nursing Faculty Bylaws, which provide for the faculty to actively participate in the development and implementation of the nursing program. The Bylaws set forth procedures for meetings, elections, and committees and maintenance of records such as minutes and reports (see Appendix B: Faculty Assembly Bylaws).

Faculty Recruitment and Hiring (ToC)

Faculty recruitment and hiring is addressed in PPS 7.02 – Faculty Hiring, UPPS 04.04.03 – Staff Employment, UPPS 04.04.04 – Affirmative Action Recruitment Plan, and PPS 7.14, Attachment B – Contracting of Temporary Faculty. It is also consistent with PPS 7.14 – Hiring and Use of Part-Time and Per Course Faculty.

Texas State University and College of Health Professions Policies (ToC)

The University Policy and Procedures Statements (UPPS), Academic Affairs Policies and Procedures statements (PPS), and the College of Health Professions Policies and Procedure Statements are available on the Texas State website (see Appendix E: Listing of College of Health Professions policies and procedures).

Nursing Faculty Policies and Procedures (ToC)

The Nursing Faculty Policies and Procedures are primarily those of the University and the College of Health Professions. Policies and guidelines for the nursing program specifically may be found in the Nursing Faculty Handbook, the Nursing Student Handbook, and/or in the syllabus for the courses.

Faculty Orientation (ToC)

The nursing faculty participates in University faculty orientation and in the nursing program orientation. University faculty orientation reviews the overall employment responsibilities and benefits. Continuing faculty development is available through the office of Professional Development.

Orientation specific to the School of Nursing occurs prior to the semester in which faculty accept an appointment. There are two parts to this orientation: first, the Associate Dean/Director and/or the Dean discuss school policies and procedures. Second, the Student and Faculty Concerns Committee give an overview of faculty tools and resources such as Outlook, TRACS, and Library facilities. Course specific orientation takes place prior to each semester, as needed. Faculty must be familiar with The Nursing Faculty Handbook, Nursing Student Handbook,
Faculty Expectations (ToC)

The faculty expectations that follow are consistent with the UPPS, PPS, and CHP Policies and Procedures concerning faculty and academics (see Appendix E and faculty position descriptions in Appendix C).

Faculty members are expected to abide by the following guidelines and expectations:

1. Faculty areas are alarmed at all times. Students may call faculty from the student lounge to gain admittance.

2. Work cooperatively with the Associate Dean/Director and other faculty and staff to promote a sense of community and collegiality in the School and the College of Health Professions consistent with the Nursing Program Vision, Mission, Shared Values, and Goals Statement.

3. Administrative needs, such as work requests and assistance, must be negotiated among faculty and the staff. The Associate Dean/Director determines priorities when conflict occurs. Administrative assistance is available 8:00 to 5:00 Monday through Friday.

4. Maintain current licensure and certification, as appropriate, and provide current verifications to the administration. Maintain any immunizations and disease reports required by external clinical facilities where supervising students. The Associate Dean/Director maintains documentation concerning current licensure and qualifications of the faculty.

5. New faculty participate in orientation usually during the two weeks prior to the fall semester. Orientation includes an overview of Texas State University, College of Health Professions and School of Nursing policies and procedures and faculty expectations. Information about benefits and retirement is included at the general university orientation.

6. Faculty post and keep regular on-site and virtual office hours suitable to meet the needs of their students. Full-time faculty must be scheduled to be available for advising and counseling students a minimum of five (5) hours per week and to be available at other times by appointment. Post on-site office hours with the Associate Dean/Director’s office and at the faculty office prior to the beginning of each semester. Advise the Director and Administrative Assistants regarding what phone number(s) may be released to students.

7. Advise the Administrative Assistant of needs in connection with your faculty responsibilities. Office supplies are provided in the faculty workroom including staplers, staples, scissors, paper clips, writing utensils, paper products, file folders, tape dispensers, and more. Products are accounted for as a cost center, so materials must be signed out on the log provided.
8. Seek assistance from the Administrative Assistant if needed regarding use and maintenance of the equipment and supplies. Faculty should shred materials themselves, if confidentiality dictates, or place them in a secured shred file with the appropriate Administrative Assistant. The faculty workrooms may include printers, copiers, scanners, shredders, and fax machines.

9. Schedule rooms with the Administrative Assistant. The reservations should be cancelled as soon as it is known that a reserved room is no longer needed by notifying the Administrative Assistant.

10. Check mailboxes regularly. Faculty mailboxes are located in the faculty copy/mail workroom. Student submissions of hard copy documents to faculty should be placed in a folder for the faculty in the file cabinet in the SON Office of Admissions. Confidential material may be left with the Administrative Assistant.

11. Updates CV’s yearly and submit prior to the performance review.

12. Consult the Texas State Honor Code and apply Texas State policies regarding disciplinary matters if a faculty suspects a student of cheating and/or other forms of academic dishonesty (see Appendix N). The Nursing program promotes academic and general honesty, fosters mutual trust and respect between faculty and students, and prepares the students to live according to the ethical rules and code of the nursing profession. The Honor Code recognizes the importance of integrity, honesty, trust, fairness, respect, and responsibility. Students in the nursing program are expected to abide by the Honor Code and the American Nurses Association Code of Ethics for Nurses.

13. Ensure confidentiality of student, employee, faculty, and operational information. It is the responsibility of each faculty and employee to take measure to protect confidentiality and to report breaches to the Director as soon as noted. Breaches may be intentional but most often may be casual, unnecessary, or an unauthorized review and discussion of confidential information. Faculty and students must receive HIPAA (privacy) training for the assigned clinical facilities and abide by that agency’s policies.

14. Release information about students in accordance with the Family Educational Rights and Privacy Act (FERPA--Buckley Amendment) that applies to currently enrolled students and alumni. Access to this information in all forms, including hard copy, digital and verbal, is restricted to those for whom it is necessary in order to perform their assigned job. This information includes but is not limited to student records, employee records, files, information obtained from organizational or staff committees, inquiries from family or friends, media or external agencies about students or employees, and any information obtained from computerized systems including security access codes. All requests for release of student related information must be referred to and handled by the Director.

15. Be available at least one and a half weeks in advance of the first day of the fall term for planning, semester preparation, and to participate in faculty, committee and course
meetings, and other activities designated by the Associate Dean/Director, Dean, or University. Faculty must also be available through graduation and potentially until their contract expires.

16. Provide upper division student advising that involves course planning and assignments, career counseling, and academic questions. The Nursing Admissions and Retention Coordinator and the Academic Advisor II, as well as the faculty, assist the College of Health Professions academic advisors in providing pre-admission advising and recruiting.

17. In the event of an illness, coordinate coverage by another faculty to fill in for the assigned course or clinical as appropriate and notify the Associate Dean/Director of the illness and coverage arrangements. Communicate the change to the Administrative Assistant, students and faculty, including who to contact with questions.

18. In event of adverse weather conditions, the Associate Dean/Director will communicate to faculty and the students the decision regarding cancellation of classes consistent with Texas State policies.

19. Coordinate with the Administrative Assistant assigned by the Associate Dean/Director to change or request classroom space. Consult the Coordinator of the Simulation Laboratories regarding the scheduling of the Simulation Lab.

20. Set an example of respect for and behavior in the practice/simulation labs. The simulation laboratories are designed to provide realistic hands-on practice for nursing students in an area that simulates a variety of realistic healthcare facility environments. There are numerous resources available to facilitate group and individual learning. Each lab is equipped with up-to-date resources, including a variety of manikins with various electronic capabilities, and supplies to create a realistic nursing environment. Labs must be treated as clinical areas where patients are cared for. Labs must be maintained, organized, and cleaned. Specific practice and simulations labs are scheduled each semester through the assigned Administrative Assistant. Any changes in scheduling needs must be made as soon as known to the Coordinator of the Simulation Laboratories. Faculty are responsible for assisting in set up of the Simulation Laboratories. Students and faculty will straighten up the labs after use.

21. Attend faculty, committee, and course planning meetings as assigned. All faculty are expected to attend the College of Health Professions fall general faculty and staff meeting, as well as Convocation each fall on the San Marcos campus. Each faculty member is required to attend one College of Health Professions graduation each year (at least one-third of the CHP faculty must attend any given graduation) and are encouraged to attend the nursing ceremony as well. Participate in University and College of Health Professions committees and activities as assigned by the Director.

22. The faculty of record for each course will make decisions concerning required and recommended textbooks. Decisions must be made early enough for textbooks to be ordered or made available for students to order online. Report textbook orders to the Administrative Assistant consistent with their reporting forms and timeline for ordering
textbooks. Textbook change requests must comply with Nursing Curriculum Committee procedures prior to implementation of a nursing course.

23. Requests for desk copies of textbooks and demonstration copies of software or electronic resources may be obtained from publishers. All desk copies or demonstration software are the property of the Nursing Program. If there is a fee required for previewing materials, the Director must approve the expenditure of such funds.

24. Fulfill course faculty of record responsibilities:

A. Ensure that the current course syllabus includes the course title, description, overview, purpose, measurable objectives, course requirements, teaching-learning methods, evaluation criteria, schedule of exams, project due dates, required and recommended texts, bibliography and reference materials, and handouts for the course. The syllabus should list the course faculty office location and office hours and should address policies regarding attendance and absences, grades, and special accommodations. Each semester, submit for publication a shortened version of the syllabus on the University website to comply with House Bill 2504.

B. Prepare and distribute course guidelines/handouts for lectures, seminars, practice or simulation labs and special course activities using TRACS.

C. Update required online materials on TRACS.

D. Prepare written examination questions that apply critical thinking/clinical reasoning skills and evidence-based practice consistent with the course outcomes.

E. Define criteria for evaluating clinical experiences, projects, and special course activities.

F. Use the most current APA Style Guide for all formal documents and papers. Refer to Publication Manual of the American Psychological Association (6th Edition). Students should be held to appropriate standards.

G. Student course evaluation forms are conducted for each course using Survey Monkey administered by SON staff. A separate student evaluation is conducted to meet the House Bill 2504 requirement for all colleges and universities under the Texas Higher Education Coordinating Board (THECB) regarding public access to course information.

H. Post a final copy of the course syllabus on TRACS and with the Administrative Assistant.

25. Check the TRACS class roster prior to the twelfth day to ensure that students in class are properly and officially registered for the course. Regular and punctual attendance is expected and must be consistent with the course syllabus. Attendance documentation is required either electronically or via a sign-in list.
26. Submit grades on final grade rosters electronically to the Registrar’s Office consistent with the deadline established by the Registrar. Faculty should submit any grade changes to the Associate Dean/Director and the Dean in accordance with Texas State policy.

27. Faculty are encouraged to participate in professional meetings to the fullest extent possible as representatives of Texas State. Travel expenses may be reimbursement with prior approval by the Associate Dean/Director. Faculty travel and continuing education provisions are consistent with the College of Health Professions and Texas State faculty policies.

28. Participate in faculty peer review evaluation as scheduled by the Personnel Committee. Prepare the peer review document concerning your activities for assigned reviewers. Completed unit peer reviews are provided to the Personnel Committee who reports to the Associate Dean/Director. The Associate Dean/Director will finalize the faculty review report and meet with the reviewed faculty. Promotions, salary increases, and the reappointment process are consistent with the Texas State and College of Health Professions policies. Tenure and promotion decisions reflect program requirements that are consistent with the Texas State and College of Health Professions policy (see Appendix E). The University, College of Health Professions, and the School of Nursing set these requirements (see Appendix M, Faculty Peer Review policy and procedure).

29. The Director, with the Personnel Committee, will approve all faculty recruitment efforts and recommend offers of employment to the Dean consistent with the College of Health Professions policies.

30. Texas State University and College of Health Professions policies and procedures apply to the nursing faculty. A list of those policies is available on the Texas State website www.txstate.edu/academicaffairs/pps/pps_toc.htm and www.txstate.edu/effective/upps.

Faculty Development (ToC)

Faculty development is consistent with University policy UPPS 4.04.30 – University Leave Policy. Faculty are encouraged to participate in professional meetings and conferences with funding at the discretion of the Director. Faculty prepared at the MSN level are encouraged to pursue a doctorate degree.

Research (ToC)

Support for faculty and staff research comes from the Office of the Associate Vice President for Research (AVPR) and Federal Relations. Texas State is committed to supporting and promoting research and scholarship of faculty and staff while promoting shared responsibility, compliance and scholarly integrity. The AVPR assists faculty members in their research endeavors, encourages interdisciplinary activities across campus and provides matching funds to support new research programs and initiatives. In addition, this office provides administrative support for research activities through the Office of Sponsored Programs, the Office of Research Compliance and the Office of Electronic Research Administration. The office is located on main campus in San Marcos. Assistance can be obtained via the web, email and phone.
Faculty Workload (ToC)

Faculty Workload is calculated consistent with PPS 7.05 – Faculty Workload Policies and 7.08 – Summer Teaching Loads. The Associate Dean closely monitors the workload of faculty to determine that there is a balance in teaching, scholarship and service, when appropriate. The workload assignment is designed to allow time for teaching, service and research activities. Full-time, tenure track faculty are expected to participate in research. The full-time faculty are responsible for overseeing the curriculum as course faculty of record and for supervision of part-time faculty or adjunct faculty.

Consistent with PPS 7.05, each unit in the College of Health Professions has the responsibility to develop a program workload policy that further addresses PPS 7.05 based on the unique needs of each program in the College. The Nursing Program specifically considers course outcomes and curriculum plan when assigning workload and evaluating appropriate adjustments.

Each full-time faculty member is expected to complete twelve (12) workload units per semester. Typically, tenured and tenure-track faculty workload is fulfilled by teaching nine (9) workload units with the additional three units assigned for research and scholarly activities. The Associate Dean/Director may recommend that assignments other than teaching count as workload credit. The Associate Dean/Director, for example, is given workload credit for administrative time consistent with PPS 1.03 – Dean and Chair Workloads.

Sample Workload for Clinical Track Faculty

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3220</td>
<td>Age Specific Nursing Skills</td>
<td>5.0</td>
<td>(section of 10 students at .5 WLU per student)</td>
</tr>
<tr>
<td>NURS 3110</td>
<td>Age Specific Health Assessment Skills</td>
<td>3.4</td>
<td>(section of 10 students at .34 WLU per student)</td>
</tr>
<tr>
<td>NURS 4311</td>
<td>Nursing Care in Complex Health Environments Practicum</td>
<td>5.0</td>
<td>(section of 10 students at .5 WLU per student)</td>
</tr>
</tbody>
</table>

**TOTAL** 13.4

Sample Workload for Clinical Track Faculty Coordinating a Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3220</td>
<td>Age Specific Nursing Skills</td>
<td>5.0</td>
<td>(section of 10 students at .5 WLU per student)</td>
</tr>
<tr>
<td>NURS 3221</td>
<td>Age Specific Nursing Didactic</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjustment for course coordinator</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>NURS 3110</td>
<td>Age Specific Health Assessment Skills</td>
<td>3.4</td>
<td>(section of 10 students at .34 WLU per student)</td>
</tr>
</tbody>
</table>

**TOTAL** 12.4

Sample Workload for Tenure-Track Faculty

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3300</td>
<td>Nursing Profession I (section 001)</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjustment for writing intensive course</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>NURS 3300</td>
<td>Nursing Profession I (section 002)</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjustment for writing intensive course</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Release workload for research</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 12.0
**PPS 7.05 – Faculty Workload** provides for a number of workload adjustments to consider large classes, team teaching, writing intensive courses, and others. These adjustments can be recommended by the Associate Dean/Director to the Dean after consultation with an individual faculty member.

**Faculty Evaluations (ToC)**

The Associate Dean/Director conducts annual faculty evaluations consistent with **PPS 1.10** and **PPS 8.01**. Evaluations are based in part on student evaluation and nursing faculty peer review. See Faculty Peer Review Policy and Procedure in **Appendix M**. Faculty reappointments are in addition to the annual review (see **Appendix F**).

**Faculty Responsibility for Course Planning, Implementation and Evaluation (ToC)**

The Curriculum Committee oversees the components of the curriculum development, coordination, implementation, and evaluation.

Each course has an assigned Faculty of Record, who is central to course planning, lecturing, designing simulation and clinical experiences, and evaluating the course. All faculty develop objectives, assignments, learning activities, and specific content for assigned courses. They are also responsible for planning lectures and labs for each course. Faculty must also evaluate curriculum, individual courses, and student experiences in terms of the learning opportunities in the simulation labs and at clinical sites. The Total Program Evaluation Plan outlines all areas of evaluation by the faculty and students (see **Appendix F**).

**Course Management (ToC)**

The Faculty of Record prepares a syllabus for each course consistent with the decisions of the Nursing Curriculum Committee. The course syllabus format meets the requirements of the Texas Board of Nursing and includes additional relevant information as identified by the faculty.

Faculty should create a course website on TRACS and include the class roster, course syllabus, links to references, online materials, and other course information. TRACS features numerous tools to facilitate course management. Communication features allow faculty to contact individual students, create discussion forums between all class participants, and deliver announcements to the entire class or to groups within it. Through other features, students can submit homework and assignments electronically, and TRACS records the date and time of submission. TRACS also features a gradebook which calculates grades as faculty enter test and assignment scores. TRACS is secure and password protected, ensuring that only the course faculty has access to confidential student information.

Course Attendance is tracked using the Student Response System, TRACS, or a sign-in sheet.

Faculty make assignments and supervise students in clinical settings consistent with the objectives of the course syllabus.
Faculty develop quizzes and examinations consistent with the course objectives and the faculty expectations concerning critical thinking and evidence-based testing. Test questions are validated for reliability for effective measurement of student learning and progress. Construction of examinations/tests should include blueprinting. The construction of test blueprinting is left to the discretion of nursing faculty, however documentation of the structure should be on file, available, and shared with students. Also, see Students: Exams and Competency.

Standardized tests are used at each semester level to complement course quizzes, examinations, and to evaluate the curriculum to validate that students will be prepared to pass the NCLEX-RN® upon graduation. Students should demonstrate competence on standardized tests.

Grading policies are consistent with PPS 4.07 – Grades and Changes of Grades, including reporting course grades, incomplete grades, and grade changes.

Any incident related to a student must be documented and reported to the Associate Dean/Director immediately.

Students are placed in clinical agencies and other facilities based on the course objectives.

Faculty Leave (ToC)

Faculty earn 8 hours of sick leave per month, but do not accrue vacation time. Schedule time off for faculty is allotted between semesters. As Faculty do not work a standard 40-hour workweek, with occasional overtime considered part of their schedule, leave for “non-sick” purposes may be taken as needed with prior Director approval.

Faculty must complete a “Texas State Faculty & Staff Application for Leave Approval” form when:

- Requesting sick leave;
- Traveling on business (conferences, meetings, etc.) to indicate dates absent and how your classes will be covered (if applicable). Note that a travel application form must also be completed for this purpose prior to your departure.
- Other types of leave approved for faculty (e.g. jury duty, etc.)—see “Texas State Faculty & Staff Application for Leave Approval” form/Note that a travel application form must also be completed for this purpose.
- Faculty are responsible for maintaining personal records of leave accrued/taken.
- All Faculty leave must have prior approval of the Director.

The “Texas State Faculty & Staff Application for Leave Approval” form can be found on TRACS. Go to the “Resources” section of the “SON Faculty and Staff” TRACS site or follow this link: https://tracs.txstate.edu/access/content/group/5c2926d0-60c7-46bf-b529-fa9e6ef0d3c0/_How%20To_%20Resources/Leave%20Request%20Form.doc.
**STEPS:**

1. Based upon the above policies, faculty complete in advance a “Texas State Faculty and Staff Application for Leave Approval” form. Alternatively, when the faculty member calls/e-mails in sick, they must complete a “Texas State Faculty and Staff Application for Leave Approval” form upon returning to work.

2. Faculty submit the completed form to the SON Director for review/approval, who will forward it to the SON Timekeeper for processing.

3. The SON Timekeeper provides a copy of approved form to faculty/staff.

4. Faculty enter their approved leave in SAP in a timely manner. SAP time records should be updated the same week the leave is accrued/taken.
STUDENTS (ToC)

See Nursing Student Handbook regarding Admission and Progression Guidelines and student related policies and requirements. See also the Texas State Student Handbook.

Student Application for Admission (ToC)

Application to the School of Nursing is a two step process.

1. Applicants must first be admitted to Texas State University; this application is available at https://www.applytexas.org.
2. Application to the Nursing School is a separate process. This includes:
   - Prerequisite coursework,
   - School of Nursing admission procedures,
   - Supporting documents.

These procedures and documents can be found at http://www.health.txstate.edu/nursing; applicants will find the most current School of Nursing admission procedures at this site. Each year the application process begins October 1 and ends mid January. For example, the application process for Fall 2012 begins on Friday, October 7, 2011 and ends on Friday, January 13, 2012 at 5PM. Please note students are only admitted to the Fall semester; there is no Spring admission.

Student Orientation (ToC)

Each year a new student orientation will be held prior to the first day of classes. The goals of this 2-day orientation are to:

- Ensure students begin their nursing education prepared.
- Assist students in making the transition to nursing school.

The objectives include:

- Academic expectations are clear and understandable to each student. Expectations for both classroom and clinical conduct are presented and discussed as well as ethical and professional expectations.
- Technologies (Laptops/TRACS/PDAs) are tested and tutored.
- A sense of community is established by engaging students, staff, faculty, and students’ loved ones. Resources/Support systems are clearly delineated.

Student Support Services (ToC)

Texas State University provides resources and programs to support student progression and retention. For a detailed list - see http://www.vpsa.txstate.edu/programs-and-services/student-services-a-z.html

The RRHEC provides resources to support student progression and retention in Round Rock.

- Writing Center: http://www.writingcenter.txstate.edu/rrhec
• Library Services: The RRHEC Library Services room is located on the 2nd floor of the Avery Building. [http://rrhec.library.txstate.edu/](http://rrhec.library.txstate.edu/). RRHEC Library Services is a satellite location to Texas State’s main Alkek Library provides same or next day support to students and faculty needing materials not housed in Round Rock.

• Veterans Affairs: A Veteran’s Affairs Benefits Specialist is available at the One Stop Center in Round Rock. Students can call 512-716-4023 or go to the Veterans Affairs web pages at [http://www.va.txstate.edu/](http://www.va.txstate.edu/) for more information.

• Counseling Services at the Round Rock Higher Education Center
  - Counseling Practicum Clinic (CPC): [http://www.txstate.edu/clas/Professional-Counseling/RRHEC-Counseling-Practicum-Clinic.html](http://www.txstate.edu/clas/Professional-Counseling/RRHEC-Counseling-Practicum-Clinic.html)
  - Career exploration services (CES)

• Food services – Avery Building

• One Stop Center at the Round Rock Higher Education Center
  - Financial aid information
  - Accommodations for students with disabilities.

• The Information Technology Assistance Center (ITAC) supports academic and personal technology issues for students and faculty: [http://www.tr.txstate.edu/itac/student-support.html](http://www.tr.txstate.edu/itac/student-support.html). ITAC maintains a technical support representative whose primary responsibility is to support the School of Nursing.

On-line Texas State University Resources:

Writing Lab: [http://www.txstate.edu/slac/online-assistance/owl.html](http://www.txstate.edu/slac/online-assistance/owl.html)

Grammar, Spelling, and Punctuation: [http://www.txstate.edu/slac/online-assistance/gsp.html](http://www.txstate.edu/slac/online-assistance/gsp.html)

Writing Center: [http://www.txstate.edu/slac/online-assistance/gsp.htmlWriting Center](http://www.txstate.edu/slac/online-assistance/gsp.html)

Textbooks can be ordered online at [www.bookstore.txstate.edu](http://www.bookstore.txstate.edu), or in person through the Texas State Bookstore located in the LBJ Student Center on the main campus. The textbooks can be shipped to the student’s home or available for pickup at the LBJ Student Center by the student.

**Student Progression and Retention (ToC)**

The School of Nursing serves diverse, non-traditional students, such as working parents and underrepresented groups, including men. Students identified as potential for academic risk will be provided additional guidance and resources. Academic risk suggests that the eligible student may not have a strong education background, may come from a family or environment where higher education is not valued, etc. In such cases, the student may need additional learning experiences and resources.

Student academic challenges include:

- Low reading comprehension;
- Lack of strategies to successfully deal with stress, anxiety, coping, time management, critical thinking, academic preparation, and test-taking skills;
- Slow acquisition of nursing skills requiring additional time in skills labs.
The intent is that every student admitted to the nursing program will be provided support and learning opportunities to help that student persevere and graduate.

Policy: It is the policy of the Nursing Program that when a student is admitted to the Program, the resources of Texas State, the Program and faculty and staff are extended to promote progression and graduation on time, or persistence for those who must drop out for any reason. The administration and faculty are committed to supporting the successful progression and on-time completion by each student. The student is also expected to take responsibility for their effective matriculation utilizing the faculty and other resources available to assist in their progression and on time graduation (see Appendix K for Retention Plan).

Student Advisement (ToC)

The School of Nursing has an academic advisor on-site to advise students admitted to Texas State University about prerequisite courses, transfer coursework, as well as University policies and procedures. Pre-nursing students attending Texas State in San Marcos can receive academic advising at the Advising Center in the College of Health Professions in San Marcos or at the School of Nursing in Round Rock. The advisor will assist prospective students with admission requirements and transfer course equivalencies. The academic advisor works closely with the Nursing Admissions and Retention Coordinator and collaborates with the College of Health Professions academic advisors in San Marcos. The academic advising office is located on the first floor in the Nursing Building in suite 117.

Round Rock based students who need information on disability accommodations, VA benefits and financial aid, can receive assistance at the One Stop Center at the Round Rock Higher Education Center.

Student Admission Requirements (ToC)

The application process to the Texas State School of Nursing is competitive; 100 students are slated to be admitted each Fall semester. In addition to Texas State’s admission requirements, the School of Nursing application process includes a minimum prerequisite GPA of 2.50 or higher and a science GPA of 3.00 or higher. Additional admission requirements include:

- Completed application;
- Scores from the pre nursing assessment - Test of Essential Academic Skills (TEAS V BSN) an assessment of academic preparedness covering reading, math, science, English, and language usage;
- Two professional/volunteer and/or academic references;
- Completed prerequisite coursework;
- Persuasive personal essay;
- Completed Health Certificate and Immunization Form;
- Basic Life Support Training for Healthcare Professionals;
- Criminal Background check.

See detailed admission procedures at http://www.health.txstate.edu/nursing.
The Nursing Admission, Progression, and Graduation Committee reviews and approves applicants for admission to the nursing major. Notification of admission begins each March. Students are admitted based on eligibility outcome of the application procedures and space available in the Program. Basic admission requirements are published in the Texas State Undergraduate Catalog. The full-time program is five (5) semesters of coursework specific to the BSN degree plan.

**Nursing Student Organizations (ToC)**

The Student Nursing Organization is a chapter of the National Student Nurses’ Association [http://www.nsna.org](http://www.nsna.org) and is open to nursing students. Members elect officers who represent the student body in all activities requiring representation. A faculty member serves as the advisor to the Student Nursing Organization. This advisor is supported by the Admission and Retention Coordinator and the SON academic advisor. Additionally each nursing class has elected a student representative to serve on the Faculty and Students Concerns Committee to share information between faculty and students. Each class has a nursing faculty sponsor to help guide their decisions as a class for items such as fund raising and the graduation pinning ceremony.

**Honor Code (ToC)**

Honor Code is consistent with UPPS 07.10.01 Honor Code.

