

---

### In Attendance

---

Sallie Coke, Dean Baker, Debby MacMillan, Leslie Moore, Josie Doss

---

### Old Business

---

#### 1. EE Plan for 2018-2019:

- The committee determined the need to review and revise each standard in our EE plan to ensure compliance with CCNE standards and key elements, and also to better reflect our actual procedures.
- We will strive to complete one standard per EE meeting.
- Revisions will be presented as an NFO motion to amend the EE plan.
- Revisions to Standard III were determined by EE and the NFO motion will read: "The Educational Effectiveness Committee recommends revisions to the EE plan (Standard III) for the 2018-2019 academic year to comply with recently revised 2018 CCNE Standards." See below for NFO attachment:

---

### Standard III: Program Quality: Curriculum and Teaching-Learning Practices

---

*The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.*

**III-A Key Element:**

**The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:**

- 1. are congruent with the program's mission and goals;**
- 2. are congruent with the roles for which the program is preparing its graduates; and**

**3. considers the needs of the program-identified community of interest.**

*III-A elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Student handbooks</li> <li>• University online assessment tool</li> <li>• SON shared drive: aggregate student outcomes in EE, Curriculum, Graduate, and NFO Committee Minutes</li> </ul>	<p>Baccalaureate, Master's, DNP, and Post-Master's APRN Certificate program curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course faculty and Curriculum or Graduate Committee.</p>	<ul style="list-style-type: none"> <li>• SON Director</li> <li>• SON Assistant Directors for Undergraduate and Graduate Programs</li> <li>• Curriculum/Graduate Committee</li> <li>• All Faculty</li> </ul>	<p>The curricula will be fully congruent with expected student outcomes, the SON mission and goals, and with the role for which the program is preparing its graduates.</p> <p>All programs will be reviewed at least every five years or as needed to comply with GCSU and/or CoHS.</p>	

**III-B Key Element:**

Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

*III-B elaboration: The Baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Baccalaureate program and course outcomes</li> </ul>	<p>BSN and RN-BSN curricula are reviewed every five years or as needed to</p>	<ul style="list-style-type: none"> <li>• SON Director</li> </ul>	<p>Baccalaureate curricula will undergo a formal review and/or revision</p>	

<ul style="list-style-type: none"> <li>• Student handbooks</li> <li>• SON shared drive: Minutes NFO, Curriculum Committee</li> </ul>	<p>comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course faculty and Curriculum Committee.</p>	<ul style="list-style-type: none"> <li>• SON Assistant Director for Undergraduate</li> <li>• Curriculum Committee</li> <li>• All faculty teaching in the Baccalaureate program</li> </ul>	<p>every five years or as needed to comply with GCSU and/or CoHS.</p> <p>The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) will be incorporated into the Baccalaureate curricula.</p>	
--	---	---	--	--

**III-C Key Element:**

Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

Master's program curricula incorporate professional standards and guidelines as appropriate.

- All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
- All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

*III-C elaboration: The master's degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*Master's degree APRN education programs (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Master's degree programs that have a direct care focus but are not APRN education programs (e.g., nursing education and Clinical Nurse Leader), incorporate graduate level content addressing the APRN core. They are not required to offer this content as three separate courses.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Master's program and course outcomes</li> <li>• Student handbook</li> <li>• SON shared drive: Minutes NFO, Graduate Committee</li> </ul>	<p>MSN curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course faculty and Graduate Committee.</p>	<ul style="list-style-type: none"> <li>• SON Director</li> <li>• SON Assistant Director for Graduate</li> <li>• Graduate Committee</li> <li>• All faculty teaching in the Master's program</li> </ul>	<p>Master's curricula will undergo a formal review and/or revision every five years or as needed to comply with GCSU and/or CoHS.</p> <p>The AACN Master's Essentials will be incorporated into all Master's curricula. The NONPF Guidelines will be incorporated into all APRN curricula.</p>	

**III-D Key Element:**

DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

DNP program curricula incorporate professional standards and guidelines as appropriate.

- a. All DNP programs incorporate *The Essentials of Doctoral Education for Advancing Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
- b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

*III-D elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*DNP APRN education programs (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• DNP program and course outcomes</li> <li>• Student handbook</li> <li>• SON shared drive: Minutes NFO, Graduate Committee</li> </ul>	<p>DNP curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course faculty and Graduate Committee.</p>	<ul style="list-style-type: none"> <li>• SON Director</li> <li>• SON Assistant Director for Graduate</li> <li>• Graduate Committee</li> <li>• All faculty teaching in the DNP program</li> </ul>	<p>DNP curricula will undergo a formal review and/or revision every five years or as needed to comply with GCSU and/or CoHS.</p> <p>The AACN DNP Essentials will be incorporated into DNP curricula.</p>	

**III-E Key Element:**

Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

*III-E elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*APRN education programs (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Post-Master's APRN Certificate program and course outcomes</li> <li>• Student handbook</li> <li>• SON shared drive: Minutes NFO, Graduate Committee</li> </ul>	<p>Post-Master's APRN Certificate program curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course faculty and Graduate Committee.</p>	<ul style="list-style-type: none"> <li>• SON Director</li> <li>• SON Assistant Director for Graduate</li> <li>• Graduate Committee</li> <li>• All faculty teaching in the Post-Master's APRN Certificate program</li> </ul>	<p>Post-Master's APRN Certificate program curricula will undergo a formal review and/or revision every five years or as needed to comply with GCSU and/or CoHS.</p> <p>The AACN Master's Essentials and NONPF Guidelines will be incorporated into Post-Master's APRN Certificate program curricula.</p>	

**III-F Key Element:**

**The curriculum is logically structured to achieve expected student outcomes.**

- Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