**Procedures to Appeal a Grade (ToC)**

1. A student who is dissatisfied with a final course grade must first attempt to negotiate a resolution with the Instructor of Record. This must be submitted through a written request within eight weeks following the date grades are submitted to the Registrar's Office.
2. If the Instructor of Record is no longer employed by the university when the grade appeal is received, the student must appeal to the Director.
3. If the student is unable to negotiate a satisfactory resolution with the Instructor of Record, the student must submit their appeal to the Director.
4. If the Instructor of Record is the Director, and the student cannot negotiate a satisfactory resolution with them, the next level of appeal will be the Dean.
5. The appeal must be submitted in writing and include any documentation the student wishes to have considered. The burden of proof is on the student in any accusations made against the Instructor of Record.
6. Upon receipt of a grade appeal the Director will:
   a. Notify the Instructor of Record to review the appeal and submit additional records or data to clarify the reason for the grade given.
   b. The Director will review all material submitted by the student and by the Instructor of Record and provide a written decision to the student within 10 working days of receipt of the appeal. A copy of the decision will also be furnished to the Instructor of Record.
   c. If the student is dissatisfied with the decision of the Director, the student may submit a written appeal to the Dean of the College of Health Professions for consideration by the College Grade Appeals Committee.
d. The student must write their appeal to the Dean and provide a copy to the Director, who will then furnish the complete file to the Dean's Office.

7. Upon receipt in the Dean's Office, the Dean will immediately forward the packet to the Chair of the Grade Appeals Committee.

8. Upon receipt of the complaint the Chair of the Grade Appeals Committee will appoint the sub-committee to review the case.
   a. The committee will review all documented material.
   b. The committee will notify the Instructor of Record and may request additional documentation or clarification.
   c. The committee may contact the student and request additional documentation or clarification.
   d. The committee is an advisory body to the Dean and will base its decision on all material and information available.
   e. The committee will submit its recommendation(s) in writing to the Dean within 10 working days of receipt of the appeal.

9. The Dean, upon receipt of the committee recommendation(s), will review the documentation and recommendation(s) and submit a decision to the student in writing within 5 working days of receipt from the appeals committee. Copies of the decision will be sent to the Chair of the Appeals Committee, the Director and the Instructor of Record.

Exams and Competency Validation (ToC)

Each course will have required activities or assignments and examinations to validate learning and competency. An overall earned course average of 75% is required of all students in order to pass all nursing courses. In order to pass nursing courses with a clinical practicum component, the student must achieve a 75% average or above on theory exams, which may include quizzes, unit exams, and a comprehensive final as defined in the course syllabus.

In addition to the course exams, students will be required to take a series of Assessment Technologies Institute (ATI) exams to guide the faculty and student on the student’s readiness to eventually pass the National Council Licensure Examination for Registered Nurses, (NCLEX-RN®). The ATI exams are assigned to a particular course each semester. The results of the ATI exams will highlight areas of strength and weakness for each student and allow for additional preparation on content, as needed. Faculty may provide additional learning experiences for students based on need. ATI exam grades are factored into the course grade either as an overall percentage of the course grade, or as part of the testing grade as defined in the course syllabus.

Medication Administration & Calculations: Nursing Program Examination Requirements

General Purpose:
Medication dosage calculation is a critical component of clinical nursing practice. It is imperative that drug dosages be calculated correctly for safe patient care. In order to ensure that students have mastered dosage calculations, they will be required to pass medication exams in selected nursing courses. In addition to dosage calculations, students will be required to know how to read medication orders accurately, including medical abbreviations.
**Requirements:**
Students will be required to pass all medication exams administered in the nursing program. The passing score is 95%. Each student will have 3 opportunities to pass any given medication exam; however, failure to pass the exam after the third attempt will lead to failure to progress in the nursing program. Please refer to the student handbook for admission and progression policies regarding readmission.

**Preparation:**
Students will be given assignments in the courses to assist in preparation for the medication exams. Practice quizzes will also be available so students will know what to expect on the medication exams.

**Helpful Guidelines:**
1. Do assignments on time. The information is learned by practice not cramming. Students need the time provided to master the content.
2. The medication calculation textbook offers 4 methods to do drug calculations. All methods are acceptable. Students should choose the method that works best for them.
3. If a student experiences difficulty at any time, they should seek help quickly. Do not delay. The faculty is committed to their success and will assist them if they seek help.
4. Rounding, if needed, should be done after arriving at the final answer. Do NOT round at each step in the calculation. Rounding is done only when you arrive at a dose that is not realistic to give. For example, one cannot give 3.07 tablets; therefore, you must round to 3 tablets. The rounding rule states that if the hundredth column is 5 or greater, the tenth column is increased by 1. In the example of 3.07 tablets, the 7 rounds up to make the number 3.10. However, realistically one still cannot give 3.10 tablets, so rounding will continue to the tenth column. Because 1 is less than 5, drop the 0.10 to be left with 3. The realistic answer is to give 3 tablets. The medication calculation textbook covers rounding in the Basic Math Review Section.
5. Practice, practice, practice calculation problems consistently. There is ample practice problems in the textbook, textbook CD-ROM and student resources online provided by the textbook.
6. Students may use a calculator when completing calculation problems for practice and in the clinical area. Only calculators provided by the St. David’s School of Nursing may be used during any examinations.

**Remediation:**
If a student is unsuccessful on the first or second attempt to pass any given medication exam, they will be required to develop a plan for remediation with the instructor of record for the course. The remediation plan must be completed prior to the date of the repeat medication exam.

**Student Participation in Nursing Program (ToC)**
Student participation and input into Curriculum and School policies is encouraged through the Nursing Student Representatives, the Nursing Student Organization and/or course evaluations. The Director of the SON also has an open door policy for students to discuss issues or concerns. Student evaluation of courses and learning activities is reported to the Nursing Curriculum
Committee for consideration as part of the curriculum and program evaluation with follow up as indicated. See Appendix H for Course Evaluations form and Appendix M for Faculty Peer Review Policy and Procedure.
APPENDICES (ToC)

APPENDIX A: Acronyms and Definitions (ToC)

AACN - American Association of Colleges of Nursing.
Academic Risk - Evidence based characteristics of student applicants that are potential for unsuccessful matriculation and graduation from a nursing education program.
ANCC - American Nurses Credentialing Center. A national program to certify individual nurses in designated specialty practices.
CCNE - Commission on Collegiate Nursing Education. A national accreditation program for schools of nursing.
CHP - College of Health Professions
CNWS - Center for Nursing Workforce Studies. A center under the Texas Department of State Health Services to document demand and supply of nurse workforce.
CTPS – Central Texas Placement Service. Online clinical placement services for Central Texas schools of nursing and facilities provided by HISC. www.ctxplacement.org
DHS - Texas Department of State Health Services.
E3 - Education Equals Economics Alliance. E3 is a regional collaborative to increase economic outcomes by aligning education opportunities. E3 is focused on aligning nursing education programs and outcomes for Central Texas by identifying barriers, seeking solutions, and promoting collaboration among existing and nursing programs to increase the supply of RNs.
FAFSA - Free Application for Federal Student Aid.
HISC - Health Industry Steering Committee. An industry-led and community-sponsored group that exists to collectively address the workforce needs of the healthcare industry in the greater Austin community. The HISC utilizes a collaborative approach to close the gap between employer demand for a diverse, trained healthcare workforce and the workforce in need of training and preparation to enter healthcare fields.
Holistic Nursing - Holistic nursing considers the bio-psycho-social-cultural-spiritual diversity of the client as a whole person and includes healing processes also recognized as holistic nursing.
Integrated Curriculum - Curriculum that incorporates bio-psycho-social-cultural-spiritual concepts with clinical content and experiences throughout the curriculum.
OCLC – On-line College Library Center. An on-line collection analysis program.
OSC - One-Stop Center for student services at the RRHEC.
RRHEC - Round Rock Higher Education Center.
SACS - Southern Association of Colleges and Schools.
ToC - Table of Contents
TSCHHS - Texas Senate’s Committee on Health and Human Services.
APPENDIX B: Faculty Assembly Bylaws (ToC)

Texas State University
School of Nursing
Faculty Assembly Bylaws

Preamble. These Faculty Assembly Bylaws provide a structure for the Nursing Faculty Assembly of the Texas State University School of Nursing and, if there is a conflict, are superseded by the faculty governance documents of Texas State University-San Marcos and the College of Health Professions. Information on University and College policies and procedures are available at the Texas State website www.txstate.edu.

Article I. Title and Purpose

Section 1. Title
The name of this organization shall be Nursing Faculty Assembly of Texas State University School of Nursing (hereinafter referred to as Nursing Faculty Assembly).

Section 2. Purpose
The purposes of this assembly shall be to:

A. Provide a systematic means for the participatory governance by faculty and students.
B. Facilitate communications among administration, faculty and students.
C. Facilitate attainment of the vision, mission, shared values and goals of the School of Nursing that include education, scholarship, and service.
D. Provide an interface for the faculty of the School of Nursing at Texas State Round Rock with the faculty of Texas State University and the College of Health Professions.

Section 3. Functions
The functions of this assembly shall be to:

A. Elect officers according to the Bylaws.
B. Review, revise and approve the School’s vision, mission, shared values, and goals statements.
C. Establish nursing faculty committees.
D. Provide discussion and appropriate action on topics and concerns related to maintaining a quality academic and collegial environment for administrators, faculty, staff and students.
E. Designate ad hoc committees, as needed, to review Bylaws and other issues.
F. Exercise such authority as may be delegated by Texas State University-San Marcos or the College of Health Professions.
G. Receive and act upon recommendations of the Director and/or Faculty Committees.
   1. The recommendation must include the following:
      a. The issue or problem involved, a brief statement of its significance and rationale, and why faculty action is required.
b. The consequences of the recommendation including both advantages, disadvantages, and other options, if identified.
c. The recommendations will be circulated to the faculty at least five (5) days prior to the meeting. Members may submit comments and questions to the assembly that would include rationale for any alternative or suggested modification.

The Director designates faculty to serve on committees of the faculty of the College of Health Professions and Texas State University-San Marcos.

Article II. Membership

Section 1. Voting Members
A. Professors, associate professors, and assistant professors shall have voice and voting in all faculty concerns.
B. Fulltime clinical faculty shall have voice and vote in all faculty concerns.
C. The Director is ex-officio member of the Nursing Faculty Assembly and committees.

Section 2. Non-Voting Members
Part-time adjunct faculty shall have voice, but no vote in the Nursing Faculty Assembly, but these faculty members will have voice and vote on committees on which they serve.

Article III. Officers

Section 1. Chair
The faculty shall elect a Chair and a Vice Chair of the Nursing Faculty Assembly. The Vice Chair shall serve as Chair pro tem, as necessary, and shall assume the Chair position the next year. The faculty shall elect a Vice Chair each year.

The Chair shall:
A. Schedule and Chair meetings for the Nursing Faculty Assembly.
B. Solicit Director and faculty requests for items to be placed on the agenda for meetings.
C. Prepare the agenda for meetings.
D. Notify members at least five (5) working days before the meeting regarding the date and agenda.
E. Serve as ex-officio member and facilitate the calling of committees for their first meetings.
F. Maintain files in conjunction with the secretary for the Nursing Faculty Assembly and committee minutes.
G. Process official faculty correspondence and communication.
H. Process notification of special deadlines and dates.
I. Provide the chair of each standing committee with a copy of proposals referred to the committee with instructions or materials that may be useful.
J. Distribute a list of committees, including ad hoc committees, and their memberships when appointed and, as necessary, thereafter.

Section 2. Secretary
The Nursing Faculty Assembly Secretary shall be an administrative staff member appointed annually by the Director. The secretary does not have voice or vote in the Nursing Faculty Assembly.

The Secretary shall:
   A. Assist the Chair in duties as assigned in planning and coordinating meetings and activities related to the Nursing Faculty Assembly.
   B. Assist the Chair in preparing a detailed agenda.
   C. Take careful and authentic notes of the proceedings of the meetings as a basis for certifying the correctness of the minutes.
   D. Record and attest by signature the approved minutes as the official minutes of the organization with the date of approval.
   E. Distribute minutes to all members, the Director and/or the Dean.
   F. File one electronic copy on the shared School of Nursing drive and 1 copy of the official minutes in the Director’s office.
   G. Enter any corrections approved by the members.
   H. Provide the direct wording of any motion pending or previously acted upon.
   I. Prepare a list of members and call the roll when requested.
   J. Read any papers or documents as requested by the Chair.
   K. Bring to each meeting the minutes file, a copy of the Faculty Bylaws, rules and policies, a list of members, and a list of standing and ad hoc committees.
   L. Search minutes for information requested by the Chair or members during a meeting.
   M. Preserve all records, reports, and official documents of the assembly except those specifically assigned to the custody of others.
   N. Provide the chair of each committee with a list of the committee members, a copy of the motion referring a subject to the committee, and instructions and other documents that may be useful.

Section 3. Parliamentarian
The Parliamentarian will use Robert’s Rules of Order in Brief and Robert’s Rules Simplified to define and govern Robert’s Rules during the Nursing Faculty Assembly meetings. The Parliamentarian will be elected each year.

Article IV Meetings

Section 1. Regular Meetings
The Chair shall call a minimum of one regular meeting each month during the academic year (9 month).

Section 2. Special Meetings
Special meetings may be called by the Chair or on petition of three (3) or more members who are eligible to vote. This petition shall include the purposes and the rationale for the meeting.

Section 3. Quorum
A quorum shall consist of two thirds of the voting faculty members.
Article V Committees

Section 1. General Rules
The business of the Nursing Faculty Assembly shall be handled through committees with recommendations for action proceeding through channels stipulated in the charges to the committee.

Section 2. Standing Committees
A. Admission, Progression and Graduation Committee
B. Curriculum Committee
C. Faculty and Student Concerns Committee
D. Nominations Committee
E. Program Evaluation Committee

Section 3. Ad Hoc Committees
Ad Hoc Committees may be appointed by the Chair or by the chair of a standing committee.

Section 4. Committee Quorum
A quorum shall consist of two thirds of the voting members of the committee.

Section 5. Membership
Members shall be appointed by the Chair in consultation with the Director of the Nursing Program with the exception of the Personnel Committee that consists of tenured faculty and the Nominations Committee that is elected by the members. The term of office for each committee member will be two (2) years with the exception of student members who will be appointed annually and with the exception of the Personnel Committee.

Section 6. Committee Meetings
The committees shall meet at intervals, as necessary, determined by the committee chair, to facilitate the purpose of the committee and the mission of the school.

Section 7. Annual Reports
The chair of each committee will prepare an annual report to submit to the Director and faculty at the end of the spring semester that includes the following:

A. Summary of activities toward attainment of goals.
B. Summary of work that needs to be continued in the following year.
C. Recommendations to be forwarded to the faculty.

Section 8. Functions and Composition of Standing Committees
A. Personnel Committee
   1. The functions of the Personnel Committee shall be to:

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a. Conduct faculty recruitment and screening consistent with PPS 7.02 Faculty Hiring, to promote the employment of highly qualified faculty.
b. Interview prospective faculty and, based on program needs, make recommendation to the Director regarding appointment, academic rank, and salary.
c. Coordinate internal performance improvement peer review among the faculty.
d. Make recommendation to the Director concerning faculty promotion, reappointment, tenure, and merit increases consistent with the PPS 8.01 and 8.09 of Texas State University-San Marcos and the College of Health Professions.
e. Consider other matters as requested by the Director.
f. The Director shall serve as chairperson of the Personnel Committee.

B. Admission, Progression and Graduation Committee
1. The functions of the Admission, Progression and Graduation Committee shall be to:
   a. Ensure that a fair, objective, non-discriminatory and efficient admission review procedure is carried out to the end that qualified applicants are admitted to the program.
b. Screen, select and approve the list of applicants for admission to the school of nursing.
c. In the event of questions regarding eligibility, the Director of the program will have final authority.
d. Support the work of the Retention Coordinator to assure that a remediation program is in place to promote retention of qualified students.
e. Review and approve candidates for re-admission to the upper-division nursing courses.
f. Evaluate the admission and re-admission process and make recommendation to the Director and Nursing Faculty Assembly.

2. The membership of the Admission, Progression and Graduation Committee shall be at least three (3) faculty members.

3. The Nursing Admission and Retention Coordinator and Nursing Academic Advisor will be ex-officio members of the committee and will assist the committee in its functions by processing and preparing the application files and coordinating the admission processes and follow-up communications.

4. Members shall elect a chair.

C. Curriculum Committee
1. The functions of the Curriculum Committee shall be to:
   a. Review and evaluate the objectives and process of the curriculum and recommend revisions when necessary to the Director and faculty to ensure
that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the community and educational needs of the students.

b. Collaborate with the Director and faculty on the overall evaluation of the curriculum.

c. Receive, develop and recommend curriculum changes to the Director and Nursing Faculty Assembly.

d. Evaluate and recommend pre-requisite courses to the Director and Nursing Faculty Assembly.

e. Approve and recommend electives to the Director and Nursing Faculty Assembly.

f. Advise the Director concerning overall policies and decisions related to the curriculum and the nursing program.

2. The Curriculum Committee members will remain faculty as a whole for the remaining academic year 2011. Beginning academic year 2012, the Faculty Assembly will revisit the Curriculum Committee composition.

3. The faculty shall select a chair from the faculty members on the committee.

D. Program Evaluation Committee:

1. The purpose of the Program Evaluation Committee is to coordinate all aspects of the School of Nursing evaluation activities.

2. The functions/duties of the Program Evaluation Committee are to:

   a. Review and revise Program Evaluation Plan as needed
   b. Review minutes annually to ensure recommended changes in Program Evaluation Plan have been implemented
   c. Coordinate design and development of evaluation instruments used in the School of Nursing
   d. Complete and oversee the Program Evaluation Plan.

3. The faculty shall select a chair from the faculty members on the committee.

E. Faculty and Student Concerns Committee

1. The function of the Faculty and Student Concerns Committee shall be to:

   a. Provide liaison among administration, faculty and students.
   b. Guide and participate in orientation for students.
   c. Participate in programs to address the diverse needs of students and faculty.
   d. Plan for and implement recognitions of faculty and students.
   e. Collaborate with student organizations
   f. Coordinate various school and community activities.

2. The composition of the Faculty and Student Concerns Committee shall be a minimum of two faculty, two students (one junior level and one senior level), and the Nursing Admission and Retention Coordinator, all of whom have voice and vote. Class sponsors who are not active members of the Faculty/Student Concerns committee are invited to attend committee meetings as ad hoc members.

3. The committee chair will be elected by the faculty members on the committee. The Nursing Admission and Retention Coordinator, as well as the student faculty advisor, will assist in coordinating activities.
F. Nominations Committee
   1. The purposes of the Nominations Committee shall be to:
      a. Prepare a slate of nominees to fill all vacancies for elected positions and
         Nominations Committee memberships and other campus elections, as
         necessary. The slate shall be prepared for elections in the spring for services
         to begin in the fall.
      b. Anonymous electronic voting may substitute paper and pencil.
      c. Certify the results of the election and report the results to the Director and
         Nursing Faculty Assembly.
   2. The composition of the Nominations Committee shall be three (2-3) members
      elected each year.
   3. The members will elect the chair of the committee.

Article VI. Parliamentary Authority

The rules contained in Robert’s Rules of Order (current edition) shall govern the meetings of the
Nursing Faculty Assembly in cases where they are applicable and in which they are not
inconsistent with the Texas State rules of procedure.

Article VII Amendments

Bylaws and special rules and procedures of the Nursing Faculty Assembly may be amended only
at Nursing Faculty Assembly meetings (face to face) with 2/3 of the members voting after a copy
of the proposed amendment has been sent to all members one (1) week prior to the meeting
explaining the language of and the rationale for the amendment.

Article VIII Special Rules and Procedures

A. Motions
   1. Motions or amendments to motions can be made from the floor.
B. Voting on a Motion
   1. Voting may be by voice vote, raising hand, or by secret ballot at the discretion of the
      Chair.
C. Motions by a Committee
   1. Recommendations in the form of a motion may be made by committees or their
      designated ad hoc committees without a second.

Adopted by the Texas State School of Nursing Director and Faculty

________________________________________   ________________________________
Director, School of Nursing                  Date

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APPENDIX C: Position Descriptions (ToC)

Associate Dean/Director of the School of Nursing

The Associate Dean/Director serves as the administrator of the School of Nursing. The Associate Dean/Director is appointed by and reports to the Dean, College of Health Professions, and serves at the pleasure of the President and Dean.

The Associate Dean/Director directs the achievement of the vision, mission and values of the School. The Associate Dean/Director is responsible for planning, coordinating and overseeing the students, faculty, staff, curriculum, organizational structure and governance, resources, and evaluations.

The Associate Dean/Director represents the School to the College of Health Professions and to the community and serves as liaison to community hospitals and other health care facilities, and to other schools of nursing.

The Associate Dean/Director may attend meetings of the Nursing Faculty Assembly and its committees as ex-officio, and any other meetings related to the School of Nursing. The Associate Dean/Director chairs the Personnel Committee.

The Director is responsible for:

A. Students
   1. Drafting, disseminating and implementing policies affecting students.
   2. Providing and/or facilitating guidance and counseling for students so that they proceed through the program in an orderly, balanced, and timely fashion.
   3. Planning, revising and overseeing admissions, progression, retention, dismissal, and graduation in the nursing program.
   4. Accepting student and faculty grievances and seeking resolutions to problems.
   5. Maintaining and securing student matriculation records.

B. Faculty
   1. Recruiting, developing and maintaining qualified faculty who support the mission, vision, and goals of the School.
   2. Promoting faculty research and development.
   3. Processing faculty promotion and retention.
   4. Maintaining and securing faculty employment files.
   5. Assigning faculty offices and allocating faculty resources.
   6. Approving faculty travel and meeting time and expenses.

C. Staff
   1. Recruiting, developing and maintaining qualified staff who support the mission, vision, and goals of the School.
   2. Processing staff promotion and retention.
   3. Maintaining and securing staff employment files.
   4. Assigning staff offices and allocating faculty resources.
   5. Approving staff travel and meeting time and expenses.
D. Curriculum
   1. Overseeing faculty in curriculum planning, development and revision to respond to health care needs of the community, state and nation and to educate health care providers who are prepared to meet these needs.
   2. Developing a master curriculum plan for course and activities scheduling.
   3. Providing for a system to identify, secure and evaluate affiliation agreements with clinical and related agencies for student clinical practicum and preceptorships.

E. Organizational structure and governance
   1. Establishing and maintaining the administrative organization of the School.
   2. Implementing of Texas State and College of Health Professions governance policies and procedures.
   3. Providing administrative support to the School of Nursing Faculty Assembly and other Faculty Organization committees and activities.
   4. Providing administrative support to the Nursing Student Organization and other Nursing student committees and activities.
   5. Ex-Officio of nursing faculty committees and serves as Chair of the Faculty Personnel Committee.

F. Resources
   1. Developing and maintaining the budget and allocations for the School.
   2. Overseeing the hiring, training, and management of an efficient and qualified staff to perform duties necessary to support the mission and goals of the School.
   3. Promoting development activities as well as oversight and management of fiscal resources of the School to include state, grant, discretionary and endowment funds.
   4. Promoting gifts and other development resources to benefit the School and its programs and services from donors, alumni and other sources.

G. Evaluation
   1. Planning, developing and implementing of a comprehensive evaluation plan for the curriculum, and all unit and program components of the School.
   2. Compiling and analyzing data related to student admissions, progression, retention, re-entry, dismissal, and graduation from the nursing program.
   3. Initiating and overseeing the process of continuing approval by the THECB and the Texas BON, SACS, and accreditation by the AACN-CCNE.
   4. Preparing and submitting timely reports to the oversight, approval and accreditation agencies.

Nursing Admission and Retention Coordinator

The Nursing Admission and Retention Coordinator is appointed by and reports to the Associate Dean/Director of the School of Nursing and is responsible for overseeing student recruitment, the student admission process, and student retention efforts. The Nursing Admission and Retention Coordinator is staff for the Nursing Admission, Progression and Graduation Committee and the Nursing Student Organization.
The Nursing Admission and Retention Coordinator position is a professional staff position. The position requires formal education and experience dealing with SON recruitment, admission and retention.

*The Nursing Admission and Retention Coordinator is responsible for:*
  A. Coordinating student recruitment activities.
  B. Overseeing the SON admission procedures including maintaining and securing applicants’ files and tracking the status of each applicant/student file.
  C. Serving as an ex-officio member to the SON Admission, Progression, and Graduation Committee. Duties include processing and preparing the application files and coordinating the admission processes and follow-up communications.
  D. Coordinating with the faculty the overall programs and services to promote student retention in the program.
  E. Supporting faculty responsible for the Student Nursing Organization.
  F. Serving on the Student and Faculty Concerns Committee.

**Coordinator of Simulation Laboratories**

The Coordinator of the Simulation Laboratories is appointed by the Director and is responsible for establishing, maintaining and coordinating the student learning experiences in the clinical simulation laboratories.

The Coordinator supervises the staff and Simulation Laboratories Information Specialist assigned to the laboratories.

*The Coordinator of the Simulation Laboratories is responsible for:*
  A. Identifying and maintaining budget for operational expenses.
  B. Ensuring that the various laboratories are equipped and functional for student and faculty use.
  C. Maintaining an inventory of supplies and equipment, including maintenance schedule for equipment.
  D. Maintaining a schedule of laboratory use for each course and each lab.
  E. Maintaining a file of the laboratory objectives for each course, and the nature of the experience and staffing to be provided and in which lab.
  F. Assisting faculty and students in use of the various labs.
  G. Collaborating with faculty to develop a file of scenarios and clinical protocols for practice and remediation in the practice/simulation labs.
  H. Developing and implementing systems to enhance learning by evaluating and measuring student’s learning in simulation.
  I. Carrying out other faculty duties.

**Simulation Laboratories Information Specialist**

The Simulation Laboratories Information Specialist is appointed by the Director and is responsible for establishing, maintaining and coordinating the student learning experiences in the clinical simulation laboratories.
The position reports to the Coordinator of the Simulation Laboratories.

**The Simulation Laboratories Information Specialist is responsible for:**

A. Maintaining records on simulation software licensing, equipment usage, trends, and available resources. Recommending hardware and software for purchase based upon evaluation of available products and their capabilities and durability.

B. Assisting in conducting monthly/yearly inventory of materials, equipment, tools, and supplies.

C. Setting up hardware and software in the labs as necessary. Forwarding unsolvable issues to other departments and/or vendors as needed.

D. In conjunction with the Coordinator of the Simulation Laboratories, providing instruction and orientation to the simulation lab users in the use and care of the simulation technology and audiovisual equipment and in safety procedures.

E. In conjunction with the Coordinator of the Simulation Laboratories, providing logistical support for simulation activities including: set-up and tear down of high-fidelity manikins, computers, and audiovisual equipment as determined by the simulation team, learning outcomes, and manufacturer’s recommendations.

F. Assisting with operating and programming of simulator equipment for simulation sessions.

G. Along with the Coordinator of the Simulation Laboratories Coordinator, ensuring maintenance of labs as professional, clean, safe, and operational facilities and optimal learning environments.

H. Serving as a liaison between the School of Nursing and the manufacturers of technology, audiovisual, and simulation equipment.

I. Working closely with Simulation Lab Coordinator.

J. Carrying out special projects as necessary.

**Academic Advisor II**

The Academic Advisor II provides academic advising to pre-nursing and nursing students. The position reports directly the SON director.

**The School of Nursing Academic Advisor is responsible for:**

A. Advising nursing students as well as prospective students admitted to Texas State, but not currently attending Texas State.

B. Assisting with graduation application and verification of graduation qualifications.

C. Coordinating the Scholarship Committee and assisting with the SON student organization.

D. Evaluating all transcripts for SON applicants and calculating grade point averages.

E. Providing information and advising on academic policies (ex. excessive hours, withdrawing).

F. Updating degree audits for all School of Nursing students.

G. Verifying the transferability of courses.

H. Distributing and updating admission criteria as well as assisting with CHP new student orientation and registration advising when necessary.
Administrative Assistant I

The School of Nursing Administrative Assistant I provides administrative support in the SON Admissions Office.

The Administrative Assistant I is responsible for:

A. Performing general receptionist duties including answering the School of Nursing’s main telephone line and greeting/assisting faculty, staff, students, and the general public.
B. Assisting students in interpreting School of Nursing program requirements.
C. Maintaining paper and electronic records for all students including, but not limited to grade reports, student evaluations, health records, etc.
D. Scheduling rooms in the Nursing Building for both internal and external customers.
E. Distributing mail and packages.
F. Taking minutes of faculty and staff meetings. Retains paper and electronic minutes of faculty, staff meetings.
G. Responding to website inquiries and updates website for Admissions.
H. Completing special projects as assigned by the Director

Administrative Assistant II

The School of Nursing Administrative Assistant II provides administrative support to the SON Director and Faculty.

The Administrative Assistant II is responsible for:

A. Maintaining School of Nursing building room schedules, including serving as point-of-contact for receiving building/room usage and tour requests, maintaining electronic calendars for each room, setting up requested room configurations, coordinating parking needs with Campus Parking Services, and ensuring that Texas State’s space usage database for the School of Nursing building is accurate.
B. Maintaining School of Nursing Faculty and Staff and separate Student TRACS Sites, including the master calendar for meetings, events, etc.
C. Maintaining School of Nursing Web site.
D. Creating current PowerPoint slides for posting on two monitors which serve as information and recruitment resources for students and general public.
E. Complete special projects as assigned.
F. Serving as timekeeper for the School of Nursing, including maintaining and monitoring faculty and staff timekeeping records, reporting/monitoring any incorrect entries made by faculty/staff.
G. Coordinating School of Nursing schedule of class information each semester. Processing administrative changes to students’ class schedules as needed.
H. Serving as Hiring Manager for all staff hires, including setting up electronic job posting and relevant documents, monitoring applications received, providing Search Committee with appropriate documents for review, setting up interviews, confirming past employers for finalists, posting final hiring decisions for all applicants on hiring Web site, and creating internal files.
I. Coordinating student evaluation process, including providing instruction to students,
compiling results, disseminating results to appropriate faculty/staff, and creating a secure filing system.

I. Preparing written and online documents, including correspondence, reports, forms, and Nursing Assembly meeting minutes.

J. Coordinating updates of the Student Handbook and Faculty Handbook, and posting in appropriate locations.

K. Coordinating access (electronic and key issuance) to the School of Nursing building for faculty and staff, and submitting building temperature control requests to contract employees.

**Administrative Assistant III**

The School of Nursing Administrative Assistant III provides administrative support to the SON Director and Faculty.

*The Administrative Assistant III is responsible for:*
- Providing administrative support for program development.
- Preparing complex correspondence and reports.
- Maintaining director’s calendar.
- Answering phone, taking messages, screening and transferring calls, providing information regarding Nursing Program to students.
- Creating and maintaining file system.
- Maintaining budgets using SAP system.
- Making travel arrangements to include travel applications and reimbursements for director and faculty.
- Preparing purchase orders.
- Preparing Personnel Change Requests.

**Curriculum Chair**

The Curriculum Chair is nominated by the Nursing Faculty Assembly with input from the Director and is responsible for coordinating the planning, implementation and evaluation of the undergraduate curriculum.

The Curriculum Chair represents the School on the College of Health Professions Curriculum Committee.

*The Curriculum Chair is responsible for:*
- Coordinating the development, implementation and evaluation of the curriculum.
- Receiving and processing faculty and students concerns related to the curriculum with the Curriculum Committee, and making recommendation for resolution.
- Carrying out other faculty duties.

**Course Faculty of Record**

The Course Faculty of Record is designated by the Director for each course offered. For each
course there is at least one (1) Faculty of Record.

**The Didactic Course Faculty of Record is responsible for:**

A. Ensuring that the syllabus and all course components are accessible to students via TRACS prior to the first day of class and updated based on any modifications, clarifications, or additions as stated in University policies.

B. Assigning students to breakout/project groups with faculty input.

C. Interpreting the course plans, procedures, objectives, and requirements, explaining them to students, and clarifying any questions to establish common understanding. Post notices about course implementation on TRACS.

D. Coordinating the compilation of a test blueprint, test questions and assignments for the course. Arrange for faculty to schedule, administer, oversee, and grade tests. Ensure that test questions after the first semester courses are application or higher level critical reasoning and clinical judgment questions.

E. Coordinating with the Administrative Assistant II to implement approved course and faculty evaluation surveys while ensuring quality data collection from students and self.

**Course Coordinator**

Course Coordinators may or may not receive workload credit for duties. Coordination may be subsumed under duties as Faculty of Record.

**The Clinical Course Coordinators are responsible for:**

A. Coordinating with the Curriculum Coordinator and faculty committees to ensure that the assigned course is planned, implemented, and evaluated according to the overall curriculum plan, goals and strategy.

B. Developing and refining the course syllabus according to the standards set forth in the overall curriculum design/plan, outcome objectives, and progression/leveling documentation. In collaboration with assigned team member(s), select textbooks and other resources for students to purchase. Note: the syllabus is the product of the faculty; however, belongs to the program, not to the faculty.

C. Ensuring that the syllabus and all course components are accessible to student via TRACS prior to the first day of class and updated based on any modifications, clarifications, or additions as stated in University policies.

D. Orienting new, adjunct, and continuing faculty to the course and facilitating group interaction and cohesiveness throughout course delivery.

E. Developing and updating measurable course outcomes and objectives for classroom, seminar, simulation laboratory, and clinical instruction. Changes to course outcomes must be brought to the Curricular Committee for approval.

F. Leading faculty assigned to the course and evaluating their participation and performance.

G. Assigning the various lecturers and seminar leaders for the course, where appropriate.

H. Consulting with Clinical Education Placement Coordinator to assign faculty to the simulation laboratory experiences and/or clinical agencies. Provide guidance to faculty and facility staff to meet the objectives and expectations of each clinical rotation.

I. Collaborating with the Simulation Laboratories Coordinator to design laboratory experiences, and coordinating Sim-lab schedule.
J. Evaluating the course with the course faculty and students, making appropriate recommendations for changes, forwarding major changes which require committee approval to the Nursing Curriculum Committee.

K. Coordinating weekly team meetings to ensure all faculty understand roles and responsibilities for the course.

L. Ensure adjunct faculty have appropriate training, have contact with appropriate faculty representatives, and use appropriate forms.

M. Carrying out other faculty duties.

**Tenure-track and Tenured Faculty**

A. Tenure-track faculty are faculty who are eligible for consideration for tenure following a stipulated probationary period. Tenured faculty have earned tenure.
   1. Assistant Professor
   2. Associate Professor
   3. Professor
   4. Professor – Endowed Chair
   5. Regent Professor
   6. Chair – Associate Professor
   7. Chair – Professor

B. Faculty members must assume academic responsibilities, including,
   1. maintaining competence in their fields;
   2. conscientiously executing assigned academic duties;
   3. not allowing the exercise of academic freedom to interfere with the performance of their academic responsibilities

C. The Faculty is expected to ensure that the course is in accordance with the description provided in the appropriate catalog. The catalog course description should appear in the course syllabus.

D. Faculty are encouraged to frequently inform students of their academic progress during the semester.

E. Faculty members are expected to keep regular office hours suitable to meet with, confer with, and counsel students. Office hours should be chosen for convenience of student visits and should be posted. Normally, it is expected that a minimum of five hours of office time per week should be kept on an announced schedule and that faculty members should be available for student conferences at other times by appointment.

F. Faculty are expected to provide students with printed or electronic course syllabi as early as possible in each semester.

G. Research and creative activity are essential to the mission of the University, and they augment teaching by keeping the instructor current and active in his or her discipline.

H. Scholarly activity augments teaching, thus faculty members are encouraged to participate in meetings, conventions and other activities that promote scholarship and creative work. When participation requires faculty to be absent from courses they will need prior authorized approval. They are also expected to share the results of their scholarship through publications and creative activities.

*Appointment period*

Nine-months
Qualifications
Required:
- Earned doctorate in nursing or a master’s degree in nursing with a doctorate in a related field.
- Eligible for Registered Nurse (RN) licensure in Texas.
- At least five (5) years of clinical experience.
- Experience in program development, curriculum design, informatics and communications systems, and teaching in general nursing and specialty areas.
- Record of accomplishments in scholarly/creative, teaching and service appropriate for appointment at the rank of Assistant Professor (minimum two years of teaching), Associate Professor (minimum five years of teaching), or Full Professor (minimum of ten years of teaching) in a School of Nursing.
- Commitment to excellence in teaching and learning consistent with the Program Vision, Mission and Goals as evidenced by a presentation during the campus visit with faculty.

Preferred:
- Demonstrated success in faculty cooperative support and team development.
- Demonstrated leadership supporting diversity in nursing education and professional development.
- Strong collegial leadership qualities.
- Experience in building and promoting community relationships.
- Experience with formats of distance education, to include on-line instruction.
- Experience in higher education including accreditation, program review, and assessment. Proven record of, or potential for, grantsmanship and extramural funding.
- Experience with simulation instruction.
- Certified in one or more nursing specialties.

The Tenure/ Tenure Track Faculty is responsible for:
A. Coordinating with the Course Faculty of Record to ensure that the assigned course is planned, implemented, and evaluated consistent with the overall curriculum plan, goals and strategy.
B. Participating in development and refinement of the course syllabus consistent with the standards and the overall curriculum design/plan, outcomes, and progression/leveling documentation. In collaboration with other faculty, select textbooks and other resources for students to purchase. The syllabus is the product of the faculty; however, belongs to the program, not to the faculty.
C. Assisting the Course Faculty of Record to ensure that the course syllabus and all components of the course are on TRACS and are accessible to student prior to the first day of class and updated based on any modifications, clarifications, or additions as stated in University policies.
D. Assisting the Course Faculty of Record to orient new and continuing faculty to the course and facilitating group interaction and cohesiveness in delivery of the course.
E. Assisting in the development and update of individual class, seminar, laboratory, and clinical experience measurable outcomes, content outline, special instructions, discussion
questions, textbook references, bibliographical references, and online interactive programs.

F. Assisting with evaluation of clinical agencies for clinical rotations with the Curriculum Coordinator.

G. Teaching and evaluating students in seminar and clinical groups in both laboratory and clinical area.

H. Assisting with student advisement, recruitment and retention activities as needed.

I. Assisting the Faculty of Record with scheduling the assigned labs with the Coordinator of the Simulation Laboratories.

J. Explaining and interpreting the course plans to the students and clarifying any questions to ensure common understanding about the process, objectives, and requirements for the course.

K. Assisting with writing test blueprints, test questions and assignments for the course. Assisting with test administration, overseeing, and grading. Collaborating with colleagues in writing test questions that are application or higher level critical thinking questions.

L. Assisting with development and implementation of a tool for student course evaluations.

M. Evaluating the course along with the Faculty of Record and students, and making appropriate recommendations for changes.

N. Carrying out other faculty duties.

Clinical Faculty

The clinical faculty appointment is a route into academe for individuals who are entering academics from the clinical practice environment. Clinical faculty make a unique contribution to the mission of the university. Clinical faculty are generally full time faculty who are not only engaged in teaching, but also engaged in clinical education, supervision, program development and/or other areas of practical application. The clinical faculty appointment establishes the appropriate rank and title for individuals who participate in academic programs that educate students for professional practice. The primary responsibilities of a faculty member appointed as a clinical faculty member is to provide education in the area of client/patient services, share professional expertise with students, and to direct educational experiences in practice settings in their particular profession.

Clinical faculty members have extensive experience and professional practice expertise. They may also be engaged in practice concurrent with teaching assignments. They are individuals who have elected to maintain their primary practice credentials and clinical practice skills, which can specifically contribute to the academic programs particularly in the clinical areas.

A. All appointments will recognize the individual's potential to provide education in clinically relevant areas.

B. Procedures for appointment and promotion to academic ranks related to positions in the clinical faculty appointments are the same as for regular appointments. (PPS 8.10 and Faculty Handbook)

C. The clinical faculty members may be appointed to graduate faculty status by following the same departmental guidelines for other faculty in that particular department. Clinical
faculty members shall not direct graduate theses and dissertations, but they may serve on thesis and dissertation committees as appointed.

D. If the appointment of a faculty member is changed from the clinical appointment to a tenure track appointment, years of service will not be considered in the determination of the probationary period.

E. Clinical faculty can be appointed at any academic rank as long as the faculty member fulfills the requirements.

F. A clinical lecturer shall be appointed for a specific term, not to exceed three years or, if for a lesser period of time, the time period specified.

G. A clinical assistant professor, clinical associate professor or clinical professor shall be appointed for a term not to exceed five years or, if for a lesser period of time, the time period specified. A faculty member may be reappointed in the clinical track for one or more additional terms, contingent upon continuity of funding, the individual's evaluations, and departmental need.

H. A faculty member on appointment as clinical faculty is eligible for all benefits except tenure.

I. Clinical Lecturer: Appointment to the rank of clinical lecturer is extended to an individual who has:
   1. Completed a professional credential relevant to the particular professional discipline
   2. Demonstrates clinical/professional practice competence and has a license to practice in the discipline and is practicing (if required by the state)
   3. Contribution in the clinical/professional practice area and potential for significant professional growth

J. Clinical Assistant Professor. Appointment to the rank of Clinical assistant professor is extended to an individual who has:
   1. Completed a professional credential relevant to the particular professional discipline
   2. Demonstrates clinical/professional practice competence and has a license/certification to practice in the discipline and is practicing (if required by the state)
   3. Contribution in the clinical/professional practice area and potential for significant professional growth
   4. Experience in professional education (at the SON/college/university level)
   5. Relevant professional presentations, workshops, or publications
   6. Leadership in relevant professional organizations

K. Clinical Associate Professor. Appointment to the rank of clinical associate professor is extended to an individual who has:
   1. Completed a professional credential relevant to the particular professional discipline
   2. Demonstrates clinical/professional practice competence and has a license/certification to practice in the discipline and is practicing (if required by the state)
   3. Contribution in the clinical/professional practice area and potential for significant professional growth
   4. More than five years experience in professional education at the college/university level
   5. Relevant professional presentations, workshops, or publications
   6. Leadership in relevant professional organizations
L. Clinical Professor. Appointment to the rank of clinical professor is extended to an individual who has:
1. Completed a professional credential relevant to the particular professional discipline
2. Demonstrates clinical/professional practice competence and has a license/certification to practice in the discipline (if required by the state)
3. Contribution in the clinical/professional practice area and potential for significant professional growth
4. More than ten years experience in professional education at the college/university level
5. Relevant professional presentations, workshops, or publications
6. Leadership in relevant professional organizations
7. Recognition by peers for professional contributions (for example awards).

Appointment period
Nine-months

Qualifications
Required:
• Master’s degree in nursing
• Eligible for Registered Nurse (RN) licensure in Texas.
• At least five (5) years of clinical experience
• Demonstrated clinical expertise in one or more specialty areas of nursing.
• Demonstrated teaching experience in a school of nursing appropriate for appointment at rank of Clinical Assistant Professor (minimum of two years) and Clinical Associate Professor (minimum of five (5) years).
• Commitment to excellence in teaching and learning consistent with the program Vision, Mission and Goals as evidenced by a presentation during the campus visit with faculty.
• Nine hours in graduate nursing education courses unless demonstrated comparable nursing education experience

Preferred:
• Doctorate preferred
• Experience in program development, curriculum design, informatics and communications systems with simulation experiences, and teaching in general nursing and specialty areas.
• Record of accomplishments in scholarly/creative (grantsmanship and extramural funding) and service.
• Experience in higher education including accreditation, program review, and assessment.
• Clinical certification in one or more nursing specialties.
• Experience with formats of distance education, to include on-line instruction.
• Demonstrated strong collegial leadership qualities in diversity and innovation.
• Experience in building and promoting community relationships.
• Demonstrated success in staff or faculty cooperative support and team development.
The Clinical Faculty is responsible for:

A. Coordinating with the Course Faculty of Record to ensure that the assigned course is planned, implemented, and evaluated consistent with the overall curriculum plan, goals and strategy.

B. Participating in development and refinement of the course syllabus consistent with the standards and the overall curriculum design/plan, outcomes, and progression/leveling documentation. In collaboration with other faculty, select textbooks and other resources for students to purchase. The syllabus is the product of the faculty; however, belongs to the program, not to the faculty.

C. Assisting the Course Faculty of Record to ensure that the course syllabus and all components of the course are on TRACS and are accessible to student prior to the first day of class and updated based on any modifications, clarifications, or additions as stated in University policies.

D. Assisting the Course Faculty of Record to orient new and continuing faculty to the course and facilitating group interaction and cohesiveness in delivery of the course.

E. Assisting in the development and update of individual class, seminar, laboratory, and clinical experience measurable outcomes, content outline, special instructions, discussion questions, textbook references, bibliographical references, and online interactive programs.

F. Assisting with evaluation of clinical agencies for clinical rotations with the Curriculum Coordinator.

G. Teaching and evaluating students in seminar and clinical groups in both laboratory and clinical area.

H. Assisting with student advisement, recruitment and retention activities as needed.

I. Assisting the Faculty of Record with scheduling the assigned labs with the Coordinator of the Simulation Laboratories.

J. Explaining and interpreting the course plans to the students and clarifying any questions to ensure common understanding about the process, objectives, and requirements for the course.

K. Assisting with writing test blueprints, questions and assignments for the course. Assist with test administration, overseeing, and grading. Collaborating with colleagues in writing test questions that are application or higher level critical thinking questions.

L. Assisting with development and implementation of a tool for student course evaluations.

M. Evaluating the course along with the Faculty of Record and students, and making appropriate recommendations for changes.

N. Carrying out other faculty duties.

Policy regarding Clinical Preceptors and Clinical Assistants

The faculty will coordinate with the facilities regarding the identification and selection of qualified preceptors for the preceptorship rotation for senior nursing students. Clinical Assistants will be identified and employed as needed to provide clinical supervision under the oversight of a fulltime faculty.
Criteria for Selection of Clinical Preceptors

Qualifications
A. Registered Nurse, preferred Baccalaureate in Nursing degree and specialty certification
B. Employed full time by an affiliating clinical facility
C. Demonstrated competence in nursing and in educational strategies
D. Recommended by the Chief Nursing Officer or designee of the facility
E. Willing to accept a student to precept
F. Willing to participate in the orientation and training for preceptors
G. Willing to participate in student evaluation

Selection Process
A. Students will be advised early in the program to consider where and with whom they would prefer to have their leadership precept experience.
B. The Chief Nursing Officers (CNO), or designee will identify those RNs who are interested is serving as a preceptor for Texas State nursing students in the leadership course last semester.
C. The Clinical Education Placement Coordinator will secure the student’s stated interest and match them with available preceptors.
D. The preceptors may be under contract or may be processed as employees of Texas State, but the typical arrangement will fall under the affiliation agreement with the facilities and remuneration will not be provided for preceptors.

Orientation
A. The preceptor will have completed an orientation that will include clinical teaching strategies, the objectives of the course, objectives and expectation of the preceptorship, overview of the content the student has had to prepare for the preceptorship, and the evaluation of the student.
B. The preceptor will be oriented to the evaluation form and process necessary for each student assigned.

Criteria for Selection of Clinical Teaching Assistants

Qualifications
A. Registered Nurse
B. MSN and BSN preferred
C. Demonstrated competence in nursing and in educational strategies
D. Willing to accept an assignment to provide clinical supervision under the oversight of a fulltime faculty
E. Willing to participate in the orientation for Clinical Teaching Faculty

Selection Process
A. The specific need by clinical area and expertise is identified by the course faculty.
B. Processed for employment by Texas State University as program faculty
**Orientation**

A. The clinical teaching assistant will attend orientation that will include clinical teaching strategies, the objectives of the course, objectives and expectation of the rotation, overview of the content the student has had to prepare for the rotation, and the evaluation of the student.

**Evaluation of Preceptors and Clinical Assistants**

Preceptors and Clinical Assistants will be evaluated on the same Course and Faculty Evaluation form as used for course and faculty evaluations by the students at the end of each semester.

Preceptors and clinical assistants will be regularly evaluated by supervising faculty.
APPENDIX D: Faculty Policies that Address the Board of Nursing Rule 215.7(a). (ToC)

The following School of Nursing policies address the BON rules concerning faculty, Rule 215.7 (a) are consistent with the accepted educational standards and consistent with those of Texas State University.

A. Nursing policies are consistent and compliment the policies (UPPS and PPS) of the University and the College of Health Professions.
   1. University Policies and procedures (UPPS)
      a. UPPS 02.0 concerns academic administration.
      b. UPPS 03.0 concerns fiscal operations.
      c. UPPS 04.0 concerns general administration including records, and environmental safety.
      d. UPPS 05.0 concerns logistic al services including materials management and purchasing.
      e. UPPS 06.0 concerns alumni office and conferences.
      f. UPPS 07.0 concerns student services including student organizations, counseling and placement, financial aid, student admissions and records, student health services and student disciplinary/legal services.
      g. UPPS 08.0 concerns facilities including management of facilities and building naming.
   2. Academic Policies and Procedures (PPS)
      a. PPS 4.00 concern teaching including conduct of classes, professional responsibilities, maintenance and improvement of quality of teaching grading and grade changes, faculty authored materials, Instructional contact time and academic credit, and commercial use of class notes and materials.
      b. PPS 5.00 concern scholarly activities including contracts and grants of an academic nature and start up funding support.
      c. PPS 7.00 concern faculty employment, assignment and compensation including hiring of deans and chairs, faculty hiring (search committee procedures and compliance with equity and access), faculty workload, clinical faculty appointments, and criminal background checks.
      d. PPS 8.00 concerns faculty development including evaluation and tenure track and non-tenure track faculty, faculty access to academic personnel files, faculty grievance, and tenure and promotion review.
      e. PPS 9.00 concerns University planning and reporting including annual reports on activities, evaluations and progress, and plans for the future.
      f. Policies concerning the workload for the director allow sufficient time for administrative responsibilities consistent with 215.6.
         1) PPS 1.03 addresses the Dean and Director workload that provides that workloads may vary and the chair or director’s workload must be approved by the Dean. In the College of Health Professions the director workload is individualized with priority given to the administrative functions, faculty oversight, academic oversight, and faculty and program evaluative activities.
         2) PPS 1.10 addresses the role, evaluation and step-down salaries of chairs and directors. This PPS defines the role related to University, College of
Health Professions and School of Nursing functions. In the situation of the School of Nursing the Director is also an Associate Dean of the College of Health Professions to promote interdisciplinary activities for faculty and students. While directors are encouraged to teach, participate in scholarship and community service activities as faculty their primary responsibilities (defined in the PPS) are to the oversight of the program, in this case, the School of Nursing. Primary duties include oversight of the budget, recruitment and employment of highly qualified faculty, faculty development, monitoring the curriculum and program activities, overall administration and management and reporting to the Dean. Secondary responsibilities (defined in the PPS) include facilitating communication between faculty and administration and scheduling, reconciling differences and providing leadership. The evaluation of director is conducted by the Dean and includes faculty perceptions of the department director (PPS 1.10 Appendix A). The Director Position Description details these functions. See Appendix C for the Director Position description.

B. Faculty policies concerning qualifications, responsibilities, performance evaluation criteria and terms of employment. PPS 7.02 concerns the qualification and hiring of faculty. The qualifications of faculty are defined in the faculty position descriptions in Appendix C.

C. The faculty workload policies allow sufficient time for faculty to accomplish those activities related to teaching-learning process. PPS 7.05 defines the faculty workload.

D. Position descriptions for the Dean/Director and the nursing faculty outline their responsibilities directly related to the nursing program, faculty development and evaluation of faculty. The Director Position Description is located in Appendix C and Faculty Position Descriptions for tenure/tenure track and clinical faculty (non-tenure track) are included in Appendix C.

E. Policies include those related to plans for faculty orientation to the University and the nursing program, faculty development and evaluation of faculty. Faculty orientation and development is consistent with UPSS 4.04.35 and PPS 8.01-8.10. Faculty Peer Review Policy details the various means for faculty evaluation and coordination to ensure consistency and quality of educational strategies and is included in Appendix M.
APPENDIX E: College of Health Professions Policies and Procedure Statements (ToC)

I. Administration: College Community

01.01 Computer Security
  01.02 College Web Site
  01.03 Allocation of Office Space

II. Curriculum

02.01 Requirement for Liability Insurance
02.02 Student Liability Insurance Incident Reporting
  Attachment 1
02.03 Clinical Affiliation Agreements
  Addendum A - Affiliation Agreement Department Directory
  Addendum B - Health Report
  Attachment 1 - Request to Establish an Affiliation Agreement
  Attachment 2 - Affiliation Agreement
02.04 Immunization Policy and Procedures
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Policy and Procedure Statement 08.01 College of Health Professions
Effective Date: 9-3-1997 Tenure and Promotion
Revised: May 2011
Review Cycle: E2YRS, May 2013

PURPOSE
This College Policy and Procedure Statement sets forth criteria and guidelines for tenure and promotion in the College of Health Professions. These criteria are based on the following sources:

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.10: Tenure and Promotion Review
3. American Association of State Colleges and Universities, The Core of Academe: Teaching, Scholarly Activity, and Service
4. Faculty Handbook, Texas State University-San Marcos

The faculty of the College of Health Professions view teaching, scholarly and/or creative activity, and service as essential to achieving tenure and promotion.

At the core of the College’s philosophy and of relevance to the performance evaluation of faculty are collegiality, professional and ethical behavior, honesty and integrity, collaboration, and contributions to the missions of their respective Units, the College, and the University. Collegial faculty members are expected to contribute to the positive functioning of the Unit, the College, and the University (PPS 8.10.3).

DEFINITIONS
For the purposes of this document, the following definitions apply (VPAA/PPS 8.10.4):

1. Programs, Departments, or Schools constitute Units.

2. The Unit’s Personnel Committee is made up of tenured faculty who are paid at a rate of fifty percent or more from faculty salary dollars budgeted to the Unit (VPAA/PPS 8.10.4a).

3. Schools and Programs that are equivalent to tenure-granting Departments have all the rights and obligations noted for tenure-granting Departments, and their Directors have all the rights and obligations noted for Department Chairs.

4. A Unit’s recommendation includes the recommendations of both the Personnel Committee and the Chair/Director.

5. A College recommendation includes the recommendations of both the College Review Group and the Dean
CANDIDATES FOR TENURE AND PROMOTION

Criteria for Appointment

1. A terminal degree and related work or clinical experience in the appropriate academic unit or related field is required and varies according to the academic unit. (See CHP Policy for approved terminal degree list).

2. In accordance with University policy, the College considers tenure and promotion as separate decisions. Though tenure and promotion are separate decisions, an untenured faculty member whose rank is below associate professor must apply for tenure at the same time he or she applies for promotion. It would be expected that a faculty member who meets the criteria for tenure would also meet the criteria for promotion to associate professor (PPS 8.10, 14.a).

3. Typically, the probationary period prior to the awarding of tenure is six years so that when tenure is granted it becomes effective with the next year’s contract.

4. At the end of the sixth year, the faculty member must either be awarded tenure or be terminated with one years notice.

5. Leaves of absence and part-time appointments do not count as part of the probationary period. Up to three years of previous full-time University teaching experience may be credited to a faculty member when hired. According to University policy (PPS 8.10, 8), a written agreement, mutually satisfactory to the candidate and to the university, must be made at the time of initial appointment to a tenure-track position whether to credit or to exclude previous years of full-time teaching experience toward the probationary period.

6. The evaluation of faculty being considered for tenure should emphasize the time period from the initial date of full-time employment at Texas State University-San Marcos to the time of consideration. Full time appointment is made at the start of the academic year in the fall semester.

7. No faculty member will be tenured by default. If the notice indicated is not received, the faculty member is obligated to inquire about the University’s decision on tenure.

8. The evaluation of faculty for promotion to full professor will emphasize activities since the candidate’s last promotion and while at Texas State University-San Marcos.

9. Faculty normally must spend five (5) years in rank prior to promotion eligibility. The year in which the promotion is reviewed will count as one of the years in rank. Exceptions to this policy should be specifically addressed and justified during the promotion process.
10. No faculty member will be promoted to associate professor with fewer than (5) years of full-time university level teaching experience, or to full professor with less than (10) years full-time university-level experience. Application for promotion may be initiated in the year prior to the effectiveness of the promotion, i.e., the beginning of the fifth and tenth years.

11. The essential performance areas and accompanying documentation for consideration for tenure and promotion are: Teaching, Scholarly and Creative Activity, and Service and should follow the Texas State Vita format. Candidates must verify and sign the candidate for tenure and/or the candidate for promotion information form (University Form 2T and/or 2P). (University PPS 8.10, 15)

12. Candidates must provide documentation that supports quality of teaching, scholarly/creative activity and leadership/service as defined in Unit and College criteria. This documentation should be arranged and presented in the order of categories prescribed by the Texas State Vita (University Form 1A or 1B). (University PPS 8.10, 16)

13. The Texas State Vita (Form 1A or 1B) must document all achievements and highlight those that apply to the probationary period or time period since the last promotion. (University PPS 8.10, 17)

14. Exceptions to the tenure clock rule must follow University rules such as for the care of newborn, adopted, foster child, or other family member needing care (PPS, 8.10, 11).

**REVIEW PROCESS FOR TENURE AND PROMOTION**

**Unit Personnel Committee and the Chair/Director**

1. In Units that may not have a Personnel Committee, the Dean (in consultation with the College Council) shall make a recommendation to the Provost on the composition of a substitute Personnel Committee.

2. The Personnel Committee and Chair/Director make independent, separate recommendations on each candidate for promotion and/or tenure. The Personnel Committee prepares their recommendation for the Chair/Director. The Chair/Director then reviews the Personnel Committee’s recommendation prior to his/her review. In order to be forwarded to the next level of review, either the Personnel Committee or the Chair/Director must recommend the candidate. Normally, within three (3) workdays of the completion of action by the Personnel Committee and the Chair/Director, each candidate will be notified by the Chair/Director of the status of his/her application for tenure and/or promotion.
External Reviewers
1. Where no internal peer evaluation for tenure and/or promotion is possible, candidates must be reviewed by at least two qualified peers outside the University selected by both the candidate and the unit Chair/Director. The outside reviewers will be acceptable to the faculty member’s contributions and performance in: a) Teaching, b) Scholarly and/or Creative Activity, and c) Service to the Department/School/Program, College, University, Profession and the Community.

College Review Group and College Dean
1. The College Review Group and College Dean make independent, separate recommendations on each candidate for promotion and/or tenure. The College Review Group first reviews and submits their recommendation to the Dean. The Dean then prepares his/her recommendation taking the College Review Group’s recommendation into consideration. In order to be forwarded to the next level of review, either the College Review Group or College Dean must recommend the candidate.

2. Within three (3) days of the completion of action by the College Review Group and the College Dean, each candidate will be notified by the College Dean of the status of his/her application for promotion and/or tenure.

Provost, President, Chancellor, and Board of Regents
1. The Provost will consider all candidates for promotion and/or tenure that are forwarded from the College Review Group and College Dean. After consultation with the College Dean, the Provost will make recommendations to the President of the University. The President will make the final recommendations to the Chancellor and Board of Regents.

TIME LINE FOR THE TENURE AND PROMOTION PROCESS
1. The timeline set by the university will make allowances for weekends, by moving due dates to the next business day when relevant (PPS 8.10.73-85).

2. By May 1, the Chair/Director will submit to the Departmental faculty and the College Dean a list of faculty members eligible for promotion and tenure review.

3. By August 15, the Provost will establish the calendar for the tenure and promotion cycle for the coming academic year.

4. By September 1, the Provost will publish the calendar for the year.

5. By September 15, eligible faculty members must notify the Chair/Director in writing of their intention to apply for tenure and/or promotion. Faculty who fail to inform the Chair/Director by September 15 will not be considered in the year’s cycle.
6. By September 16, the Chair/Director will send a copy of the list of candidates to the Personnel Committee and College Dean.

7. By September 17, the Dean will provide a list of all candidates for tenure and promotion in the College to the Provost.

8. By October 15, the candidate must complete and submit an up-to-date Texas State Vita and a promotion and/or tenure form to the Chair/Director. The candidate should also submit documentation of teaching, scholarly/creative activity and leadership/service as defined in Departmental/School and College criteria. Additional supporting material, dated appropriately, may be submitted before the formal meeting of the review group. Faculty who do not submit material by October 15 will not be considered during the cycle.

9. By November 15, the Personnel Committee will have reviewed each candidate’s application and documentation, voted and submitted recommendations to the Chair/Director.

10. By December 1, the Chair/Director will submit his/her recommendations, along with those of the Personnel Committee, to the Dean.

11. By February 9, the College Review Group and the Dean will have completed the review of all candidates, and the Dean will submit his/her recommendations, along with those of the review group, to the Provost.

12. By April 30, the Provost will notify candidates and the President will notify the Chancellor and the Board of the recommendations.

13. By June 1, the final Board action will be publicized.

PROCEDURES FOR APPEAL

Candidates denied promotion and/or tenure are referred to PPS 8.08 and PPS 8.10,86.

Accountability of Individuals Participating in the Review Cycle

1. All individuals involved in the tenure and promotion process must be ethical, responsible, accountable, and maintain strict confidentiality in dealing with career decisions of others that is beyond question of bias or self-interest. Reviewers are responsible for being familiar with the tenure and promotion criteria and policies and procedures for their respective levels of review. Reviewers will be accountable for their evaluations and are expected to have adequately reviewed the candidate’s portfolio prior to making decisions. Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another person’s work as confidential.
BASIS FOR RECOMMENDATIONS

1. The tenure and promotion process is a continued process of cumulative achievement that starts at the Unit level. Chairs and Directors are responsible for guiding faculty members through the tenure and promotion process giving the faculty guidance about their development.

2. Recommendations for promotion and/or tenure are based on professional judgments about the faculty member’s contributions and performance in: a) Teaching, b) Scholarly and/or Creative Activity, and c) Service to the Department/School/Program, College, University, Profession and the Community.

3. This College policy sets forth minimal requirements for consideration of tenure and promotion. Each Unit will further define what constitutes the specific criteria for each of the areas of evaluation, i.e., Teaching, Scholarly/Creative Activity, and Service. The requirements are minimal College criteria that may be exceeded by individual Units. Attainment of these minimal required levels of performance only allows, but does not obligate, the reviewers to recommend tenure and/or promotion. All recommendations are based on professional judgments and the criteria are designed to inform those judgments.

Teaching

1. In accordance with The Core of Academe, the four components of teaching including academic program planning and development, instruction, evaluation, and student academic advisement are of importance in evaluating this area. The College expects its faculty to be good teachers and to work continually to improve their teaching and their courses. Teaching in the College of Health Professions is inclusive of classroom, personalized instruction, internship and preceptorships, therapeutic settings, supervision of client and patient care, and across a variety of settings such as hospitals, community service, and public and private sector organizations. At a minimum, evaluation of teaching must involve the students, Personnel Committee and the Chair/Director. Each Unit will develop its own standards and items to be measured for the consideration of tenure and/or promotion in this area.

Scholarly and/or Creative Activity

1. It is expected that all tenure-track faculty will be engaged in scholarly and creative activity. A range of activities define scholarly and creative endeavors including such activities as the completion of peer-reviewed journal articles, books, chapters, scholarly presentations, workshops, invited lectures, grants and other related external funding, and other such scholarly endeavors. Both quality and quantity of the faculty member's efforts and success will be considered for tenure and promotion. All candidates for tenure and promotion must provide a documented record of sustained peer-reviewed scholarly/creative activity. Therefore, collaborative work is encouraged but not sufficient to obtain tenure and/or promotion; a demonstration of leadership in this area is required including first authorship, originality, and a significant body of contributions. Faculty should provide necessary documentation for this determination to be made.
2. Related to quantity and quality, each Unit in the College of Health Professions will define specific criteria relating to such factors as number, type, and contribution of publications and presentations within the scholarly and creative activity for their discipline. However, Units and their Chairs/Directors must be mindful of meeting university expectations in this area and equity across Units must be insured by the Dean.

3. Funding beyond budgeted allocations is the means by which faculty support their research, teaching, and service. It is expected that all tenure-track and tenured faculty will be engaged in proposals to support their work. Both quality and quantity of the faculty member's efforts and success will be considered. Faculty should provide necessary documentation for this determination to be made. Each Unit in the College of Health Professions will define criteria relating to funding for their academic unit.

4. Chairs/Directors should develop, with input from their Personnel Committees, faculty and the Dean, annual evaluation criteria that guide faculty towards meeting university tenure and promotion criteria.

Service
1. In accordance with The Core of Academe, service manifests itself in three areas: (a) institutional service, (b) professional service, and (3) service to the community.

2. Leadership in service increases in importance as faculty become candidates for associate professor and is considered essential for promotion to full professor. Each Unit will develop its own standards and items to be measured for the consideration of promotion and/or tenure.

3. Services performed for external remuneration (outside employment) refers to professional services performed for which a consultation or service fee is paid over and above the faculty member’s base salary. Faculty should follow the rules of the University regarding outside employment (UPPS No. 04.04.06). When such activities are related and enhance the University, the College, the Unit, and the faculty member’s development, these activities can be counted as additional service activities. Faculty must submit documentation to substantiate this contribution.

Quality and Quantity of Performance
1. Academic Units must define what constitutes quality and quantity of performance in each of the three areas – Teaching, Scholarly activities and Service—considered for tenure and promotion. Quantity and quality are both considered important and each faculty member must provide documentation for a judgment to be made in this determination.
MAJOR RESPONSIBILITIES ASSOCIATED WITH THIS CHP/PPS

Major responsibilities for routine assignments associated with this PPS include the following:

1. The Dean of the College of Health Professions shall review this PPS E2Y.

CERTIFICATION STATEMENT

This CHP/PPS has been approved by the following individuals in his/her official capacity and represents College policy and procedures from the date of this document until superseded.

Reviewer: _________________________ Date: _________________________

Faculty Development and
Advancement Committee Chair

Approved: _________________________ Date: _________________________

Ruth B. Welborn, Ph.D., Dean
PURPOSE

The School of Nursing Policy and Procedure Statement sets forth criteria and guidelines for promotion and tenure of faculty in the School of Nursing, also referred to as the Nursing Program or Department. These criteria are based on the following sources:

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.09: Performance Evaluation of Continuing Faculty and Post-Tenure Review
3. VPAA/PPS 8.10: Tenure and Promotion Review
4. College of Health Professions/PPS 8.01: Tenure and Promotion
5. VPAA/PPS 7.10: Procedures for Awarding Faculty Merit and Performance Raises

Faculty are evaluated annually for the purposes of reappointment, tenure, promotion, and performance and merit salary adjustments. A faculty member is evaluated in the areas of teaching, scholarly/creative activity and leadership/service, including his/her collegial contributions to the university community.

DEFINITIONS

For the purpose of this document, the following definitions apply:

1. The Department Personnel Committee is made up of tenured faculty who are paid at a rate of fifty percent or more from faculty salary dollars budgeted to the Department (VPAA/PPS 8.10.4a).

2. The Department’s recommendation includes the recommendations of both the Personnel Committee and the Director.

3. A College recommendation includes the recommendation of the Dean.

4. Tenure is defined as permanence of position as faculty. Faculty are eligible for tenure after a six (6) year probationary period. For faculty under review for tenure, the evaluation will consider all of the candidate’s accomplishments with emphasis on the time period from the initial date of appointment to tenure-track at Texas State to the present. (PPS 8.10)
5. Promotion is defined as the movement through ranks of assistant professor, associate professor and professor. Faculty are eligible for promotion after serving five (5) years in their current rank at Texas State University. For faculty under review for promotion, the evaluation will consider all of the candidate’s accomplishments with emphasis on the time period from the last promotion to present. (PPS 8.10)

6. Collegiality is an essential element of a spirit of community in any academic institution in order to achieve the common goal. It is defined as cooperative interaction among colleagues.

**CANDIDATES FOR PROMOTION AND TENURE**

1. Tenure-track and tenured faculty employed as full time are required to be evaluated according to the time frame established by PPS 8.01 & 8.10.

2. All faculty are required to complete an annual evaluation.

3. On the basis of the annual evaluation, recommendations are made for continued employment, reappointment, promotion and tenure.

**ESSENTIAL PERFORMANCE AREAS**

1. The essential performance areas and accompanying documentation for review during annual evaluation are: Teaching, Scholarly and Creative Activity, and Service and should follow the Texas State Vita format. Collegiality is an additional area that is valued and annually evaluated.

2. Faculty should provide documentation that supports quality of teaching, scholarly/creative activity and leadership/service, as well as collegiality.

3. The Texas State Vita must document all achievements and highlight those that apply to the time period of the annual evaluation.

4. The Annual Evaluation Self Assessment Form should be completed with supporting documentation attached for the time period for the annual evaluation. This form will be used for the reappointment, tenure and promotion review process.

**REVIEW PROCESS**

1. The faculty member should submit the annual evaluation documentation as outlined by the School of Nursing Director.

2. The Personnel Committee and the Director make independent and separate recommendation on each candidate for reappointment and promotion. The personnel Committee prepares their recommendation for the Director. The Director then reviews
the Personnel Committee’s recommendation prior to his/her review. These recommendations are then forwarded to the Dean for review and recommendations.

3. The summative evaluation provided to the Dean will be provided to each faculty member by the Director with a copy placed in the faculty’s personnel file.

4. The Dean makes an independent and separate recommendation on each annual evaluation.

**DUE PROCESS CONSIDERATION**

1. If a faculty member does not receive the expected outcome during the annual evaluation process, the individual faculty member must make a good faith effort to resolve the issue by initiating a discussion about that decision with the Director.

2. The Director may involve the Personnel Committee in that discussion if so requested by the faculty member or if the Director deems it relevant for the discussion.

3. Procedures governing the process are included in PPS 8.08 Faculty Grievance Policy, 8.09 Performance Evaluation of Faculty and Post-tenure Review, and 8.10 Tenure and Promotion Review.

**BASIS FOR RECOMMENDATION**

<table>
<thead>
<tr>
<th>Minimal Departmental Criteria for Tenure and Promotion Evaluation</th>
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<tbody>
<tr>
<td><strong>DECISION</strong></td>
</tr>
<tr>
<td>Tenure</td>
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<tr>
<td>Promotion to:</td>
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<tr>
<td>Associate Professor</td>
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<td>Full Professor</td>
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Tenure - Minimum average ranking of “2” over a five year period of time prior to the tenure year for teaching, service and collegiality. Please refer to the Tenure Scholarly Requirements and Schedule document. It is possible to achieve a ranking of 2 in the annual evaluation but not meet the more stringent scholarly requirements for tenure.

Promotion to Associate Professor - Minimum average ranking of “2” over a five year period of time in the rank of Assistant Professor.
Promotion to Full Professor - Minimum of “1” ranking in teaching and a minimum of “1” ranking in either scholarly/creative activity or service in four out of the five years in rank of Associate Professor.

**TEACHING**

Both the Personnel Committee of the NURSING PROGRAM and the Director will annually evaluate the teaching of every NURSING PROGRAM faculty member, based on work performed from January-December. The evaluation is based on:

1) evidence of scholarly preparation,
2) dedication as measured by commitment to class attendance, office hours, and course duties,
3) official peer evaluations by faculty members,
4) official student class evaluations, and
5) the faculty member’s annual/self-evaluation.

Tenure-track faculty should request that tenured faculty conduct a peer evaluation of their classroom teaching every semester. Tenured faculty may also request peer evaluations.

The NURSING PROGRAM defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, clinical education & teaching, maintaining a minimum of five office hours per week for students enrolled in classes and additional hours during registration periods, advising students appropriately, timely on academic and career matters, maintaining competency in the profession by obtaining professional CEU'S, maintaining licensure and national credentials, sponsoring student organizations/activities outside of the classroom, and mentoring students.

**Required Teaching Elements**

All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards (very high quality=4.0+ on 5-point scale; high quality =3.75; adequate quality = 3.5)
- Maintain at least five office hours per week for advising
- Provide additional office hours to be accessible to students for advising and counseling as needed
- Maintain professional competence by securing appropriate CEU’S
- Maintain licensure and national credentials (where appropriate)

**Additional Teaching Elements**

Elements which further demonstrate teaching quality are:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student organization
- Sponsorship of outside student activities or student research
- Teaching overloads, large classes, or writing intensive courses
- Teaching courses by distance education strategies
- Overseeing independent studies or student research
• Developing library or other learning resources
• Developing or using challenging instructional methods over and above normal classroom expectation (such as audio production or software development)
• Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
• Conducting guest lectures
• Conducting student NURSING PROGRAM orientation sessions, clinical instructor workshops, or Bobcat Days
• Winning a teaching award
• Demonstrating progress toward a relevant advanced degree
• Providing meaningful input into curriculum development
• New course curriculum development
• Major revision of course curriculum
• Other elements as approved

**Teaching Level I**
A Level I rating in Teaching indicates that all of the following elements were present:

• Weighted-mean student evaluations of teaching ≥4.40 on a 5-point scale
• All **Required Teaching Elements** (see above list) are evident
• Three (3) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level II**
A Level II rating in Teaching indicates that all of the following elements were present:

• Weighted-mean student evaluations of teaching of 4.25 on a 5-point scale
• All **Required Teaching Elements** are evident
• Two (2) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level III**
A Level III rating in Teaching indicates that all of the following elements were present:

• Weighted-mean student evaluations of teaching of 4.0 on a 5-point scale
• All **Required Teaching Elements** are evident
• One (1) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level IV**
A Level IV rating in Teaching indicates a failure to meet the following criteria:

• Weighted-mean student evaluations of teaching of 3.75 on a 5-point scale
• All **Required Teaching Elements**
**TEACHING LEVEL V**
A Level V rating in Teaching indicates a failure to meet the following criteria:

- Weighted-mean student evaluations of teaching of 3.50 on a 5-point scale
- All Required Teaching Elements

**SCHOLARLY AND CREATIVE ACTIVITY**
Faculty in the NURSING PROGRAM recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research.

In no case will "equivalent activities" be considered to replace completely traditional refereed scholarly activities for tenure-track faculty. Referred means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Articles, books, or monographs “in press” can be counted in annual review only once. (For example, a document cannot be counted “in press” during one annual review cycle and counted again in subsequent years when it is actually in print. The faculty member must indicate in which annual review cycle he or she wants the document “in press” to be counted and must document its status.)

In addition to the quantitative requirement, there is an important qualitative requirement. The Director and Personnel Committee will provide a qualitative assessment of the candidate's scholarship based on such factors as acceptance rates of journals in which articles have appeared, prestige of organizations to which papers were presented, and opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, and the source, award amount, and educational or research significance of any grant or contract.

During the first year of appointment, tenure-track faculty are encouraged to focus on excellence in teaching with less emphasis placed on service and scholarship; however, development of an ongoing program of research is encouraged from day one.

**Elements Demonstrating Scholarly and Creative Activity** including but are not limited to the following list:

- One (1) approved but not funded grant or contract
- One (1) funded grant or contract
- One (1) publication in a refereed book or an article in a refereed journal
- Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
- One (1) international or national scholarly presentation
- Two (2) regional or state scholarly presentations—paper or poster
• Two (2) Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
• Four (4) book review and/or newsletter articles
• One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
• One (1) referred chapter in a book, textbook, or monograph
• One (1) technical report or monograph based on grant activity
• Editing one (1) book
• Two (2) publications in non-peer reviewed journal
• Submitted or approved IRB
• Ongoing research with significant documentation of progress including target date of completion
• Or any combination of equivalent activities (for example, 1 scholarly presentation and 1 panel discussant meets the criteria)
• Research Collegiality: collective responsibility for the research activities of the school or College (assistance with grant applications, assisting students with publications/presentation, etc.) as determined by the school faculty. Research collegiality is a function of both the quantity and quality of time spent engaged in School research activities.

**Scholarly and Creative Activity Level I**

• One (1) publication in a refereed book or a refereed journal
• Any two (2) additional Elements Demonstrating Scholarly and Creative Activity

**Scholarly and Creative Activity Level II**

• One (1) publication in a refereed book or a refereed journal
• Any one (1) additional Elements Demonstrating Scholarly and Creative Activity

**Scholarly and Creative Activity Level III**

• Two (2) items of Elements Demonstrating Scholarly and Creative Activity

**Scholarly and Creative Activity Level IV**

• One (1) item of Elements Demonstrating Scholarly and Creative Activity

**Scholarly and Creative Activity Level V**

• No activity documented in the Scholarly and Creative area.
SERVICE

The NURSING PROGRAM defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the college, university, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member’s role as a nurse educator. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate service and/or leadership at the Departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the Department level, the Personnel Committee and Director also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with social service agencies and organizations.

The Director and the Personnel Committee assess the quality of service leadership based on the faculty member’s documentation. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing university, college, or department committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

SERVICE LEVEL I
Documented quality contributions on five (5) of the following levels, or documented quality contributions on three (3) of the levels with documented extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL II
Documented quality contributions on four (4) of the following levels, or documented quality contributions on two (2) of the levels with extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
• Leadership or active participation in an international, national, or state professional organization
• Active participation in advisory board meetings and activities

Service Level III
Documented quality contributions on three (3) of the following levels or documented quality contributions on one (1) of the levels with extraordinary service or leadership on at least one (1) additional level
• Leadership and service at the Department level
• Leadership and/or service at the College level
• Leadership and/or service at the University level
• Leadership and/or service at the community level
• Leadership or active participation in an international, national, or state professional organization
• Active participation in advisory board meetings and activities

Service Level IV
Documented quality contributions on two (2) of the following levels or documented quality contributions on only one (1) level
• Service at the Department level
• Service at the College level
• Service at the University level
• Service at the community level
• Participation in an international, national, or state professional organization
• Active participation in advisory board meetings and activities

Service Level V
Documented quality contributions at only one (1) level or no documented service contributions at any level
• Service at the Department level
• Service at the College level
• Service at the University level
• Service at the community level
• Participation in an international, national, or state professional organization
• Participation in advisory board meetings and activities

COLLEGIALITY
The NURSING PROGRAM expects all faculty to maintain collegial relationships in the school of nursing, college of health professions, the university and the community as part of a satisfactory evaluation. Collegiality is measured on the basis of interactions with colleagues in teaching, scholarship and service.

The Director and the Personnel Committee assess collegiality based on observation and feedback shared by peers, faculty in other departments, staff, and the director. Examples of collegiality are respectful sharing of information, seeking of advice, offering of support, sharing constructive feedback, sharing expertise and willingness to participate in School, College and University events in a show of support. Lack of collegiality such as incivility, withholding of information, lack of participation, gossip, lack of collaborative discourse, no evidence of problem solving and preparation, little exchange of information, and little sharing of resources, will be further evidence of not meeting the expected level for continued appointment in the School of Nursing. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate collegiality.

**COLLEGIAL LEVEL I**
Exhibit at least four (4) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

- Readily share accurate information
- Share expertise
- Offer constructive feedback
- Show support by covering for all faculty
- Civil discourse with faculty and staff
- Collaborative discourse
- Cover for other faculty when needed
- Share time and space
- Prepare for courses and meetings
- Participate in school, college and university events
- Active participation in meetings
- Active problem solving with absence of blame

**COLLEGIAL LEVEL II**
Exhibit at least four (4) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

- Readily share accurate information
- Share expertise
- Offer constructive feedback
- Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIAL LEVEL III**
Exhibit at least four (3) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.
• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIAL LEVEL IV**
Exhibit at least four (2) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.
• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIAL LEVEL V**
Exhibits none of the following behaviors consistently or exhibits negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**MAJOR RESPONSIBILITIES ASSOCIATED WITH THIS PPS**

Major responsibilities for routine assignments with this PPS include the following:
1. The School of Nursing faculty shall review this PPS E2Y.

**CERTIFICATION STATEMENT**

This PPS has been approved by the following individuals in his/her official capacity and represents Department policy and procedures from the date of this document until superseded.

______________________________________________  ______________________
Personnel Committee Reviewer                        Date

______________________________________________  ______________________
School of Nursing Director                           Date
PURPOSE

This Department Policy and Procedure Statement sets forth criteria and guidelines for Annual Review (January–December) in the School of Nursing, also referred to as the Nursing Program or Department. The expectations described are minimum expectations only. Although annual evaluations will form part of a faculty member’s file for post-tenure review, tenure, and promotion, meeting or exceeding these expectations by a faculty member does not assure reappointment. These annual evaluation criteria are based on the following sources:

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.09: Performance Evaluation of Continuing Faculty and Post-Tenure Review
3. VPAA/PPS 8.10: Tenure and Promotion Review
4. VPAA/PPS 8.11: Performance Evaluation of Non-Continuing Faculty
5. College of Health Professions/PPS 8.01: Tenure and Promotion
6. VPAA/PPS 7.18: Clinical Faculty Appointments
7. VPAA/PPS 7.10: Procedures for Awarding Faculty Merit and Performance Raises

PROCESS

1. All Nursing School faculty will be evaluated annually by the Nursing Program. The evaluation covers the preceding calendar year. The director will give each faculty member a summative evaluation letter or the completed Director’s Evaluation Form to provide evaluation feedback. A copy of the summative evaluation from the NURSING PROGRAM Personnel Committee and the Director will be placed in the faculty’s personnel file in the Director’s Suite.

2. The NURSING PROGRAM will perform an annual evaluation of all adjunct and clinical faculty. Following a review of student, peer or director classroom/clinical evaluations, a copy of the evaluation will be given to all adjunct and clinical faculty. Teaching performance as documented by the evaluations will be considered for future reappointment of clinical and adjunct faculty subject to departmental needs.

3. The purposes of annual faculty evaluation are to provide for self-development; to identify, reinforce, and share the strengths of faculty; to extend opportunities for continuous professional
development; and to provide for identifying and strengthening the role of faculty members within their departments. The evaluation also provides information that may be used in post-tenure review, tenure and promotion recommendations, awarding of performance and merit raises, and decisions regarding the retention of faculty, or of tenure itself.

4. This annual evaluation of faculty is the responsibility of faculty governance, a duty shared by NURSING PROGRAM director and the personnel committee.

5. Definitions for this policy follow the definitions set forth in VPAA/PPS 8.09.

TEACHING

Both the Personnel Committee of the NURSING PROGRAM and the Director will annually evaluate the teaching of every NURSING PROGRAM faculty member, based on work performed from January-December. The evaluation is based on:

1) evidence of scholarly preparation,
2) dedication as measured by commitment to class attendance, office hours, and course duties,
3) official peer evaluations by faculty members,
4) official student class evaluations, and
5) the faculty member’s annual/self-evaluation.

Tenure-track faculty should request that tenured faculty conduct a peer evaluation of their classroom teaching every semester. Tenured faculty may also request peer evaluations.

The NURSING PROGRAM defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, clinical education & teaching, maintaining a minimum of five office hours per week for students enrolled in classes and additional hours during registration periods, advising students appropriately, timely on academic and career matters, maintaining competency in the profession by obtaining professional CEU'S, maintaining licensure and national credentials, sponsoring student organizations/activities outside of the classroom, and mentoring students.

Required Teaching Elements
All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards (very high quality=4.0+ on 5-point scale; high quality =3.75; adequate quality = 3.5)
- Maintain at least five office hours per week for advising

Additional Teaching Elements
Elements which further demonstrate teaching quality are:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student organization
- Sponsorship of outside student activities or student research
• Teaching overloads, large classes, or writing intensive courses
• Teaching courses by distance education strategies
• Overseeing independent studies or student research
• Developing library or other learning resources
• Developing or using challenging instructional methods over and above normal classroom expectation (such as audio production or software development)
• Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
• Conducting guest lectures
• Conducting student NURSING PROGRAM orientation sessions, clinical instructor workshops, or Bobcat Days
• Winning a teaching award
• Demonstrating progress toward a relevant advanced degree
• Providing meaningful input into curriculum development
• New course curriculum development
• Major revision of course curriculum
• Other elements as approved

**Teaching Level I**
A Level I rating in Teaching indicates that all of the following elements were present:

• Weighted-mean student evaluations of teaching ≥4.40 on a 5-point scale
• All Required Teaching Elements (see above list) are evident
• Three (3) Additional Teaching Elements (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level II**
A Level II rating in Teaching indicates that all of the following elements were present:

• Weighted-mean student evaluations of teaching of 4.25 on a 5-point scale
• All Required Teaching Elements are evident
• Two (2) Additional Teaching Elements (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level III**
A Level III rating in Teaching indicates that all of the following elements were present:

• Weighted-mean student evaluations of teaching of 4.0 on a 5-point scale
• All Required Teaching Elements are evident
• One (1) Additional Teaching Elements (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level IV**
A Level IV rating in Teaching indicates a failure to meet the following criteria:
- Weighted-mean student evaluations of teaching of 3.75 on a 5-point scale
- All Required Teaching Elements

**TEACHING LEVEL V**
A Level V rating in Teaching indicates a failure to meet the following criteria:
- Weighted-mean student evaluations of teaching of 3.50 on a 5-point scale
- All Required Teaching Elements

**SCHOLARLY AND CREATIVE ACTIVITY**
*(NOT A REQUIREMENT FOR CLINICAL TRACK FACULTY)*

Tenured/Tenure-track Faculty in the NURSING PROGRAM recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research.

In no case will "equivalent activities" be considered to replace completely traditional refereed scholarly activities for tenure-track faculty. Referred means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Articles, books, or monographs “in press” can be counted in annual review only once. (For example, a document cannot be counted “in press” during one annual review cycle and counted again in subsequent years when it is actually in print. The faculty member must indicate in which annual review cycle he or she wants the document “in press” to be counted and must document its status.)

In addition to the quantitative requirement, there is an important qualitative requirement. The Director and Personnel Committee will provide a qualitative assessment of the candidate's scholarship based on such factors as acceptance rates of journals in which articles have appeared, prestige of organizations to which papers were presented, and opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, and the source, award amount, and educational or research significance of any grant or contract.

Clinical Track and Adjunct Faculty are not required to show evidence of scholarly and creative activity for the evaluation process; however, they are strongly encouraged to participate in scholarship commensurate with their education and as part of the scholarship of teaching.

During the first year of appointment, tenure-track faculty are encouraged to focus on excellence in teaching with less emphasis placed on service and scholarship; however, development of an ongoing program of research is encouraged from day one.

**Elements Demonstrating Scholarly and Creative Activity** including but are not limited to the following list:
- One (1) approved but not funded grant or contract
- One (1) funded grant or contract
• One (1) publication in a refereed book or an article in a refereed journal
• Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
• One (1) international or national scholarly presentation
• Two (2) regional or state scholarly presentations—paper or poster
• Two (2) Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
• Four (4) book review and/or newsletter articles
• One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
• One (1) referred chapter in a book, textbook, or monograph
• One (1) technical report or monograph based on grant activity
• Editing one (1) book
• Two (2) publications in non-peer reviewed journal
• Submitted or approved IRB
• Ongoing research with significant documentation of progress including target date of completion
• Or any combination of equivalent activities (for example, 1 scholarly presentation and 1 panel discussant meets the criteria)
• Learning aids (such as creation of scenarios used as published teaching modules)
  *Appropriate for clinical track faculty scholarship
• Research Collegiality: collective responsibility for the research activities of the school or College (assistance with grant applications, assisting students with publications/presentation, etc.) as determined by the school faculty. Research collegiality is a function of both the quantity and quality of time spent engaged in School research activities.

**Scholarly and Creative Activity Level I**

• One (1) publication in a refereed book or a refereed journal
  • Any two (2) additional **Elements Demonstrating Scholarly and Creative Activity**

**Scholarly and Creative Activity Level II**

• One (1) publication in a refereed book or a refereed journal
  • Any one (1) additional **Elements Demonstrating Scholarly and Creative Activity**

**Scholarly and Creative Activity Level III**

• Two (2) items of **Elements Demonstrating Scholarly and Creative Activity**
**Scholarly and Creative Activity Level IV**

- One (1) item of Elements Demonstrating Scholarly and Creative Activity

**Scholarly and Creative Activity Level V**

- No activity documented in the Scholarly and Creative area.

**Service**

The NURSING PROGRAM defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the college, university, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member’s role as a nurse educator. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate service and/or leadership at the Departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the Department level, the Personnel Committee and Director also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with social service agencies and organizations.

The Director and the Personnel Committee assess the quality of service leadership based on the faculty member’s documentation. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing university, college, or department committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

**Service Level I**

Documented quality contributions on five (5) of the following levels, or documented quality contributions on three (3) of the levels with documented extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities
**Service Level II**
Documented quality contributions on four (4) of the following levels, or documented quality contributions on two (2) of the levels with extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

**Service Level III**
Documented quality contributions on three (3) of the following levels or documented quality contributions on one (1) of the levels with extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

**Service Level IV**
Documented quality contributions on two (2) of the following levels or documented quality contributions on only one (1) level

- Service at the Department level
- Service at the College level
- Service at the University level
- Service at the community level
- Participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

**Service Level V**
Documented quality contributions at only one (1) level or no documented service contributions at any level

- Service at the Department level
- Service at the College level
- Service at the University level
- Service at the community level
- Participation in an international, national, or state professional organization
- Participation in advisory board meetings and activities

**COLLEGIALITY**

The NURSING PROGRAM expects all faculty to maintain collegial relationships in the school of nursing, college of health professions, the university and the community as part of a satisfactory evaluation. Collegiality is an essential element of a spirit of community in any academic institution in order to achieve the common goal and is defined as cooperative interaction among colleagues. Collegiality is measured on the basis of interactions with colleagues in teaching, scholarship and service.

The Director and the Personnel Committee assess collegiality based on observation and feedback shared by peers, faculty in other departments, staff, and the director. Examples of collegiality are respectful sharing of information, seeking of advice, offering of support, sharing constructive feedback, sharing expertise and willingness to participate in School, College and University events in a show of support. Lack of collegiality such as incivility, withholding of information, lack of participation, gossip, lack of collaborative discourse, no evidence of problem solving and preparation, little exchange of information, and little sharing of resources, will be further evidence of not meeting the expected level for continued appointment in the School of Nursing. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate collegiality.

**COLLEGIAL LEVEL I**

Exhibit at least four (4) of the following behaviors consistently, with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

- Readily share accurate information
- Share expertise
- Offer constructive feedback
- Show support by covering for all faculty
- Civil discourse with faculty and staff
- Collaborative discourse
- Cover for other faculty when needed
- Share time and space
- Prepare for courses and meetings
- Participate in school, college and university events
- Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIATIVE LEVEL II**
Exhibit at least four (4) of the following behaviors consistently, with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIATIVE LEVEL III**
Exhibit at least four (3) of the following behaviors consistently, with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIATIVE LEVEL IV**
Exhibit at least four (2) of the following behaviors consistently, with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.
• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIAL LEVEL V**
Exhibits none of the following behaviors consistently or exhibits negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.
• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame
LEVELS OF EXPECTATION FOR REAPPOINTMENT OF FACULTY

The NURSING PROGRAM has defined in the document, SON/PPS 08.02 “Annual, Reappointment, Post-Tenure Review, Clinical Faculty and Adjunct Faculty Review”, the definition of Teaching Levels I-V; Scholarly and Creative Activity Levels I-V; Service Levels I-V; and Collegiality I-V. These definitions were approved by the faculty on 2/25/2009 to conform to language used in current Texas State policy statements and the 2007 Faculty Handbook*.

Reappointment. Non-tenured faculty may be appointed either as continuing faculty, temporary faculty or clinical faculty. According to the 2007 Faculty Handbook*, continuing faculty include those who are hired in a traditional academic rank with the clear understanding that they may be rehired for one or more additional years. Eligibility for reappointment is contingent upon a continuing faculty member achieving satisfactory annual evaluations (Faculty Handbook, pg. 36; PPS 8.09**).

Annual Review. The purposes of annual review include providing an opportunity for self-development; identifying, reinforcing, and sharing the strength of faculty; extending opportunities for continuous development; and identifying and strengthening the role of the faculty members in the unit (Faculty Handbook, page 39).

Faculty annual reviews are separate from but related to the tenure and promotion reviews. Cumulative annual reviews inform the Personnel Committee and Director about the body of work that the faculty person is developing over time. Annual evaluations form part of a faculty member’s file in tenure and promotion decisions (Faculty Handbook, pg. 39). Specific guidelines for evaluating tenure-track faculty members are found in PPS 8.01***.

According to our SON policy:

- **Level I** equates excellent activity and progress toward meeting Department and personal professional goals
- **Level II** equates very good activity and progress toward meeting Department and personal professional goals
- **Level III** equates good activity and progress toward meeting Department and personal professional goals
- **Level IV** equates poor activity and progress toward meeting Department and personal professional goals
- **Level V** equates inadequate activity and progress toward meeting Department and personal professional goals

Post-Tenure Review. Faculty are expected to meet teaching, scholarly/creative activity, and service levels outlined in “Levels of Expectation” identified in the table below. Faculty failure to meet Post-tenure expectations will be reviewed according to guidelines per PPS 8.09. The calendar for director and personnel committee action will be followed culminating in a professional development plan for the faculty member under review. If departmental
expectations are not met, the director will notify the college dean for further action through the college review group as described in PPS 8.09.

**Levels of Expectation.** To be deemed eligible for reappointment faculty activities and behaviors should meet the following minimum levels of expectations of Teaching, Scholarly and Creative Activity, Service and Collegiality:

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Scholarly and Creative Activity</th>
<th>Service</th>
<th>Collegiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>III</td>
<td>III</td>
<td>III</td>
<td>III</td>
</tr>
<tr>
<td>Reappointment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Tenure Review</td>
<td>III</td>
<td>III</td>
<td>III</td>
<td>III</td>
</tr>
<tr>
<td>Non-Tenure-track</td>
<td>III</td>
<td>IV or higher</td>
<td>III</td>
<td>III</td>
</tr>
</tbody>
</table>

expected but not required for Non-Tenure-track

The faculty handbook is available at [http://www.txstate.edu/academicaffairs/](http://www.txstate.edu/academicaffairs/) (click on Faculty Handbook under resources).

The following policies, as well as other Texas State University academic policies can be found at [http://www.provost.txstate.edu/pps.html](http://www.provost.txstate.edu/pps.html):

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.09: Performance Evaluation of Continuing Faculty and Post-Tenure Review
3. VPAA/PPS 8.10: Tenure and Promotion Review
4. VPAA/PPS 8.11: Performance Evaluation of Non-Continuing Faculty
5. VPAA/PPS 7.18: Clinical Faculty Appointments
6. VPAA/PPS 7.10: Procedures for Awarding Faculty Merit and Performance Raises

The following policy, as well as other College of Health Professions policies, can be found at [http://www.health.txstate.edu/About/College-Policies-and-Procedures.html](http://www.health.txstate.edu/About/College-Policies-and-Procedures.html):

1. College of Health Professions/PPS 1.01: Tenure and Promotion
All faculty members are required to include a current Texas State vita, highlighting the items relevant to this calendar year (January-December). Tenured and Tenure-track Faculty are also required to document those items marked with an asterisk. You may provide additional documentation as well.

1. **Teaching Area**

   A. **Student Evaluation of Teaching**

      *Rating*  
      *Number of Students*

      **Spring Semester Courses**

      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

      **Summer Semester (if indicated) Courses**

      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

      **Fall Semester Courses**

      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

      **Weighted Mean**: (course evals x student #s summed/total student #s) __________
B. **Peer Evaluation of Teaching** (mandatory for tenure-track faculty) *

C. **Director Evaluation of Teaching**

D. **Advising Responsibilities** (include number of advisees, if indicated, and other relevant information)

E. **Professional Development** (Licensure, continuing education, pursuit of advanced degree)

F. **Other activities** (Student research or theses, writing-intensive courses, large classes, overload)

2. **Scholarly and Creative Activities** *
   A. External Grants
   B. Internal Grants
   C. Publications (refereed articles, books, book chapters, book reviews)
   D. Editorial Board activity
   E. Presentations
   F. Discussant or Presenter at panel or workshop

3. **Service** (indicate and document participation) *
   A. Service to professional organizations
   B. Community service
   C. University service
   D. College service
   E. School of Nursing

4. **Collegiality** *
   A. All faculty are expected to maintain collegial relationships in the school of nursing, college of health professions and the university as part of a satisfactory evaluation.
   B. Collegiality is measured on the basis of interactions with colleagues in teaching, scholarship and service. Sharing of information, seeking of advice, offering of support, sharing constructive feedback, sharing expertise and willingness to participate in School, College and University events in a show of support, are examples of collegiality.
   C. Incivility, withholding of information, lack of participation, gossip, lack of collaborative discourse, no evidence of problem solving and preparation, little exchange of information, and little sharing of resources, indicate lack of collegiality.

5. **Other areas** (Use this area to provide additional information not addressed in the above categories, and document at your discretion.)
SELF-EVALUATION AND GOALS
ANNUAL REVIEW PROCESS
School of Nursing
College of Health Professions
Texas State University-San Marcos

Faculty Member’s Name: ____________________________

Tenure-Track ______ Tenured _______ Non-tenure-track ______

SELF-EVALUATION: CALENDAR YEAR OF JANUARY ______ THROUGH DECEMBER ______.

Please carefully consider your performance as a faculty member over the last calendar year, and assess both your strengths and areas you wish to enhance.

- **TEACHING**
- **RESEARCH AND SCHOLARSHIP**
- **SERVICE**
- **COLLEGIALITY**
- **OVERALL PERFORMANCE**

GOALS FOR CALENDAR YEAR OF JANUARY ______ THROUGH DECEMBER ______.

Please carefully consider your goals as a faculty member for the coming calendar year, assessing what are your aspirations, what you can realistically accomplish, and how you plan to accomplish the goals you set.

- **TEACHING**
- **RESEARCH AND SCHOLARSHIP**
- **SERVICE**
- **COLLEGIALITY**
- **OVERALL PERFORMANCE**
Personnel Committee’s Evaluation of Faculty
(Performance Rating covering ________ to ________)

Faculty member’s name ________________________________________________
Tenured_____ Tenure-track______ Not tenure-track ________ Rank_____________________

Please distinctly circle or check the appropriate category.

Teaching. This faculty member’s performance level was:

<table>
<thead>
<tr>
<th>I Excellent</th>
<th>II Very good</th>
<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

Explanation:

Scholarship. This faculty member’s performance level was:

<table>
<thead>
<tr>
<th>I Excellent</th>
<th>II Very good</th>
<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

Explanation:
**Service.** This faculty member’s performance level was:

<table>
<thead>
<tr>
<th>I Excellent</th>
<th>II Very good</th>
<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

Explanation:

**Collegiality.** This faculty member’s performance level was:

<table>
<thead>
<tr>
<th>I Excellent</th>
<th>II Very good</th>
<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

Explanation:

**Personnel Committee Recommendations:**

Reappointment for calendar year 200_

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

School of Nursing Personnel Committee

Date
Director’s Evaluation of Faculty
(Performance Rating covering ______ to ______ )

Faculty member’s name ________________________________

Tenured______ Tenure-track_______ Not tenure-track ________ Rank_____________________

Please distinctly circle or check the appropriate category.

Teaching. This faculty member’s performance level was:

| I Excellent | II Very good | III Good | IV Poor | V Inadequate |

Explanation:

Scholarship. This faculty member’s performance level was:

| I Excellent | II Very good | III Good | IV Poor | V Inadequate |

Explanation:
**Service.** This faculty member’s performance level was:

<table>
<thead>
<tr>
<th></th>
<th>I Excellent</th>
<th>II Very good</th>
<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

*Explanation:*

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**Collegiality.** This faculty member’s performance level was:

<table>
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<tr>
<th></th>
<th>I Excellent</th>
<th>II Very good</th>
<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

*Explanation:*

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**Director’s Decisions:**

Reappointment for calendar year 20_

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<th>Yes</th>
<th>No</th>
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</table>

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*School of Nursing Director* 

*Date*
PURPOSE

This Department Policy and Procedure Statement sets forth criteria and guidelines for Annual Review (January-December) Performance/Merit in the School of Nursing, also referred to as the Nursing Program or Department. The expectations described are minimum expectations only. Although annual evaluations will form part of a faculty member’s file for post-tenure review, tenure, and promotion, meeting or exceeding these expectations by a faculty member does not assure merit or performance increases. These annual evaluation criteria are based on the following sources:

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.09: Performance Evaluation of Continuing Faculty and Post-Tenure Review
3. VPAA/PPS 8.10: Tenure and Promotion Review
4. VPAA/PPS 8.11: Performance Evaluation of Non-Continuing Faculty
5. College of Health Professions/PPS 8.01: Tenure and Promotion
6. VPAA/PPS 7.18: Clinical Faculty Appointments
7. VPAA/PPS 7.10: Procedures for Awarding Faculty Merit and Performance Raises

PROCESS

1. All School of Nursing faculty will be evaluated annually by the Nursing Program. The evaluation covers the preceding calendar year. The director will give each faculty member a summative evaluation letter or the completed Director’s Evaluation Form to provide feedback. A copy of the summative evaluation from the NURSING PROGRAM Personnel Committee and the Director will be placed in the faculty’s personnel file in the Director’s Suite.

2. The NURSING PROGRAM will perform an annual evaluation of all adjunct and clinical faculty. Following a review of student, peer or director classroom/clinical evaluations, a copy of the evaluation will be given to all adjunct and clinical faculty. Teaching performance as documented by the evaluations will be considered for future reappointment of clinical and adjunct faculty subject to departmental needs.

3. The purposes of annual faculty evaluation are to provide for self-development; to identify, reinforce, and share the strengths of faculty; to extend opportunities for continuous professional development; and to provide for identifying and strengthening the role of faculty members
within their departments. The evaluation also provides information that may be used in post-tenure review and tenure and promotion recommendations, in the awarding of performance and merit raises, and in decisions regarding the retention of faculty or of tenure itself.

4. This annual evaluation of faculty is the responsibility of faculty governance, a duty shared by NURSING PROGRAM director and the Personnel Committee.

5. Definitions for this policy follow the definitions set forth in VPAA/PPS 8.09.

**TEACHING**

Both the Personnel Committee of the NURSING PROGRAM and the Director will annually evaluate the teaching of every NURSING PROGRAM faculty member, based on work performed from January-December. The evaluation is based on:

1) evidence of scholarly preparation,
2) dedication as measured by commitment to class attendance, office hours, and course duties,
3) official peer evaluations by faculty members,
4) official student class evaluations, and
5) the faculty member’s annual/self-evaluation.

Tenure-track faculty should request that tenured faculty conduct a peer evaluation of their classroom teaching every semester. Tenured faculty may also request peer evaluations.

The NURSING PROGRAM defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, clinical education & teaching, maintaining a minimum of five office hours per week for students enrolled in classes and additional hours during registration periods, advising students appropriately, timely on academic and career matters, maintaining competency in the profession by obtaining professional CEU'S, maintaining licensure and national credentials, sponsoring student organizations/activities outside of the classroom, and mentoring students.

**Required Teaching Elements**

All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards (very high quality=4.0+ on 5-point scale; high quality =3.75; adequate quality = 3.5)
- Maintain at least five office hours per week for advising
- Provide additional office hours to be accessible to students for advising and counseling as needed
- Maintain professional competence by securing appropriate CEU'S
- Maintain licensure and national credentials (where appropriate)

**Additional Teaching Elements**

Elements which further demonstrate teaching quality are:
- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student organization
- Sponsorship of outside student activities or student research
- Teaching overloads, large classes, or writing intensive courses
- Teaching courses by distance education strategies
- Overseeing independent studies or student research
- Developing library or other learning resources
- Developing or using challenging instructional methods over and above normal classroom expectation (such as audio production or software development)
- Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
- Conducting guest lectures
- Conducting student NURSING PROGRAM orientation sessions, clinical instructor workshops, or Bobcat Days
- Winning a teaching award
- Demonstrating progress toward a relevant advanced degree
- Providing meaningful input into curriculum development
- New course curriculum development
- Major revision of course curriculum
- Other elements as approved

**Teaching Level I**
A Level I rating in Teaching indicates that all of the following elements were present:
- Weighted-mean student evaluations of teaching ≥4.40 on a 5-point scale
- All Required Teaching Elements (see above list) are evident
- Three (3) Additional Teaching Elements (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level II**
A Level II rating in Teaching indicates that all of the following elements were present:
- Weighted-mean student evaluations of teaching of 4.25 on a 5-point scale
- All Required Teaching Elements are evident
- Two (2) Additional Teaching Elements (see above list) as determined by the Personnel Committee and the Director.

**Teaching Level III**
A Level III rating in Teaching indicates that all of the following elements were present:
- Weighted-mean student evaluations of teaching of 4.0 on a 5-point scale
- All Required Teaching Elements are evident
- One (1) Additional Teaching Elements (see above list) as determined by the Personnel Committee and the Director.
**TEACHING LEVEL IV**
A Level IV rating in Teaching indicates a failure to meet the following criteria:

- Weighted-mean student evaluations of teaching of 3.75 on a 5-point scale
- All Required Teaching Elements

**TEACHING LEVEL V**
A Level V rating in Teaching indicates a failure to meet the following criteria:

- Weighted-mean student evaluations of teaching of 3.50 on a 5-point scale
- All Required Teaching Elements

**SCHOLARLY AND CREATIVE ACTIVITY**
**(NOT A REQUIREMENT FOR CLINICAL TRACK FACULTY)**

Faculty in the NURSING PROGRAM recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research.

In no case will "equivalent activities" be considered to replace completely traditional refereed scholarly activities. Referred means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Articles, books, or monographs “in press” can be counted in annual review only once. (For example, a document cannot be counted “in press” during one annual review cycle and counted again in subsequent years when it is actually in print. The faculty member must indicate in which annual review cycle he or she wants the document “in press” to be counted and must document its status.)

In addition to the quantitative requirement, there is an important qualitative requirement. The Director and Personnel Committee will provide a qualitative assessment of the candidate's scholarship based on such factors as acceptance rates of journals in which articles have appeared, prestige of organizations to which papers were presented, and opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, and the source, award amount, and educational or research significance of any grant or contract.

Clinical Track and Adjunct Faculty are not required to show evidence of scholarly and creative activity for the evaluation process; however, they are strongly encouraged to participate in scholarship commensurate with their education and as part of the scholarship of teaching.

During the first year of appointment, tenure-track faculty are encouraged to focus on excellence in teaching with less emphasis placed on service and scholarship; however, development of an ongoing program of research is encouraged from day one.

**Elements Demonstrating Scholarly and Creative Activity** including but are not limited to the following list:

- One (1) approved but not funded grant or contract
• One (1) funded grant or contract
• One (1) publication in a refereed book or an article in a refereed journal
• Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
• One (1) international or national scholarly presentation
• Two (2) regional or state scholarly presentations
• Two (2) Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
• Four (4) book review and/or newsletter articles
• One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
• One (1) referred chapter in a book, textbook, or monograph
• One (1) technical report or monograph based on grant activity
• Editing one (1) book
• Two (2) publications in non-peer reviewed journal
• Submitted or approved IRB
• Ongoing research with significant documentation of progress including target date of completion
• Or any combination of equivalent activities (for example, 1 scholarly presentation and 1 panel discussant meets the criteria)

**Scholarly and Creative Activity Level I**
- One (1) publication in a refereed book or a refereed journal
- Any two (2) additional **Elements Demonstrating Scholarly and Creative Activity**

**Scholarly and Creative Activity Level II**
- One (1) publication in a refereed book or a refereed journal
- Any one (1) additional **Elements Demonstrating Scholarly and Creative Activity**

**Scholarly and Creative Activity Level III**
- Two (2) items of **Elements Demonstrating Scholarly and Creative Activity**

**Scholarly and Creative Activity Level IV**
- One (1) item of **Elements Demonstrating Scholarly and Creative Activity**

**Scholarly and Creative Activity Level V**
- No activity documented in the Scholarly and Creative area.
SERVICE

The NURSING PROGRAM defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the college, university, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member’s role as a nurse educator. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate service and/or leadership at the Departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the Department level, the Personnel Committee and Director also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with social service agencies and organizations.

The Director and the Personnel Committee assess the quality of service leadership based on the faculty member’s documentation. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing university, college, or department committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

SERVICE LEVEL I
Documented quality contributions on five (5) of the following levels, or documented quality contributions on three (3) of the levels with documented extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

SERVICE LEVEL II
Documented quality contributions on four (4) of the following levels, or documented quality contributions on two (2) of the levels with extraordinary service or leadership on at least one (1) additional level

- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

**SERVICE LEVEL III**
Documented quality contributions on three (3) of the following levels or documented quality contributions on one (1) of the levels with extraordinary service or leadership on at least one (1) additional level
- Leadership and service at the Department level
- Leadership and/or service at the College level
- Leadership and/or service at the University level
- Leadership and/or service at the community level
- Leadership or active participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

**SERVICE LEVEL IV**
Documented quality contributions on two (2) of the following levels or documented quality contributions on only one (1) level
- Service at the Department level
- Service at the College level
- Service at the University level
- Service at the community level
- Participation in an international, national, or state professional organization
- Active participation in advisory board meetings and activities

**SERVICE LEVEL V**
Documented quality contributions at only one (1) level or no documented service contributions at any level
- Service at the Department level
- Service at the College level
- Service at the University level
- Service at the community level
- Participation in an international, national, or state professional organization
- Participation in advisory board meetings and activities
COLLEGIALITY

The NURSING PROGRAM expects all faculty to maintain collegial relationships in the school of nursing, college of health professions, the university and the community as part of a satisfactory evaluation. Collegiality is an essential element of a spirit of community in any academic institution in order to achieve the common goal and is defined as cooperative interaction among colleagues. Collegiality is measured on the basis of interactions with colleagues in teaching, scholarship and service.

The Director and the Personnel Committee assess collegiality based on observation and feedback shared by peers, faculty in other departments, staff, and the director. Examples of collegiality are respectful sharing of information, seeking of advice, offering of support, sharing constructive feedback, sharing expertise and willingness to participate in School, College and University events in a show of support. Lack of collegiality such as incivility, withholding of information, lack of participation, gossip, lack of collaborative discourse, no evidence of problem solving and preparation, little exchange of information, and little sharing of resources, will be further evidence of not meeting the expected level for continued appointment in the School of Nursing.

For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate collegiality.

**COLLEGIAL LEVEL I**

Exhibit at least four (4) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

- Readily share accurate information
- Share expertise
- Offer constructive feedback
- Show support by covering for all faculty
- Civil discourse with faculty and staff
- Collaborative discourse
- Cover for other faculty when needed
- Share time and space
- Prepare for courses and meetings
- Participate in school, college and university events
- Active participation in meetings
- Active problem solving with absence of blame

**COLLEGIAL LEVEL II**

Exhibit at least four (4) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

- Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIAL LEVEL III**
Exhibit at least four (3) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
• Collaborative discourse
• Cover for other faculty when needed
• Share time and space
• Prepare for courses and meetings
• Participate in school, college and university events
• Active participation in meetings
• Active problem solving with absence of blame

**COLLEGIAL LEVEL IV**
Exhibit at least four (2) of the following behaviors consistently with no negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

• Readily share accurate information
• Share expertise
• Offer constructive feedback
• Show support by covering for all faculty
• Civil discourse with faculty and staff
- Collaborative discourse
- Cover for other faculty when needed
- Share time and space
- Prepare for courses and meetings
- Participate in school, college and university events
- Active participation in meetings
- Active problem solving with absence of blame

**COLLEGIAL LEVEL V**
Exhibits none of the following behaviors consistently or exhibits negative behaviors that are detrimental to the collegial atmosphere of the school, college or university.

- Readily share accurate information
- Share expertise
- Offer constructive feedback
- Show support by covering for all faculty
- Civil discourse with faculty and staff
- Collaborative discourse
- Cover for other faculty when needed
- Share time and space
- Prepare for courses and meetings
- Participate in school, college and university events
- Active participation in meetings
- Active problem solving with absence of blame
LEVELS OF EXPECTATION FOR PERFORMANCE AND MERIT

The School of Nursing has defined in the document, SON/PPS 08.02 “Annual, Reappointment, Post-Tenure Review, Clinical Faculty and Adjunct Faculty Review” the definition of Teaching Levels I-V; Scholarly and Creative Activity Levels I-V; Service Levels I-V and Collegiality Levels I-V. These definitions were approved by the faculty on 2/25/2009 to conform to language used in current University policy statements and the 2007 faculty handbook®.

Annual Review. The purposes of annual review include providing an opportunity for self-development; identifying, reinforcing, and sharing the strength of faculty; extending opportunities for continuous development; and identifying and strengthening the role of the faculty members in the unit (Faculty Handbook, page 39).

Faculty annual reviews are separate from but related to the tenure and promotion reviews. Cumulative annual reviews inform the Personnel Committee and Director about the body of work that the faculty person is developing over time. Annual evaluations form part of a faculty member’s file in tenure and promotion decisions (Faculty Handbook, pg. 39). Specific guidelines for evaluating tenure-track faculty members are found in PPS 8.01***.

Performance. Performance is a term used at this university to indicate that an employee meets the demands of the job appropriately. Achieving an acceptable performance rating means that a faculty is eligible to be considered for a performance raise, if performance raise money is available. It does not guarantee or imply that a performance raise will be awarded.

Merit. Merit is a category which is used when the President deems it appropriate. Under the current university administration, a faculty member is eligible for merit only when his/her activities can be demonstrated as truly meritorious or outstanding as defined by Department policy. Achieving a meritorious rating means that a faculty is eligible to be considered for a merit raise, if merit raise money is available. It does not guarantee or imply that a merit raise will be awarded.

According to our SON policy:
- Level I equates excellent activity and progress toward meeting Department and personal professional goals
- Level II equates very good activity and progress toward meeting Department and personal professional goals
- Level III equates good activity and progress toward meeting Department and personal professional goals
- Level IV equates poor activity and progress toward meeting Department and personal professional goals
- Level V equates inadequate activity and progress toward meeting Department and personal professional goals
**Levels of Expectation.** To be deemed eligible for performance or merit, faculty activities and behaviors should meet the following minimum levels of expectations of Teaching, Scholarly and Creative Activity, Service and Collegiality:

<table>
<thead>
<tr>
<th>Overall Performance:</th>
<th>Teaching</th>
<th>Scholarly and Creative Activity</th>
<th>Service</th>
<th>Collegiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured/Tenure-track</td>
<td>III</td>
<td>III</td>
<td>III</td>
<td>III</td>
</tr>
<tr>
<td>Non-Tenure-track</td>
<td>III</td>
<td>IV or higher</td>
<td>III</td>
<td>III</td>
</tr>
<tr>
<td>*Merit: (<em>Must have a I in at least one area)</em></td>
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<td></td>
</tr>
<tr>
<td>Tenured/Tenure-track</td>
<td>I or II</td>
<td>I, II, or III</td>
<td>I or II</td>
<td>II</td>
</tr>
<tr>
<td>Non-Tenure-track</td>
<td>I or II</td>
<td>I, II, III or IV</td>
<td>I or II</td>
<td>II</td>
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</table>

The Texas State Faculty Handbook is available at [http://www.txstate.edu/academicaffairs/](http://www.txstate.edu/academicaffairs/) (click on Faculty Handbook under resources).

The following policies, as well as other Texas State University academic policies can be found at [http://www.provost.txstate.edu/pps.html](http://www.provost.txstate.edu/pps.html):

1. VPAA/PPS 8.01: Development/Evaluation of Tenure-Track Faculty
2. VPAA/PPS 8.09: Performance Evaluation of Continuing Faculty and Post-Tenure Review
3. VPAA/PPS 8.10: Tenure and Promotion Review
4. VPAA/PPS 8.11: Performance Evaluation of Non-Continuing Faculty
5. VPAA/PPS 7.18: Clinical Faculty Appointments
6. VPAA/PPS 7.10: Procedures for Awarding Faculty Merit and Performance Raises

The following policy, as well as other College of Health Professions policies, can be found at [http://www.health.txstate.edu/About/College-Policies-and-Procedures.html](http://www.health.txstate.edu/About/College-Policies-and-Procedures.html):

1. College of Health Professions/PPS 1.01: Tenure and Promotion

School of Nursing Policies can be located on TRACS and in the Nursing Faculty Handbook.
All faculty members are required to include a current Texas State vita, highlighting the items relevant to this calendar year (January-December). Tenured and Tenure-track Faculty are also required to document those items marked with an asterisk. You may provide additional documentation as well.

A. Teaching Area

A. Student Evaluation of Teaching*

Spring Semester Courses

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Students</th>
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Summer Semester (if indicated) Courses

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Fall Semester Courses

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</table>

Weighted Mean: (course evaluations X student #s summed/total student #s) ________
B. **Peer Evaluation of Teaching** (mandatory for tenure-track faculty)*

C. **Director Evaluation of Teaching**

D. **Advising Responsibilities** (include number of advisees, if indicated, and other relevant information)

E. **Professional Development** (Licensure, continuing education, pursuit of advanced degree)

F. **Other activities** (Student research or theses, writing-intensive courses, large classes, overload)

B. **Scholarly and Creative Activities***
   A. External Grants*
   B. Internal Grants*
   C. Publications (refereed articles, books, book chapters, book reviews)*
   D. Editorial Board activity
   E. Presentations*
   F. Discussant or Presenter at panel or workshop

C. **Service** (indicate and document participation)*
   A. Service to professional organizations
   B. Community service
   C. University service
   D. College service
   E. School of Nursing

D. **Collegiality***
   A. All faculty are expected to maintain collegial relationships in the school of nursing, college of health professions and the university as part of a satisfactory evaluation.
   B. Collegiality is measured on the basis of interactions with colleagues in teaching, scholarship and service. Sharing of information, seeking of advice, offering of support, sharing constructive feedback, sharing expertise and willingness to participate in School, College and University events in a show of support, are examples of collegiality.
   C. Incivility, withholding of information, lack of participation, gossip, lack of collaborative discourse, no evidence of problem solving and preparation, little exchange of information, and little sharing of resources, indicate lack of collegiality.

5. **Other areas** (Use this area to provide additional information not addressed in the above categories, and document at your discretion.)
Faculty Member’s Name: __________________________

Tenure-Track _______  Tenured ________  Non-tenure-track _______

**SELF-EVALUATION: CALENDAR YEAR OF JANUARY ______ THROUGH DECEMBER ______.**

Please carefully consider your performance as a faculty member over the last calendar year, and assess both your strengths and areas you wish to enhance.

- Teaching
- Research and Scholarship
- Service
- Collegiality
- Overall Performance

**GOALS FOR CALENDAR YEAR OF JANUARY ______ THROUGH DECEMBER ______.**

Please carefully consider your goals as a faculty member for the coming calendar year, assessing what are your aspirations, what you can realistically accomplish, and how you plan to accomplish the goals you set.

- Teaching
- Research and Scholarship
- Service
- Collegiality
- Overall Performance
Personnel Committee’s Evaluation of Faculty
(Performance Rating covering ______ to ______)

Faculty member’s name _______________________________________________________

Tenured_____ Tenure-track______ Non tenure-track ________ Rank_____________________

Please distinctly circle or check the appropriate category.

Teaching. This faculty member’s performance level was:

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Explanation:

Collegiality. This faculty member’s performance level was:

| I Excellent | II Very good | III Good | IV Poor | V Inadequate |

Explanation:

**Personnel Committee Recommendations:**

Performance and Reappointment for calendar year 200_

| Yes | No |

Merit for calendar year 200_

| Yes | High |
| Medium |
| Low |
| No |

______________________________________________  ________________
NURSING PROGRAM Personnel Committee  Date
Director’s Evaluation of Faculty  
(Performance Rating covering ______ to ______ )

Faculty member’s name ________________________________________________

Tenured____  Tenure-track______  Non tenure-track _______  Rank_____________________

*Please distinctly circle or check the appropriate category.*

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<th>III Good</th>
<th>IV Poor</th>
<th>V Inadequate</th>
</tr>
</thead>
</table>

Explanation:

**Director’s Decisions:**

**Performance and Reappointment for calendar year 20**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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**Merit for calendar year 20**

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<th>Yes</th>
<th>High</th>
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_________________________  _________________
Director, Nursing Program    Date
APPENDIX G: College of Health Professions’ Program/Department Chair/School Director Review (ToC)

Texas State University-San Marcos
College of Health Professions

Program/Department Chair/School Director Review

Name________________________ Faculty Rank ____________________________

Department/Program/School________________________

Date of appointment as Chair/Director_____________________

Date of Review____________________________

Note: This document is intended to be used in conjunction with personal discussion and after review of annual documentation provided by chair/director.

ELEMENTS OF REVIEW

MANAGEMENT OF ACADEMIC UNIT

a. Organization and Delegation – mission, vision, goals; objectives defined, implemented; work distribution; effective organization

b. Communications – information flow; clarity; completeness; accessibility

c. Faculty and Staff – department morale; judgment; effectiveness in dealing with concerns

d. Accreditation – maintain standards
ELEMENTS OF REVIEW (continued)

RESOURCES MANAGEMENT

e. Human Resources

1. Faculty – turnover; development and mentoring; diversity recruitment; administration

2. Staff – turnover; development; diversity administration; productivity

3. Students – recruitment; advising; responsiveness; demonstrated interest

4. Others within CHP – appropriate consultation

f. Financial Resources

1. Budget – monitoring and tracking

2. Development – non-state sources; research and service grants; service contracts and fees; philanthropic support; consultation

g. Facilities and Equipment

1. Space – allocation of available space

2. Durable goods – clinical and lab equipment; telecommunications and computer equipment

ELEMENTS OF REVIEW (continued)

II. Teaching

a. Personal Participation – classroom, laboratory, small group, clinic, student evaluations

b. Curriculum – new courses, change of courses, electronic formats

c. Teaching Environment – culture within department/program/school
III. Research and Scholarship

a. Personal participation – principal investigator; team

b. Publications – peer-review; single or multiple authorship; books or chapters

c. Papers presented – invited; competitive peer-review; oral/poster; national/ regional/state/local

d. Research environment - department/program/school support; research culture

Elements of Review (continued)

IV. Service

a. Clinical/Professional – effort; recognized skills; consultation

b. CHP/University Committees – recognized contribution(s)

c. External Service – professional societies; advisory panels; editorial boards; community relations; collaborative

d. Service Environment – culture within department/program/school; support of service

V. Summary Comments

a. Strengths, accomplishments

b. Opportunities for development, goal-setting, new initiatives
c. Performance Analysis from Faculty Perceptions Instrument

Size of population __________
Number of responses __________
Summary of scores __________

Response by Department Chair/Program Director (optional):

Chair/Director’s Signature ____________________________

Reviewer’s Signature ________________________________

Date of Review ________________________________
APPENDIX H: Course Evaluations (ToC)

- Texas State University requires departments/schools to evaluate their faculty members yearly. This evaluation is intended to benefit the faculty member and to improve faculty performance. Teaching is the primary factor in all faculty evaluation. Specific procedures of the evaluation are determined by the departments/schools.

- The University requires that students have the opportunity to evaluate their instructors. The means of evaluation are determined by the departments/schools.

- Evaluations of faculty within the School of Nursing will be administered through Survey Monkey for students to complete anonymously at the end of the course. Instructions will be provided to students on how to access the site. Faculty will not be present during the evaluation process and will only receive results as aggregate data.

- There are three different survey versions, one each for didactic, clinical and simulation laboratory courses.

- Scores will be utilized for performance evaluations. Faculty will also be responsible for utilizing the feedback from the students evaluations in course re-design and to enhance and improve teaching effectiveness.
NURS

1.

DIDACTIC EVALUATION:
FACULTY:

This evaluation will be used to assess your instructor’s effectiveness as a teacher, and will be used as part of the faculty annual evaluation for continued employment, promotion, tenure and salary consideration. Your constructive responses will provide feedback to help the faculty improve the course, as well as their teaching.

This evaluation is anonymous. Comments will only be shared in aggregate, not as individual comments from students. Thank you in advance!

2. STUDENT SELF-EVALUATION

1. Please evaluate yourself so that you may determine how your behavior impacted your own learning and to help improve your future learning.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

2. Please type any comments you have about your participation in the course.

3. STUDENT EVALUATION OF COURSE

128
### 1. Please evaluate your course.

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly</th>
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<tbody>
<tr>
<td>Disagree</td>
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<td>Agree</td>
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<tr>
<td>Strongly</td>
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</table>

1. The course met the stated course objectives.
2. The course content was helpful to me in relation to my career goals.
3. The course met my expectations.
4. A sense of community or belonging was developed in the course.
5. Class time and course assignments actively engaged me in the learning process.

### 2. Please type any comments you have about the course.

### 4. COURSE FACULTY EVALUATION

### 1. Please rate your course faculty

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Disagree</th>
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<td>Agree</td>
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<tr>
<td>Strongly</td>
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</tr>
</tbody>
</table>

1. Faculty encouraged students to develop and verbalize differing opinions related to course materials and to respectfully challenge others’ ideas and opinions.
2. Faculty provided opportunities to collaborate with fellow students to enhance student learning experience(s).
3. Faculty provided feedback according to the syllabus in person, via email, or via TRACS.
4. Faculty encouraged student-faculty interaction throughout the course.
5. Faculty were available and accessible by person, e-mail, or phone for questions concerning the course.
6. Faculty set student expectations at the beginning of each course.
7. Faculty demonstrated respect and concern for the students.
8. Faculty utilized a variety of strategies to accommodate individual learning styles.
2. Please type any comments about the faculty of this course.
NURS

1.

CLINICAL EVALUATION:
SITE:
FACULTY:

This evaluation will be used to assess your instructor's effectiveness as a teacher, and will be used as part of the faculty annual evaluation for continued employment, promotion, tenure and salary consideration. Your constructive responses will provide feedback to help the faculty improve the labs and clinical, as well as their teaching.

This evaluation is anonymous. Comments will only be shared in aggregate, not as individual comments from students. Thank you in advance!

2. STUDENT SELF-EVALUATION

1. Please evaluate yourself so that you may determine how your behavior impacted your own learning and to help improve your future learning.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I set personal goals for learning in this clinical/lab.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. When I received feedback from my faculty regarding clinical/lab performance, I reviewed the responses from them to improve my learning.</td>
<td></td>
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</tr>
<tr>
<td>3. I completed my clinical/lab assignments promptly according to due dates.</td>
<td></td>
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<tr>
<td>4. I took advantage of the opportunities to interact with other students and faculty during the clinical/lab.</td>
<td></td>
<td></td>
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<tr>
<td>5. I asked questions of the faculty to obtain clear information about faculty expectations of my performance in the clinical/lab.</td>
<td></td>
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<tr>
<td>6. I showed respect for faculty and fellow students in the clinical/lab.</td>
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<tr>
<td>7. I challenged myself to transfer or apply knowledge gained through the clinical/lab to my personal or professional experiences.</td>
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<td>8. I took advantage of active learning opportunities that were provided.</td>
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</tbody>
</table>

2. Please type any comments you have about your participation in the clinical/lab.

3. CLINICAL/LAB EVALUATION
## 1. Please evaluate your clinical/lab

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course met the stated course objectives.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>2. The clinical/lab content was helpful to me in relation to my career goals.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>3. The clinical/lab met my expectations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. A sense of community or belonging was developed in the clinical/lab sections.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>5. The clinical/lab time and assignments actively engaged me in the learning process.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. I was able to meet most of my clinical objectives at this site.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. The clinical setting provided a positive clinical experience for me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>8. I would like to return to this clinical site for more experience.</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

## 2. Please type any comments you have about the clinical/lab

[Blank space for comments]

## 4. CLINICAL/LAB FACULTY EVALUATION

## 1. Please rate your clinical/lab faculty

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty encouraged students to develop and verbalize differing opinions related to clinical/lab materials and to respectfully challenge others' ideas and opinions.</td>
<td>☐</td>
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<tr>
<td>2. Faculty provided opportunities to collaborate with fellow students to enhance student learning experience(s).</td>
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<tr>
<td>3. Faculty provided feedback according to the syllabus in person, via email, or via TRACS.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>4. Faculty encouraged student-faculty interaction throughout the clinical/lab.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>5. Faculty were available and accessible by person, e-mail, or phone for questions concerning the clinical/lab.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>6. Faculty set student expectations at the beginning of the clinical/lab.</td>
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<tr>
<td>7. Faculty demonstrated respect and concern for the students.</td>
<td>☐</td>
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<tr>
<td>8. Faculty utilized a variety of strategies to accommodate individual learning styles.</td>
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</tr>
</tbody>
</table>
2. Please type any comments about the faculty of this clinical/lab.
1. Please complete this evaluation of your simulation lab experience this semester

1. The lab environment was conducive to learning/facilitated my meeting my learning objectives.

2. The lab time was adequate to meet my learning needs and objectives.

3. The lab technology was beneficial to my learning needs.

4. The lab offered "life-like" learning opportunities to perform client care.

5. The lab mannequins and equipment functioned correctly.

6. The lab supplies were adequate to practice skills.

7. The lab video and sound equipment functioned correctly.

8. The lab staff were helpful in use of the lab.

9. Overall, the lab experience promoted student learning.

10. Overall, the lab experience was a positive experience.

2. Please type any comments you have about the practice and simulation lab.
APPENDIX I: Admission Procedures (ToC)

Texas State University-San Marcos
School of Nursing
Admission Procedures

For the most up-to-date procedures see the SON website:
http://www.nursing.txstate.edu/BSN-admission/Procedures.html

ADMISSION PROCEDURES as posted on the website, August 2011:

Applying for Admission to the School of Nursing

Admission to the Program

Admission to the Texas State School of Nursing is competitive and selective. 100 students are admitted each fall, and there is only one application period per year. The application period begins October 1st and closes the 2nd Friday in January for Priority Admission.

Applicants who meet the admission procedures for Priority Admission will have applications reviewed by the Admission Committee and will receive communication regarding their admission status by mid March. Applicants are highly encouraged to apply for Priority Admission.

Rolling Admission allows applicants to apply at a later date; however applicants will be notified about their admission status late summer. Rolling admission will be utilized ONLY if there are available positions for admission to the upcoming Fall semester.

NOTE: There is no Spring semester admission.

To apply for admission you must:
- Be admitted to Texas State University (http://www.admissions.txstate.edu/)
- Complete the School of Nursing Application

The following must be included with your application in order to be considered a complete application:
- A $25 money order made out to Texas State
- A copy of your unofficial transcript(s)

If you are taking course work during the Fall semester at a school other than Texas State, we will need a final copy after the fall grades are posted (unofficial transcript or grade report). Your application packet will not be complete until we receive final grades for all your prerequisite courses.
- Your completed Personal Persuasive Essay
- Your TEAS-V score
- 2 Professional References

**Incomplete applications will not be reviewed.**
** Return all of the materials listed above simultaneously. References may be submitted separately.

Qualified applicants will receive a Fast Pass. Upon receipt, they must initiate their Criminal Background Check immediately. Click on the "Information on Criminal Background Checks” topic below for detailed information.

After conditional admission to the Texas State School of Nursing, you will be required to complete the following:

- A criminal background check, as mandated by the Board of Nursing
- Basic Life Support Certification – must be sponsored by the American Heart Association
- Health and Immunization Form

See the **Forms** section on the Web site.

Advising for Current Texas State Pre-Nursing Majors

After you are admitted to Texas State University-San Marcos, you must attend a new student orientation in San Marcos and will be advised at that time.

If you currently attend Texas State's main campus in San Marcos, and are a pre-nursing major, you may meet with an advisor in the College of Health Professions. If you wish to change your major to pre-nursing, you must contact their office at 512-245-3506.

If you plan to complete all your prerequisite courses somewhere other than Texas State University-San Marcos, you must be admitted to Texas State before you can meet with the School of Nursing advisor in Round Rock.

Advising for Newly-Admitted Pre-Nursing Majors

For students who have been accepted to Texas State University- San Marcos as a pre-nursing student, academic advising will be done at either Freshman Orientation or Transfer Orientation in San Marcos.

Please note, there are no prerequisite courses offered at the Round Rock campus, so all prerequisite coursework must be completed in San Marcos or another college.

Prerequisite GPA Requirements

Applicants must have a prerequisite GPA of 2.50 or higher and a science GPA of 3.00 or higher. A 3.0 GPA is recommended in order to be competitive in the application process.

- Applicants may not be on Academic Probation or Suspension

Science Prerequisite Requirements for FALL 2012 Applicants

The required science prerequisites for the School of Nursing are:

- General Chemistry I and Lab, CHEM 1341 and 1141 (4 hours)
• General Chemistry II and Lab, CHEM 1342 and 1142 (4 hours) or Functional Biology and Lab, BIO 1330 and 1130 (was 1430, 4 hours)*
• Microbiology, BIO 2440 (4 hours)
• Anatomy and Physiology I and II, BIO 2451 and BIO 2452 (8 hours) OR Anatomy (4 hours) AND Physiology (4 hours)

Nutrition Science is not considered a science prerequisite. CHEM 1341, CHEM 1342 with CHEM 1141 and 1142 labs, BIO 1330 and BIO 1130 lab do not expire.
• These courses can be taken prior to 2007.

Applicant may have one repeat of two of the following courses:
• BIO 2451 (Anatomy and Physiology I), BIO 2452 (Anatomy and Physiology II), BIO 2440 (Microbiology) and NUTR 2360 (Nutrition Science)

Required GPA for science courses is a 3.0 with a minimum grade of "C" assigned. Maximum of 18 remaining prerequisite credit hours.
• Nine (9) of these credit hours may be prerequisite science credits.
• Coursework may be taken in the 2012 Spring and/or Summer semesters.

Applicants must complete ALL prerequisite courses prior to the first day of Nursing School. *CHEM 1342 and 1142 or BIO 1330 and 1130 will be accepted only for 2012. A student may pick either one of these courses. The Texas State Biology Department (beginning 2013) will require BIO 1330 and 1130 as a prerequisite to BIO 2451 (Anatomy and Physiology I).

Science Prerequisite Requirements for FALL 2013+ Applicants

The required science prerequisites for the School of Nursing are:
• General Chemistry I and lab, CHEM 1341 and 1141 (4 hours)
• Functional Biology, BIO 1330 and 1130 (or 1430) (4 hours)
• Microbiology, BIO 2440 or 2400 (4 hours)
• Anatomy and Physiology I and II, BIO 2451 and BIO 2452 (8 hours) OR Anatomy (4 hours) AND Physiology (4 hours)

Nutrition Science is not considered a science prerequisite.

NOTE: CHEM 1342 and 1142 have been replaced with BIO 1330 and 1130. The Texas State Biology Department (beginning 2013) will require BIO 1330 and 1130 as a prerequisite to BIO 2451 (Anatomy and Physiology I).
CHEM 1341 with Chem 1141 lab and BIO 1330 with BIO 1130 do not expire after five years.

These courses can be taken before Fall of 2008.

Applicant may have one repeat of two of the following courses: BIO 2451 (Anatomy and Physiology I), BIO 2452 (Anatomy and Physiology II), BIO 2440 or 2400 (Microbiology) and NUTR 2360 (Nutrition Science).
Required GPA for science is 3.0 with a minimum of a grade "C" assigned. Maximum of 18 remaining prerequisite credit hours. Nine (9) of these credit hours may be prerequisite science credits. Coursework may be taken in the 2013 Spring and/or Summer semesters. Applicants must complete ALL prerequisite courses prior to the first day of Nursing School.

**Additional Course Prerequisite Requirements**

Prerequisite courses taken somewhere other than Texas State must be forwarded upon completion to:

1. School of Nursing at Texas State (in Round Rock)--copy/unofficial transcript
2. Texas State's Office of Undergraduate Admissions (in San Marcos)--must be an official transcript

Applicants to the School of Nursing must complete ALL prerequisite courses prior to the first day of Nursing School. Applicants applying to the School of Nursing for 2011 admission may have a maximum of nine (9) remaining prerequisite science credit hours. There is no limit of remaining "other" credit hours. Coursework may be taken in the spring 2011 and/or summer 2011 semesters.

**FOR 2012 ADMISSION:** Applicants applying to the School of Nursing for 2012 admission may have a maximum of 18 remaining prerequisite credit hours. Nine (9) of these credit hours may be prerequisite science credits. Coursework may be taken in the 2012 spring and/or summer semesters. Applicants must complete ALL prerequisite courses prior to the first day of Nursing School.

**TEAS Requirement (Test of Essential Academic Skills)**

For additional information, follow this link:

TEAS V BSN

For study guide information and online practice tests, go to:
http://www.atitesting.com/Home.aspx

**Persuasive Personal Essay Requirement**

Please see the following link for the personal essay guidelines:

Guidelines (for Fall 2012 Applicants)

**Reference Requirement**

Please see the following link for the required reference form:

Reference Request Form (for Fall 2012 Applicants)
What Happens After I Submit My Application Packet?

After the Friday, January 13, 2012 admission deadline, the Nursing Admission Committee will review and score students' applications and supporting documentation.

Applicants to the School of Nursing will receive communication (via e-mail or US Postal Service) on or before 5 P.M. on Friday, March 9, 2012. Students granted conditional admission must be aware that admission is conditional, pending successful completion of the following admission procedures:

- Confirm acceptance of conditional admission offered by the School of Nursing by 5 P.M. on Friday, March 23, 2012.
- Submit a money order (made out to Texas State) as a non-refundable admission deposit that will be applied toward access to Neehr-Perfect electronic health records. In 2011 this fee was $105; payment is due by 5 P.M. on Friday, April 13, 2012.
- Complete remaining prerequisite courses. (All coursework must be completed prior to the first day of Nursing School)

The following are additional admission procedures; deadline for completing these is 5 P.M. on Friday, June 29, 2012.

- Completed Health Certificate and Immunization form. Please note that clinical affiliates may require additional immunizations and/or tests.
- Basic Life Support for Healthcare Professionals sponsored by the American Heart Association. A copy of both sides of the completion card.
- Clear criminal background check, thus allowing eligibility for RN licensure upon graduation. Blue postcard or declaratory order.
- Students liability insurance. In 2011 this fee was $14.50.
- Drug testing is a requirement of our clinical partners and testing will take place sometime during the first two weeks of August 2012. Results must be negative to begin the program; in 2011 this fee was $63.

NOTE: New Student Orientation is scheduled all day on the Thursday and Friday prior to the first day of Nursing School- attendance is mandatory.

Admission to the School of Nursing is competitive. **Students who are qualified, but not conditionally admitted will be placed on an alternate list.** Applicants placed on the alternate list will receive communication (via e-mail or US Postal Service) on or by Friday, March 9, 2012.

**Applicants who are not qualified** will receive communication (via e-mail or US Postal Service) on or by Friday, March 9, 2012.

**Information on Criminal Background Checks**

A criminal background check is required prior to admission to the School of Nursing at Texas State. This background check is a requirement of the Texas Board of Nurses to sit for the NCLEX-RN®.
After the application packet has been received by the School of Nursing, **qualified applicants** will receive an e-mail that includes a FAST Pass. A FAST Pass is instructions to initiate their criminal background check, including fingerprinting.

**A qualified applicant has submitted:**
- Completed SON application
- $25 money order for application fee
- Personal persuasive essay
- References (2)
- Prerequisite course GPA 2.5 or higher and science GPA of 3.0 or higher

The cost of the criminal background check is approximately $50.00. Applicants are not to contact the Board of Nursing until that have been provided a FAST pass. Please note that a "clear" background does not mean an applicant is conditionally admitted. Applicants will receive communication regarding application status on or by Friday, March 9, 2012.

Applicants aware of eligibility issues on their record, either misdemeanor or felony, apply to the School of Nursing early; it may be necessary for you to apply for a Declaratory Order through the Texas Board of Nursing (BON), and this process can take months.

Applicants will not be admitted to the School of Nursing if they are not eligible for licensure upon graduation. If the BON Declaratory Order is granted, it will confirm eligibility for licensure upon graduation granting permission to sit for the NCLEX-RN (National Council Licensure Examination for Registered Nurses) after graduation. It does NOT assure that students can be employed as a nurse. This employment issue is true for ALL schools of nursing in Texas.

**NOTE:** If an applicant has a negative event and/or felony on their record, they are not to go directly to the Texas Board of Nursing for a Declaratory Order. Instead, submit your application to the School of Nursing first.

After completing the criminal background check- most applicants will either receive a blue postcard or a Declaratory Order from the Board of Nursing. The blue postcard or copy of the Declaratory Order must be received by 5 P.M. on Friday, June 29, 2012.

**Can I reapply to the School of Nursing?**

Applicants may apply to the SON a total of two times.
1. Complete the 2012 application; include copies of all college transcripts.
2. If admission fee has been paid, no additional fee would be assessed.
3. Take TEAS V BSN; see Admission Procedures for details.
4. No need for additional references if submitted in 2011.
5. Applicants have the option of resubmitting a personal essay. Contact Lynn Heimerl, Admission and Retention Coordinator, 512.716.2910 for details.
6. Criminal background check: If a re-applicant does not have documentation (blue postcard/Declaratory Order) in their file – they would need to complete their criminal background check.
background check. See Admission Procedures for more information on Criminal Background Checks.

Forms for 2012 Applicants

- Application 2012 (PDF, 141.3 KB)
- Persuasive Essay Guidelines 2012 (PDF, 59.9 KB)
- Reference Request Form 2012 (PDF, 81.4 KB)
- Health Certificate 2012 (PDF, 62.2 KB)
- Immunizations and Tests Form 2012 (PDF, 59.3 KB)
- Immunizations Sites in Central Texas (PDF, 29.7 KB)

This document contains a list of sites in Central Texas where students can go to get their immunizations.
### School of Nursing
Texas State University

**Bachelor of Science in Nursing (BSN) Program**
**2011 Applicant Point Tally Form**
(106 maximum points: 100 points required criteria/6 points not required-can add to score)

Applicant: ______________________________ Date __________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Point values</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admitted to Texas State University</td>
<td>Required - no point value: Applicant must be a Texas State University student</td>
<td>Date Admitted:________</td>
</tr>
<tr>
<td>2. GPA (prerequisite coursework/science)</td>
<td>50 points: Prerequisite and science GPA is 3.00 or higher OR 30 points: 2.5 to 2.99 prerequisite GPA with 3.0 or higher in prerequisite science courses Science courses must be taken in past 5 years; grades earned may not be Ds or Fs. Applicant may not be on Academic Probation.</td>
<td></td>
</tr>
<tr>
<td>3. Prerequisite courses</td>
<td>All prerequisite coursework must be completed prior to the first day of classes in August 2011 for SON admittance. When applicants apply to the SON – they may have a maximum 9 remaining prerequisite science credits hours. There is no limit of remaining “other” credit hours. These classes may be taken in the 2011 Spring and/or Summer semesters.</td>
<td></td>
</tr>
<tr>
<td>4. Two References</td>
<td>No point value – required or application is considered incomplete.</td>
<td>☐ Reference 1 ☐ Reference 2</td>
</tr>
<tr>
<td>5. Pre-Nursing Entrance Test: TEAS V BSN</td>
<td>30 maximum points Reading 95.2% and higher 8 points 83.3% - 95.1% 6 points 69.0% - 83.2% 4 points Math 96.7% and higher 6 points 86.7% - 96.6% 4 points 63.3 - 86.6% 2 points Science</td>
<td></td>
</tr>
<tr>
<td>Highest possible scores:</td>
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<td></td>
</tr>
<tr>
<td>------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Required criteria:</strong></td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td><strong>Not required but can add to score:</strong></td>
<td>$3 + 3 = 6$ points</td>
<td></td>
</tr>
<tr>
<td><strong>Maximum score possible:</strong></td>
<td>106 points</td>
<td></td>
</tr>
</tbody>
</table>

**Nursing Admission Committee’s Decision:**

- □ Student eligible for Conditional Admission for Fall 2011
- □ Student eligible for Conditional Admission - placed on an alternate list
- □ Not Eligible for Admission

State rationale if Not Eligible or Eligible for Conditional Admission – placed on alternate list:

____________________________________________________________________________

____________________________________________________________________________

**Nursing Admission Committee Chairperson:** ________________________________
APPENDIX J: Admission History (ToC)

Admission History

Student's Name: _____________________________________________________

TxState ID #: __________________

Admitted: Fall 20__

Conditional admitted: Fall 20__

Qualified applicant not admitted (QANA): Fall 20__

Not admitted: Fall 20__

1 The nursing program shall maintain admission history for a minimum of two years after the student completes the nursing program or permanently withdraws from the nursing program.
STATUS OF APPLICANT FORM  
(For School of Nursing Use Only)

Student applicant:

Application received? □ Yes □ No
Date received: ____________________________

All transcripts received? □ Yes □ No
Date received: ____________________________
Date received: ____________________________

Personal essay received? □ Yes □ No
Date received: ____________________________

Completed Health Certificate form received? □ Yes □ No
Date received: ____________________________
  □ All immunizations completed including date of booster? □ Yes □ No
  □ Student is in good physical health and free from listed diseases? □ Yes □ No

Scores from pre-nursing entrance received? □ Yes □ No
Date received: ____________________________
Scores: ____________________________

Completed Reference Request forms received? □ Yes □ No
1. Date received: ____________________________
2. Date received: ____________________________
3. Date received: ____________________________

Score from Student Applicant Tally form: ____________________________

Admission Committee Member:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date reviewed/rated</th>
</tr>
</thead>
</table>

Student applicant is:

_____ Eligible for admission (Green Form)

_____ Eligible for conditional admission (Purple Form)

_____ Not eligible for admission (Orange Form)

1 The nursing program shall maintain admission history for a minimum of two years after the student completes the nursing program or permanently withdraws from the nursing program.
STATUS OF APPLICANT FORM
For School of Nursing Use Only

Eligible for Admission (Green Form):

Student receives Letter A  Date Letter A mailed: __________________________

- Pleased to inform you – candidate eligible for admission
- Next step: Interview – participation is mandatory
- Criminal background check
  - Provide detailed information on where to go/what to do/$

Interview:
____ Participated  Score: __________
____ Did not participate

Results of criminal background received?  □ Yes  □ No
Date received: __________________________
____ Passed background check
____ Did not pass

Student requested Declaratory Order?  □ Yes  □ No
Date: __________________________
Notes: ___________________________________________________________________
__________________________________________________________________________

Student receives Letter B:
All is well/admitted  Date Letter B mailed: __________________________

- Pleased to inform – admitted to the School
- Check website (http://www.health.txstate.edu/nursing/) frequently – this is how you will be notified of changes and updates.
- Detailed orientation information – what to expect.
- Student needs to confirm admission by the third Friday in March.
- Liability insurance
- Take basic life support class (BLS) for healthcare providers – two options:
  - Take on your own – bring certificate of completion to orientation
  - Class is offered at XXXXXXX

Confirmation from student received?  □ Yes  □ No
Date received: __________________________

Letter C: Something is not OK – most likely criminal background/maybe did not participate in interview
- Letter highlights Declaratory Order/whatever
Notes: ___________________________________________________________________
__________________________________________________________________________
STATUS OF APPLICANT FORM  
For School of Nursing Use Only

Eligible for Conditional Admission (Purple Form):

Student receives Letter D  Letter D mailed on: ______________________________

- Pleased to inform you – candidate eligible for conditional admission – need to complete XXXX prerequisite coursework
  - As you complete prerequisites – send transcripts
- Next step: Interview – participation is mandatory
- Criminal background check
  - Detailed information on where to go/what to do/$

Interview:

_____ Participated  Score: ______________
_____ Did not participate

Results of criminal background received?  □ Yes  □ No

Date received: ______________________________

_____ Passed background check
_____ Did not pass

Student requested Declaratory Order?  □ Yes  □ No

Date: ______________________________

Notes: __________________________________________

Prerequisites needed:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Date of Completion</th>
<th>Transcript Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Yes or No</td>
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<td>Yes or No</td>
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<td>Yes or No</td>
</tr>
</tbody>
</table>

Letter B:  All is well/admitted  Letter B mailed on: ______________________________

- Pleased to inform – admitted to the School
- Bookmark and check the website (http://www.health.txstate.edu/nursing/) frequently – this is how you will be notified of changes and updates.
- Detailed orientation information – what to expect
- Student needs to confirm admission by third Friday in March.
- Liability insurance
- Take basic life support class (BLS) for healthcare providers – two options:
  - Take on your own – bring certificate of completion to orientation
  - Class is offered at XXXXXXX
STATUS OF APPLICANT FORM
For School of Nursing Use Only

Confirmation from student received? □ Yes □ No
Date received: __________________________

OR

Letter C: Something is not OK – most likely criminal background/maybe did not participate in interview
• Letter highlights Declaratory Order/whatever

Notes: ________________________________________________________________
______________________________________________________________
APPENDIX K: Nursing Student Retention Plan (ToC)

Policy: It is the policy of the Nursing (Program) that when a student is admitted to the Program, the resources of Texas State University, the Program and faculty and staff are extended to both promote progression and graduation on time or persistence for those who must drop out for any reason. The administration and faculty are committed to supporting the successful progression and on time completion by each student. The student is also expected to take responsibility for their effective matriculation utilizing the faculty and other resources available to ensure their progression and on time graduation.

The Admissions and Retention Coordinator is the key person in the Nursing Program who is familiar with admitted students and can identify students who are at risk for not completing the program. The faculty is also responsible for identifying students at risk, creating a Learning Contract, advising the student of the concern, and providing assistance and guidance in areas of weakness, and when appropriate, referral to the Admissions and Retention Coordinator or other appropriate resources. The faculty is responsible for notifying the Admissions and Retention Coordinator of any student identified to be at risk including, but not limited to:

1. Low or failing scores on course unit exams and ATI Content Mastery Series proctored standardized tests, as well as the ATI RN Comprehensive Predictor exam.
2. Failure of key course requirements (i.e. calculations, pharmacology)
3. Repeated tardiness or absences.
4. Low rating in clinical evaluations.
5. Changes in financial need.
6. Below average family support.
7. Above average demands in home/family.
9. Underdeveloped language, math, or critical thinking skills.
10. Difficulty accessing/using the internet and technology.
11. Unprofessional unscholarly attitude or behaviors.
12. Exceptional level of stress.
13. Difficulty with time management.
14. Not organized; unclear of course expectations.

The Admissions and Retention Coordinator, in collaboration with the student, faculty, and program resources, will coordinate and implement the following interventions including but not limited to:

1. Additional academic advising.
2. Study and test taking skills enhancement.
3. Reading comprehension strategies.
4. Time management skills guidance.
5. Participation in study groups or individual tutoring.
6. Organizing course expectations.
7. Supplemental library or online course work specific to need.
8. Supplemental practice, skill or computer lab work specific to need.
9. Counseling to address issues and support student.
10. Community resources such as low cost healthy food.
11. Refer student to other Texas State student support services.
12. Seek financial resources based on need.
13. Seek other resources relevant to student need.

The Admissions and Retention Coordinator, in collaboration with faculty and the student, will evaluate the effectiveness of the interventions and student participation/ cooperation, and will revise interventions as needed to promote retention and progression of the student.

The Nursing Admissions and Retention Coordinator is responsible for tracking enrollment in order to monitor retention and progression of students and for reporting to the Associate Dean/Director and the course faculty of record.
**APPENDIX L: School of Nursing Total Program Evaluation Plan (TPEP; ToC)**

**Texas State University**  
School of Nursing  
Total Program Evaluation Plan (TPEP)  
2011-2013

Minutes kept on TRACS

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Expected Outcome</th>
<th>Evaluation Data</th>
<th>Responsible for Collection &amp; Analysis</th>
<th>Collection Schedule</th>
<th>Actual Outcome</th>
<th>Action Plan</th>
<th>Action Result</th>
<th>Location of Document</th>
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<tbody>
<tr>
<td><strong>STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE</strong></td>
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</table>
| 1.1 Mission, goals and expected outcomes are consistent with relevant professional nursing standards and guidelines 1A | Mission, goals and expected outcomes are consistent with professional nursing standards | SON mission, goals, expected outcomes AACN Professional nursing standards: BSN (2008) criteria | Curriculum Committee  
Nursing Faculty Assembly (NFA) | Every 3 years or earlier as needed | | | | Curriculum Committee Minutes  
NFA minutes |
| 1.2 Mission, goals, and expected student outcomes of SON are reviewed periodically to ensure congruence with the CHP and Texas State 1A | CHP, Texas State and SON mission, goals and expected outcomes are congruent | CHP, Texas State and SON mission, goals, and expected student outcomes | Curriculum Committee  
NFA | Every 3 years or earlier as needed | | | | Curriculum Committee Minutes  
NFA minutes |
| 1.3 Mission, goals and expected outcomes are reviewed periodically and revised as appropriate to reflect needs and expectations of community of interest 1B | Mission, goals and expected outcomes are reviewed periodically and revised to reflect needs and expectations of community of interest | SON mission, goals, student outcomes; needs and expectations of community of interest  
Minutes of meetings TPEP | Curriculum Committee  
NFA  
Advisory Committee | Every 3 years or earlier as needed | | | | Curriculum Committee Minutes  
NFA minutes |
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Expected Outcome</th>
<th>Evaluation Data</th>
<th>Responsible for Collection &amp; Analysis</th>
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<td><strong>STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE</strong></td>
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<tr>
<td>1.4 Expected faculty outcomes in teaching, scholarship, service and practice are congruent with mission, goals and expected student outcomes</td>
<td>SON expected faculty outcomes in teaching, scholarship, service and practice are congruent with mission, goals and expected student outcomes</td>
<td>SON mission, goals, expected outcomes SON expected faculty outcomes in teaching, scholarship, service, practice</td>
<td>NFA</td>
<td>Every 3 years or earlier as needed</td>
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<td>NFA minutes</td>
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<tr>
<td>1.5 Faculty and students participate in program governance</td>
<td>Faculty and students participate according to the Faculty Assembly Bylaws 100% of the time</td>
<td>Participation documented in minutes of Faculty and Student Concerns Committee</td>
<td>Faculty &amp; Student Concerns Committee (FSC) Nominations Committee NFA</td>
<td>Annual - September</td>
<td></td>
<td></td>
<td></td>
<td>Nomination Committee FSC minutes NFA minutes Student Nursing Organization minutes</td>
</tr>
<tr>
<td>1.7 Documents and publications are accurate and reflect program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.</td>
<td>Documents, website and publications are accurate</td>
<td>Program offerings Program outcomes Accreditation Status Academic calendar Recruitment policies Admission policies Transfer credit policies Grading policies Degree completion requirements Tuition Fees</td>
<td>Academic Advisor and Admission and retention Coordinator with the SON. Director of the SON for input into catalog</td>
<td>Annually or as documents are published</td>
<td></td>
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<td>Website</td>
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<tr>
<td>Evaluation Component</td>
<td>Expected Outcome</td>
<td>Evaluation Data</td>
<td>Responsible for Collection &amp; Analysis</td>
<td>Collection Schedule</td>
<td>Actual Outcome</td>
<td>Action Plan</td>
<td>Action Result</td>
<td>Location of Document</td>
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<td>1.8 Academic policies of SON are reviewed periodically to ensure congruency with CHP.</td>
<td>Academic policies are reviewed periodically and congruent with HSC</td>
<td>SON Academic policies and CHP academic policies</td>
<td>Academic Advisor and Admission and retention Coordinator with the SON. Director of the SON Faculty and Staff of SON</td>
<td>As policies reviewed and revised</td>
<td></td>
<td></td>
<td></td>
<td>CHP policies SON handbooks CHP minutes</td>
</tr>
<tr>
<td>1.9 Differences in policies are identified and support achievement of SON mission, goals and expected outcomes</td>
<td>SON polices that differ from CHP are identified and support mission, goals and expected outcomes of SON</td>
<td>Policies that differ</td>
<td>Director for the SON</td>
<td>As policies revised</td>
<td></td>
<td></td>
<td></td>
<td>CHP policies SON handbooks CHP minutes</td>
</tr>
<tr>
<td>1.10 Academic policies are fair and equitable and implemented consistently</td>
<td>Policies fair, equitable and implemented consistently</td>
<td>Academic policies in SON Student handbook, Texas State Student handbook, Course Syllabi, Appeals process for CHP and Texas State</td>
<td>Academic Advisor and Admission and retention Coordinator with the SON. Director of the SON Faculty and Staff of SON</td>
<td>Annually</td>
<td></td>
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<td>CHP policies SON handbooks CHP minutes</td>
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<tr>
<td>Evaluation Component</td>
<td>Expected Outcome</td>
<td>Evaluation Data</td>
<td>Responsible for Collection &amp; Analysis</td>
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<td><strong>STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE</strong></td>
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<tr>
<td>1.11 Academic policies are published</td>
<td>100% academic policies published</td>
<td>Texas State Academic policies Handbooks Texas State Catalog Academic Advisors</td>
<td>Academic Advisor and Admission and retention Coordinator with the SON. Director of the SON Faculty and Staff of SON Dean of CHP</td>
<td>Annually</td>
<td></td>
<td></td>
<td></td>
<td>Texas State Academic Policies Handbooks Texas State Catalog Academic Advisors</td>
</tr>
<tr>
<td>1.12 There are established policies by which the nursing unit defines and reviews formal complaints</td>
<td>100% of FORMAL COMPLAINTS will be processed through formal mechanisms</td>
<td>Documentation of adherence to complaint process</td>
<td>Director of SON</td>
<td>On-going</td>
<td></td>
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<td>Director’s office</td>
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<td><strong>STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES</strong></td>
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<tr>
<td>2.1 Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.</td>
<td>Resources are adequate to meet the mission goals, and expected outcomes.</td>
<td>Physical resources and fiscal resources</td>
<td>Dean of CHP Director of SON</td>
<td>Annually</td>
<td></td>
<td></td>
<td></td>
<td>Director’s office</td>
</tr>
<tr>
<td>2.2 Adequacy of resources is reviewed and resources are modified as needed</td>
<td>Review process is transparent and follows university policies</td>
<td>Budgets prepared by Director SON Consultation with student leadership and faculty</td>
<td>Director SON</td>
<td>Annually</td>
<td></td>
<td></td>
<td></td>
<td>FCC minutes SON budget</td>
</tr>
<tr>
<td>Evaluation Component</td>
<td>Expected Outcome</td>
<td>Evaluation Data</td>
<td>Responsible for Collection &amp; Analysis</td>
<td>Collectio n Schedule</td>
<td>Actual Outcome</td>
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<tr>
<td>2.3 Academic support services are sufficient to ensure quality</td>
<td>Academic support services are sufficient and a process is in place to review and assure quality improvement in services</td>
<td>Student exit surveys Alumni surveys Consultants’ reports</td>
<td>Academic Advisor and Admission and retention Coordinator with the SON. Director of the SON Faculty and Staff of SON</td>
<td>Annually or more frequently as needed</td>
<td></td>
<td></td>
<td></td>
<td>FCC minutes NFA minutes</td>
</tr>
<tr>
<td>2.4 Academic support services are evaluated on a regular basis to meet program and student needs</td>
<td>Academic support services are evaluated regularly</td>
<td>FCC reports</td>
<td>Chair FCC Chair NFA Director SON</td>
<td>Annually</td>
<td></td>
<td></td>
<td></td>
<td>FCC minutes NFA minutes</td>
</tr>
<tr>
<td>2.5 The chief nurse administrator is a registered nurse, holds graduate degree, is academically and experientially qualified to accomplish the mission, goals and expected outcomes</td>
<td>Meets criteria as stated 100% of time</td>
<td>Board of Nursing license Official transcripts Director’s CV</td>
<td>CHP Dean</td>
<td>Annual</td>
<td></td>
<td></td>
<td></td>
<td>CHP Dean’s office</td>
</tr>
<tr>
<td>2.6 The chief nurse administrator is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes</td>
<td>100% congruence with other directors and chairs of Texas State</td>
<td>APPS</td>
<td>CHP Dean Provost</td>
<td>Annual</td>
<td></td>
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<td>APPS</td>
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<tr>
<td>Evaluation Component</td>
<td>Expected Outcome</td>
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<td>STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES</td>
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<td>2.7 The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals and expected student and faculty outcomes</td>
<td>IIC</td>
<td>Effective leadership is demonstrated</td>
<td>Dean</td>
<td>Annual</td>
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<td>Dean’s office</td>
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<td>Annual evaluation by CHP Dean</td>
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<td>5 year comprehensive evaluation</td>
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<td>2.8 There is sufficient faculty to provide attainment of SON goals.</td>
<td>IID</td>
<td>100% of the faculty are engaged in teaching and service. Tenured and tenure track faculty are engaged in research activities. missions of the school Student faculty ratio in classroom and clinical activities meet BON Rules and Regulations and National Standards</td>
<td>Director SON</td>
<td>Every semester and yearly evaluation of faculty</td>
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<td>2.9 Faculty members are academically and experientially qualified for their teaching responsibilities</td>
<td>IID</td>
<td>100% of Faculty have role and functional preparation in area of teaching; academic background in area of teaching.</td>
<td>Director SON</td>
<td>Annually March</td>
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<td>TX Board of Nursing (BON) Report</td>
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<td>2.10 Preceptors are academically and experientially prepared for role in assisting in achieving SON’s mission, goals and expected outcomes</td>
<td>100% preceptors prepared academically and experientially</td>
<td>Current CV</td>
<td>Clinical Education Coordinator</td>
<td>Spring semester</td>
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<td>Director’s office</td>
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<td>Clinical Agencies affiliation agreements</td>
<td>SON director</td>
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<td>Dean’s office for permanent affiliation agreements</td>
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<td>2.11 SON provides and supports an environment that encourages faculty teaching, scholarship, services, and practice in keeping with the mission, goals, and expected faculty outcomes.</td>
<td>Internal and external sources of funding available for faculty development in research, instruction, service</td>
<td>Funded faculty research</td>
<td>SON Director</td>
<td>Annually</td>
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<td>Faculty development programs</td>
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<td>Yearly Faculty evaluations</td>
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<td>Faculty Handbook has faculty role delineation, promotion and tenure</td>
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<td><strong>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</strong></td>
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<td>3.1 The curriculum is developed, implemented, and revised by the faculty to reflect clear statements of expected individual student learning outcomes that are congruent with the program’s mission, goals, and expected aggregate student outcomes.</td>
<td>Curricula are consistent with the SON mission, goals, expected outcomes and community needs assessment. Curriculum reflects clear statements of individual student learning outcomes</td>
<td>Minutes of Curriculum and Faculty Assembly Course Syllabi Alumni surveys Course evaluations Community needs assessment</td>
<td>Curriculum Committee NFA</td>
<td>Review and revise as needed. Annually review</td>
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<td>Curriculum and NFA minutes Surveys are housed in Director’s office Syllabi on TRACS</td>
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<td>Evaluation Component</td>
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<td>3.2 Expected individual learning outcomes are consistent with roles for which programs preparing graduates</td>
<td>Learning outcomes are consistent with roles for which program prepares students.</td>
<td>Expected learning outcomes</td>
<td>Curriculum Committee</td>
<td>Annually</td>
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<td>Curriculum and NFA minutes</td>
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<td>Syllabi on TRACS</td>
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<td>3.3 Curricula are developed, implemented and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.</td>
<td>Curricula are based on: BSN: The Essentials for Baccalaureate for Professional Nursing Education (AACN 1998:2008) ANA standards of practice</td>
<td>Curriculum Committee</td>
<td>Curriculum Committee</td>
<td>Annually and with updates</td>
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<td>Curriculum and NFA minutes</td>
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<td>3.4 The curriculum is logically structured to achieve expected individual and aggregate student outcomes.</td>
<td>The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities</td>
<td>Program’s course sequence</td>
<td>Curriculum Committee</td>
<td>Annually</td>
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<td>Program review document for CCNE</td>
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<td>Minutes of meetings</td>
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<td>NCLEX-RN pass rate, Graduation/retention rates</td>
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<td>3.5 Teaching-learning practices and environments support achievement of individual student learning outcomes and aggregate student outcomes.</td>
<td>Students rate teaching learning experiences sufficient to achieve expected student learning outcomes for each course</td>
<td>Student course evaluations (course, clinical/lab, faculty)</td>
<td>Semester May Dec</td>
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<td>Survey’s housed in Director’s office</td>
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<td>Course rating at 4.0 or above</td>
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<td>Curriculum committee given copy</td>
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<td>3.6 Curriculum and teaching learning practices consider needs and expectations of identified community of interest IIE</td>
<td>Students, alumni and employers agree that teaching-learning practices meet their needs and expectations for each program</td>
<td>Student exit surveys, Alumni evaluation of program, Employer Surveys</td>
<td>Director SON</td>
<td>Every Semester, 1 year post graduation for alumni, 5 year post graduation for alumni</td>
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<td>Survey’s to be housed in Director’s office</td>
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<td>3.7 Individual student performance is evaluated by faculty and reflects achievement of expected learning outcomes IIF</td>
<td>Faculty evaluate student performance both in formative and summative format. Faculty evaluations of students reflect achievement of expected student learning outcomes in order for progression.</td>
<td>Course syllabi, evaluation criteria, Learning activities and clinical evaluation tools are reflective of expected learning outcomes</td>
<td>Curriculum Committee, Course Coordinators</td>
<td>Every semester</td>
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<td>Curriculum minutes, Action Plan in Director’s office and curriculum minutes</td>
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<td>3.8 Evaluation policies and procedures are defined and consistently applied IIF</td>
<td>Evaluation policies are written, clearly communicated to students and applied consistently</td>
<td>Course syllabi clearly define grading criteria and evaluation procedures, Student evaluation of courses, Student performance evaluations</td>
<td>Course Coordinators, Evaluation Committee, Curriculum Committee, NFA</td>
<td>Annually</td>
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<td>Curriculum minutes</td>
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| 3.9 Curriculum and teaching learning practices are evaluated at regularly scheduled intervals | Examples of student work | | NFA Curriculum Committee | Annually | | | | Curriculum minutes

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<td><strong>STANDARD IV - PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</strong></td>
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| 4.1 Surveys and other data sources are used to collect information about student, alumni, employer satisfaction and demonstrated graduate achievement | Surveys and other data sources are used to collect aggregate outcome information at their scheduled time. | Aggregate data include but are not limited to graduation rates, NCLEX_RN pass rates, certification pass rates, employment rates, graduate achievement Recruitment/admission/ Retention activities | SON director – distribute student course evaluations Director’s office to analyze student surveys and conduct exit alumni & employer surveys Admission and Retention Coordinator, Retention counselor and Academic Advisor responsible for retention/admission and recruitment | Student course evaluation every semester Student exit surveys – annually Alumni surveys – year 1 and year 5 Employer survey year 1 | | | | SON director’s office

SON Office of Admissions |
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<tr>
<td>4.2  Aggregate student outcome data are analyzed and compared with expected student outcomes</td>
<td></td>
<td>Exit Surveys, Alumni surveys, Employer surveys, NCLEX National Council of State Boards</td>
<td>SON Director, NFA</td>
<td>Annual – academic year or more frequently as needed</td>
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<td>SON Director’s office, SON Office of Admissions, NFA minutes</td>
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<td>Evaluation Component</td>
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<td>Evaluation Data</td>
<td>Responsible for Collection &amp; Analysis</td>
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<td>Standard IV - Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments</td>
<td>Employments rates for graduates are 1 yr 90% Other aggregate data – student achievements – 75% of employers and graduates will rate satisfaction at 3.5 or better (5 point scale) with achievement in these areas at 1 year survey Enrollment in graduate study – 20% of graduates will be enrolled in a graduate program within 5 years of graduation</td>
<td>Data identified in 4.3 plus other survey data as appropriate</td>
<td>NFA</td>
<td>Each September</td>
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<td>NFA minutes</td>
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<td>4.3 Aggregate student outcome data provides evidence of program effectiveness in meeting mission, goals and expected outcomes</td>
<td>Annually, aggregate student outcome data are reported to Nursing Faculty Assembly in September evidencing evaluation of the program’s effectiveness in achieving mission, goals and expected outcomes</td>
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<td>NFA</td>
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<td>NFA minutes</td>
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<td>4.4 Aggregate student outcome data are used to foster ongoing program improvement</td>
<td>Program adjustments to foster ongoing improvement related to actual student outcome data</td>
<td>Curriculum minutes</td>
<td>SON Director</td>
<td>Annually</td>
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<td>NFA minutes</td>
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<td>4.5 Aggregate faculty outcomes are consistent with and contribute to the program’s mission, goals and expected student outcomes</td>
<td>Program adjustments are deliberate and congruent with program’s mission, goals and expected outcomes</td>
<td>100% of faculty’s teaching is evaluated annually Students rate faculty effectiveness with a minimum mean of 70% at agree or strongly agree on the HB2504 questions. At least 25% of the tenured/tenure track faculty will be involved in research projects by 2012 and 50% by 2014 Publications- At least 30% of tenured or tenure track faculty will have one peer reviewed publication, book chapter, or book annually Presentations- At least 25% of faculty will be invited to present at a local, regional or national meeting annually by 2012</td>
<td>Aggregate faculty data as relates to teaching effectiveness, scholarly activity and faculty practice</td>
<td>SON Director Faculty</td>
<td>Annually –March</td>
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<td>SON Director’s office CVs on TRACS</td>
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<td>Evaluation Component</td>
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<td>Tenure</td>
<td>90% of tenure track faculty will achieve tenure within 6 years</td>
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<td>Education</td>
<td>Faculty holding doctorates will double by 2013</td>
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<td>Service</td>
<td>100% of faculty will be involved in service to at least three of the following:</td>
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<td>SON, CHP, Texas State, Community and Profession.</td>
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<td>4.6 Information from</td>
<td>100% of formal complaints that indicate a need for program improvement result in</td>
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Nursing Student Evaluation and Faculty Peer Review Policy and Procedure

Policy: It is the intent of the nursing faculty, consistent with the mission and values of the University and the School of Nursing to provide a creative learning environment that is “inspiring to those who teach and those who learn, based on mutual respect.” The learning environment is based on sound educational principles resulting in fair and consistent evaluation and grading of student’s performance. To that end the faculty will participate in a peer review process that is designed to create and promote consistency in the use of evaluation tools, process, and methodologies. The process will seek to confirm the reliability and validity of faculty evaluations of student performance, tests, and projects. The faculty will use the School of Nursing Expectations of Faculty and National League for Nursing Core Competencies of Nurse Educators with Task Statements© (2005) as the basic criteria for faculty evaluation.

Procedures:
1. Each course syllabus will include outcomes, evaluation criteria and the grading plan for the course. These elements should reflect progressive leveling throughout the curriculum.
2. Tests will be based on written test blueprints and will be subject to a computerized item analysis as well as student feedback to identify test questions that may not be consistent measures of student knowledge and critical thinking skills. Item analysis will include a discrimination index, difficulty level, response, and distribution. Written tests, including new questions, will continuously be revised based on these findings.
3. Faculty will establish consistent guidelines for evaluating student participation in class and seminars, practice labs, pre and post clinical conferences, written assignments, and individual and group projects. Through the peer review process, the faculty will evaluate student work graded by other faculty to discuss and analyze similarities and differences in application of grading criteria and to validate leveling across the curriculum.
4. Faculty will use an evaluation tool for clinical experiences that includes outcome behaviors required for passing the course and that addresses knowledge (cognitive), skills (psychomotor) and attitude (affective; QSEN 2007). Prior to implementation, the faculty will explore use of the tool and will discuss and reach consensus on interpretation of examples of various ratings on the tool. The faculty will discuss application of the tool, evaluate its effectiveness in reporting and recording student performance, and make revisions, as indicated.
5. Faculty will participate in peer review by attending an agreed number of lectures and seminars led by other faculty and provide constructive feedback to one another. Faculty will agree to be receptive to constructive feedback, seek to improve their teaching strategies accordingly and to learn from one another.
6. The faculty evaluation will address: facilitation of learning, facilitation of learner development and socialization, use of assessment and evaluation strategies, participation in curriculum design and evaluation of program outcomes, function as a change agent and leader in the profession and in community service, pursuit of continuous quality improvement in the nurse educator role, engagement in scholarship, and functioning in the educational environment. (NLN 2005)
7. Faculty will use student feedback and evaluations during and at the end of each course as part of course review to be considered in curriculum development and faculty evaluations by faculty peers and by the Director.

8. Faculty will participate individually and collectively using the Nursing Faculty Assembly and its committees to evaluate the overall nursing program including the curriculum, and to consider changes in curriculum and procedures to improve and enhance the educational experience for students as well as faculty, and to promote positive outcomes.

A faculty peer review committee was created to address Nursing Peer Review, both Incident Based and Safe Harbor, to comply with the BON rules 217.16, 217.19 & 217.20. The committee is an ad hoc committee, chaired by a faculty member with no administrative authority. The chair is appointed by the Director and committee members mutually selected and agreed upon by the chair and the Director.

The purpose of the committee is to make recommendations to the Director of the School of Nursing. The nursing peer review process is one of fact-finding, analysis, and study of events by nurses in a climate of collegial problem solving focused on obtaining all relevant information about an event. Refer to the BON website for more details: http://www.bon.texas.gov/practice/faq-peerreview.html

Incident-based peer review focuses on determining if a nurse's actions, be it a single event or multiple events (such as in reviewing up to five (5) minor incidents by the same nurse within a year's period of time) should be reported to the Board, or if the nurse's conduct does not require reporting because the conduct constitutes a minor incident that can be remediated. The review includes whether external factors beyond the nurse's control may have contributed to any deficiency in care by the nurse, and to report such findings to a patient safety committee as applicable.

The following description is taken from the Texas BON website:

Peer Review--Defined by TOC §303.001(5) (NPR Law) as the evaluation of nursing services, the qualifications of a nurse, the quality of patient care rendered by a nurse, the merits of a complaint concerning a nurse or recommendation regarding a complaint. The peer review process is one of fact finding, analysis and study of events by nurses in a climate of collegial problem solving focused on obtaining all relevant information about an event. Peer review conducted by any entity must comply with NPR Law and with applicable Board rules related to incident-based or safe harbor peer review.

Safe Harbor--A process that protects a nurse from employer retaliation and licensure sanction when a nurse makes a good faith request for peer review of an assignment or conduct the nurse is requested to perform and that the nurse believes could result in a violation of the NPA or Board rules. Safe Harbor must be invoked prior to engaging in the conduct or assignment for which peer review is requested, and may be invoked at anytime during the work period when the initial assignment changes.
Texas Occupations Code (TOC)--One of the topical subdivisions or "codes" into which the Texas Statutes or laws are organized. The TOC contains the statutes governing occupations and professions including the health professions. Both the NPA and NPR Law are located within these statutes. The TOC can be changed only by the Texas Legislature.

Whistleblower Protections--Protections available to a nurse that prohibit retaliatory action by an employer or other entity because the nurse:

(A) made a good faith request for Safe Harbor Nursing Peer Review under TOC §303.005(c) (NPR Law) and §217.20 of this title;
(B) refused to engage in an act or omission relating to patient care that would constitute a violation of the NPA or Board rules as permitted by TOC §301.352 (NPA) (Protection for Refusal to Engage in Certain Conduct). A nurse invoking Safe Harbor under §217.20 of this title must comply with §217.20(g) of this title if the nurse refuses to engage in the conduct or assignment; or
(C) made a lawful report of unsafe practitioners, or unsafe patient care practices or conditions, in accordance with TOC §301.4025 (NPA) (report of unsafe practices of non-nurse entities) and subsection (j)(2) of this section.

All proceedings of the nursing Peer Review committee are confidential and all communications made to the committee are privileged. All information made confidential is not subject to subpoena or discovery in any civil matter, is not admissible as evidence in any judicial or administrative proceeding, and may not be introduced into evidence in a nursing liability suit arising out of the provision of, or failure to provide, nursing services. SB993 (80th Legislative Session (2007)) added §303.0075 that addresses protection of information shared between the peer review committee and a patient safety committee under §301.457(g).
APPENDIX N: Disciplinary Policy and Procedure (ToC)

Policy:

It is the policy of the School of Nursing to take a strong position regarding the safety of patients and other persons who are subject to contact with the nursing students. In addition to the criminal checks upon admission to the program and the evaluation of the admission applications by the Nursing Admission, Progression, and Graduation Committee, the faculty and administration remain vigilant for evidence of any unsafe behavior or conduct violations on the part of students. The faculty are accountable for enforcing of this policy and those of Texas State that relate to student conduct and the Honor Code.

It is the policy of the School of Nursing to fully investigate and take appropriate action concerning any allegations or evidence of student behavior related to criminal conduct; sexual misconduct; lying and falsification; fraud, theft and deception; substance abuse, misuse, substance dependency and other substance use disorders; and violations of the Texas State Student Honor Code and the Code of Ethics for Nurses.

The nursing program admission process documents any past history of criminal behavior, but that does not prohibit admission if the person is eligible for licensure as documented by a Declaratory Order issued by the Texas Board of Nursing. A history of criminal behavior can be considered as part of the investigation of allegations of a pattern of inappropriate behavior by the student.

The Director, faculty, and staff of the nursing program are committed to upholding the integrity of the nursing program and are therefore required to report to the Director any observations or knowledge of behavior subject to disciplinary action, including violation of the Texas State Students Honor Code and the Code of Ethics for Nurses.

The Nursing Admission, Progression, and Graduation Committee is responsible for admission and readmission to the nursing program. The Director may designate a subcommittee of the Committee to investigate allegations of behavior subject to disciplinary action. The designated Committee is responsible for fully investigating the allegations, documenting the findings; and initiating action; and making a full report to the Director who reports to the Dean, College of Health Professions.

During its investigation of allegations of behavior subject to disciplinary action, the Committee will provide the student with (1) written notice of the allegations and the evidence that supports the allegations; and (2) an opportunity to respond to the allegations.

Texas State University policies related to disciplinary action under this policy include UPPS 07.09.03 Policy for Handling Sexual Offenses, 07.10.01 Honor Code, and 07.10.05 Threatening Behavior Consultation and Assessment Team.

The Texas State School of Nursing administration and faculty intend that this policy and procedure be interpreted consistently with related policies and procedures of Texas State University and the Texas Board of Nursing.
Assumptions:

The School of Nursing adopts the following assumptions as the basis for implementation of this policy and procedure:

1. Patients* under the care of a student are vulnerable by virtue of illness or injury, and the dependent nature of the nurse-patient relationship.
2. Persons who are especially vulnerable include the elderly, children, the mentally ill, sedated and anesthetized patients, those whose mental or cognitive ability is compromised and patients who are disabled or immobilized.
3. Critical care, pediatric, and geriatric patients are particularly vulnerable given the level of vigilance demanded under the circumstances of their health condition.
4. Students are frequently in situations where they must report patient condition, record objective/subjective information, provide patients with information, and report errors in the student’s own practice or conduct.
5. Honesty, accuracy and integrity are personal traits valued by the nursing profession, and considered imperative for the provision of safe and effective nursing care (Section 213.27 of 22 Texas Administrative Code).
6. Patients have the right to expect that the student will always accurately report patient conditions, signs and symptoms, and the care the student provided.
7. Patients frequently bring valuables (medications, money, jewelry, items of sentimental value, checkbook, or credit cards) with them to a health care facility.
8. Students may provide care in private homes and home-like settings where all of the patient’s property and valuables are accessible to the student.
9. Students may provide care in settings without constant direct supervision.
10. Students are frequently in situations where they provide intimate care to patients or have contact with partially clothed or fully undressed patients. Students may also care for these patients without constant direct supervision.
11. Students are in the position to have access to privileged information and opportunity to exploit patient vulnerability.
12. There are appropriate boundaries in the nurse-patient relationship that students must clearly understand and be trusted not to cross.
13. A student nurse's duty to maintain boundaries extends beyond a patient's discharge from nursing care, especially when it pertains to confidential medical records.
14. Sexual misconduct towards patients or in the workplace raises serious questions regarding the individual’s ability to provide safe, competent care to vulnerable patients.
15. Sexual misconduct that occurs outside of the workplace, including conviction or deferred adjudication of or probation for a crime, may raise questions as to whether that same misconduct will be repeated in the workplace and therefore affects the ability of the student to safely provide patient care.
16. Student nurses who have active substance dependence, or who abuse, misuse, or engage in intemperate use of drugs or alcohol or other substance use disorder may exhibit impairment in both cognitive and motor functioning while caring for patients. Such impairment places patients at risk for harm due to the student’s inability to accurately assess, make appropriate judgments, and intervene in a timely manner to stabilize the patient(s) and prevent complications.
17. The disease of substance dependence or other substance use disorders as noted above may range in severity; however, all are potentially treatable conditions. Students who are in active recovery may be considered for readmission if it is determined that the student is able to safely provide care to vulnerable patients and provided the student can be adequately monitored for the defined period of recovery. Recovery is a process of learning new behaviors, attitudes, and life styles that takes time after initial treatment to assure that the person is in a stable and sustainable state of recovery.

* The terms “resident” or “client” are often substituted for the term “patient” in health care facilities. For the purposes of this document “patient” includes all of these terms.

**Procedures for Reporting, Investigating and Enforcing Disciplinary Violations**

1. Faculty and staff are responsible and accountable for maintaining the integrity of the program and for reporting to the Director knowledge of allegations of a violation of conduct as soon as they become aware of the alleged violation.

2. The Director designates the Nursing Admission, Progression, and Graduation Committee or a subcommittee thereof to investigate the allegations.

3. The investigation is conducted as soon as possible, considers each situation case-by-case using the procedures that follow depending upon the nature of the allegations.

4. The Investigation Committee reports findings and the decision in writing to the Director. The actions may be:
   a. Dismissal of allegations
   b. Reprimand
   c. Probation with conditions specified
   d. Expulsion from the nursing program

5. The Director enforces the actions and reports the action to the Dean, College of Health Professions.

6. The student may appeal to the Dean, CHP, consistent with University policies including UPPS 7.10. related to violations of academic honesty such as violation of the Honor Code.

If the allegations concern threatening behavior, UPPS 7.10.05 applies and provides for engaging the Threatening Behavior Consultation and Assessment Team to follow up.

**Petition for Readmission to the Nursing Program**

A person who has been terminated from the program for issues related to dishonesty or other conduct violations, may reapply for readmission to the Nursing Admission, Progression, and Graduation Committee. The burden of proof that the person no longer poses a danger for deception, lying or falsification regarding patient care, record keeping related to nursing practice, or other acts of deception remains with the student.

**Procedures Relating to Criminal Conduct**

The faculty will consider each case on its own merits with patient safety as a priority. The Nursing Admissions Committee (Committee) may consider a criminal history and whether or not
the history would prohibit admission to the nursing program. If there is any criminal history present the applicant must secure a Declaratory Order from the Board of Nursing prior to be considered for admission to the nursing program. The Committee has the responsibility to consider the details of the infractions in relation to granting an admission. If the criminal behavior occurs after admission, The Nursing Admission, Progression, and Graduation Committee determines whether the conduct should result in expulsion from the nursing program and reporting to the Board of Nursing.

**Some of the factors to be considered include:**

- The nature and seriousness of the crime, i.e. absence of criminal plan or premeditation, presence of contributing influences, evidence of immature thought process/judgment at the time of activity;
- failure to disclose criminal offense to the faculty;
- the actual damages, physical or otherwise, resulting from the criminal activity;
- the extent and nature of the person's past criminal activity;
- conduct evidences a lack of truthfulness or trustworthiness;
- the age of the person when the crime was committed;
- the amount of time that has elapsed since the person's last criminal activity;
- work activity of the person before and after the criminal activity;
- evidence of the person's rehabilitation or rehabilitative effort while incarcerated or after release;
- a record of steady employment and has supported his or her dependents;
- other evidence of the person's present fitness, including letters of recommendation from: prosecutors and law enforcement and correctional officers who prosecuted, arrested, or had custodial responsibility for the person; the sheriff or chief of police in the community where the person resides; and any other persons in contact with the person;
- paid all outstanding court costs, supervision fees, fines, and evidence of restitution to both victim and community;
- whether conduct indicates inability to practice nursing in an autonomous role with patients/clients, their families and significant others and members of the public who are or who may become physically, emotionally or financially vulnerable;
- evidence of remorse;
- evidence of current maturity and personal accountability;
- evidence of having learned from past mistakes;
- evidence of current support structures that will prevent future criminal activity;
- evidence of current ability to practice in accordance with the Nursing Practice Act, Board of Nursing (BON) rules, and generally accepted standards of nursing;
- the extent to which a nursing education might offer an opportunity to engage in further criminal activity of the same type as that in which the person previously had been involved;
- the relationship of the crime to the ability, capacity, or fitness required to perform the duties and discharge the responsibilities of nursing practice;
- whether imprisonment followed a felony conviction, felony community supervision revocation, revocation of parole or revocation of mandatory supervision;
- conduct that results in the revocation of probation imposed because of criminal
• evidence of the applicant’s or student's safe practice;
• Expunction, nondisclosure of criminal offense;
• Successful completion of probation/community supervision;
• if criminal activity due to chemical dependency including alcohol, evidence of evaluation and treatment, after care and support group attendance and written verification of compliance with any treatment); and
• if criminal activity due to mental illness, evidence of evaluation, including a prognosis, by a psychologist or psychiatrist, evidence of treatment, including any medication and written verification of compliance with any treatment.

**Procedures Relating to Sexual Misconduct**

Sexual misconduct is a crime of moral turpitude and not consistent with the professional role of the nurse. Sexual misconduct toward a patient or other person is not acceptable behaviors for student nurses. Conduct such as rape, sex disguised as treatment such as unnecessary or prolonged pelvic/breast/genital exams or touching intimate body parts when the touch is not necessary for care, and behavior such as surreptitious touch, voyeurism, or exposing the patient’s body when not necessary are also unacceptable behaviors. Nurses should never engage in conduct with a patient that is sexual or may reasonably be interpreted as sexual or in any behavior that is seductive or sexually demeaning to a patient, or engaging in sexual exploitation of a patient or former patient. Even if the patient initiates the sexual contact, a sexual relationship is considered sexual misconduct for the student. The student should never use the patient to satisfy their own need or satisfaction. It is the responsibility of the student to set boundaries for the relationship. Any romantic relationship with a patient is unacceptable.

The faculty will consider each case on its own merits with patient safety as a priority. Factors to be considered include the length of time between the student nurse-patient relationship and the personal relationship, the nature of the patient’s condition and therapy received, and the risk of physical or emotional harm to the patient. Whether or not a pattern of such behavior is noted, or if it is a one-time occurrence that can be a learning experience for the student can be considered.

Consensual sex between a student and a behavioral health patient is absolutely unacceptable. Sexual misconduct outside the educational or work setting is of concern and considered similarly to conduct with a patient as it reflects the student’s attitude toward the wellbeing of the other person.

**Procedures Relating to Lying and Falsification**

The safe and effective practice of nursing as a registered nurse requires integrity, accuracy, and honesty in the provision of nursing care, including:

• performing nursing assessments;
• applying the nursing process;
• reporting changes in patient condition;
• acknowledging errors in practice and reporting them promptly;
• accurate charting and reporting, whether verbal or written;
implementing care as ordered;
compliance with all laws and rules affecting the practice of nursing; and
compliance with minimum nursing standards.

Failure to be accurate and honest while providing patient care and failure to keep accurate records related to care is potentially harmful to the overall care patients receive because nurses who provide subsequent care do not have a complete and accurate picture of the client’s care or condition.

The faculty will consider each case on its own merits with patient safety and rights as a priority.

**Some of the factors to be considered include:**

- actual harm to the patient as a result of the lying or falsification;
- the potential for harm to patients;
- the past performance record of the student;
- prior complaints;
- accountability for the act of falsification;
- insight;
- remorse; and
- other mitigating or aggravating factors.

The faculty will also consider whether or not the student was unduly influenced by a more experienced or supervising licensed nurse to falsify patient records or care. The investigative process will be used as an opportunity to educate and reinforce acceptable standards of care.

The disciplinary action may be directly proportionate to the harm caused to the patient. If a nurse falsifies, alters, fabricates, back-dates records, or any other form of lying in the home health setting, the student may be placed on probation or may be terminated from the program.

**Lying or Falsification of Documents Submitted to the Nursing Program**

The School of Nursing takes the position that falsification of an application to the nursing program or other document submitted to the school or faculty as part of the matriculation in the nursing program is a cause for disciplinary action or termination from the nursing programs. Of particular concern is if the falsification involves misrepresentation of credentials, competencies or work experience. A student nurse who falsifies patient records or engages in other dishonesty in patient care gives the faculty reason to suspect that he or she will continue the same dishonest acts after graduation and licensure and act accordingly.

**Procedures Relating to Substance Abuse**

The faculty will consider each case on its own merits with patient safety as a priority.

The faculty believes it is important to have a clear position on how it will deal with students who have:

1. been diagnosed with substance dependency or abuse, but do not have evidence of current sobriety that dates back a minimum of twelve (12) consecutive months;
2. exhibited impaired behavior that may be related to substance abuse, misuse, or intemperate use;
3. demonstrated a pattern of use of addictive substances, or pattern of substance mishandling or abuse;
4. shown evidence of criminal behavior or acts involving substances of addiction/abuse; or
5. any combination or single factor listed above.

Any of the above substance-related conditions may affect the ability of a student nurse to safely perform nursing duties, thus creating a threat to public safety or to be licensed upon graduation.

The disease of substance dependence or other substance use disorders as noted above may range in severity; however, the faculty believes all are potentially treatable conditions. Students who are in active recovery may be able to safely provide care to vulnerable patients, provided the student’s practice can be adequately monitored for a defined period of recovery.

Recovery is a process of learning new behaviors, attitudes and life styles that takes time after initial treatment to assure that the person is in a stable and sustainable state of recovery. The faculty believes it has a responsibility to both the public and the student when information about a student's substance use disorder comes to the faculty’s attention that information should be communicated to the Board of Nursing to ensure patient safety and to document measures to ensure that the students will be eligible for licensure upon graduation.

**Impairment in the School or Clinical Agency**

The School of Nursing (SON) maintains a zero tolerance policy in accordance with the standards set forth by our affiliating clinical partners. Students are to be free of the influence of drugs and alcohol while attending class, lab and clinical in the SON or other designated facilities. Mandatory drug testing will initially occur prior to the first day of formal classes and for cause at other times during the remaining time the student is in the program. Students will not be able to attend any clinical rotation unless they have a clean drug screen and are free of impairment.

A student may demonstrate impaired behavior in the school or clinical agency due to consumption of drugs and/or alcohol either before coming to work or during work hours. The faculty will remove the student from a patient care assignment and report suspicion of impairment to the Director. The Director or the designated investigation Committee may require “for cause” drug screens to eliminate the often unverifiable claims regarding suspected workplace impairment of the student. Positive findings will result in action by the investigating Committee. A student need not be “diagnosed” with an addictive/abusable or dependence problem to be subject to action by the Committee for impaired behavior and/or practice. The Committee has various levels of actions they may recommend. The range is from no action to dismissal from the program.

Students may obtain medications or other substances through theft from the facility or from a patient in a home or home-like setting. Theft of drugs or other substances by a nurse must be investigated as it raises the question of inappropriate use of drugs or other substances that have the potential and are likely to impair a nurse’s practice, thus raising the risk of harm to patients.
If the student is diagnosed as chemically dependent, the student may be given the opportunity to enter an approved treatment facility, provide proof of verifiable, documented sobriety for the preceding twelve (12) month period, and participate in monitoring for at least three (3) years and be considered for readmission to the program if approved also by the Board of Nursing as eligible for licensure upon graduation.

**Crimes Related to Substance Abuse, Misuse, Substance Dependency, or other Substance Use Disorder**

The investigating Committee may consider the conviction for a crime or probation for a crime, with or without an adjudication of guilt to impose a disciplinary sanction on a student; however, evidence ascertained through the Committee’s investigation from information regarding the conduct suggests actions violating the policy the Committee may consider such evidence as a factor in its deliberations regarding any decision to impose discipline.

Students who have committed crimes such as Minor in Possession of Drugs/Alcohol, Possession of a Controlled Substance, Driving Under the Influence of Intoxicants, or Driving While Intoxicated may be required to obtain an evaluation by an approved evaluator to determine if the person has a diagnosis of chemical dependence.

**Evidence of Verifiable Sobriety**

Evidence of sobriety may be required, including random drug screens.

*This policy and procedure is adapted from and draws heavily on the Texas Board of Nursing Disciplinary Guidelines as downloaded from the [www.bon.state.tx.gov](http://www.bon.state.tx.gov) May 28, 2009.*
APPENDIX O: Licensure Conditions and Acknowledgement of Receipt of Conditions Regarding Eligibility (ToC)

Conditions that may disqualify nursing student graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility

As noted in the Texas Board of Nursing’s Rules and Regulation relating to nurse education, licensure and practice published in March 2009: Individuals enrolled in approved professional nursing education programs preparing students for initial licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes:

1. Texas Occupations Codes Section 301.252, 301.257 and 301.452 - 301.469
   http://law.onecle.com/texas/occupations/chapter301.html
   and
2. Texas Board of Nursing’s Rules and Regulation Sections 213.27 - 213.30

These codes, rules and regulations are listed below:
Texas Occupations Codes
- Section 301.252: License Application
- Section 301.257: Declaratory Order of License Eligibility
- Section 301.452: Grounds for Disciplinary Action
- Section 301.453: Disciplinary Authority of Board; Methods of Discipline
- Section 301.4535 - Required Suspension, Revocation, or Refusal of License for Certain Offenses
- Section 301.454 - Notice And Hearing
- Section 301.455 - Temporary License Suspension or Restriction
- Section 301.456 - Evidence
- Section 301.457 - Complaint And Investigation
- Section 301.458 - Initiation of Formal Charges; Discovery
- Section 301.459 - Formal Hearing
- Section 301.460 - Access to Information
- Section 301.461 - Assessment of Costs
- Section 301.462 - Voluntary Surrender of License
- Section 301.463 - Agreed Disposition
- Section 301.464 - Informal Proceedings
- Section 301.465 - Subpoenas; Request for Information
- Section 301.466 - Confidentiality
- Section 301.467 - Reinstatement
- Section 301.468 - Probation
Sections 213.27 - 213.30 of Texas Board of Nursing’s Rules and Regulation relating to nurse education, licensure and practice published in January 2011:
- Section 213.27: Good professional Character
- Section 213.28: Licensure of Persons with Criminal Offenses
- Section 213.29: Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
- Section 213.30: Declaratory Order of Eligibility for Licensure

By signing I acknowledge that I that I have been provided verbal and written information regarding conditions that may disqualify nursing school graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility. Required eligibility information included:

(1) Texas Occupational Codes Section 301.252, 301.257 and 301.452 - 301.469; and
(2) Texas Board of Nursing’s Rules and Regulation Sections 213.27 - 213.30 relating to:
   a. Good Professional Character,
   b. Licensure of Persons with Criminal Offenses
   c. Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
   d. Declaratory Order of Eligibility for Licensure

________________________________________________________________________  _________________
Student’s signature                                 Date

________________________________________________________________________
Print name

The nursing educational program shall maintain written receipt of eligibility notification for a minimum of two years after the student completes the nursing program or permanently withdraws from the nursing program.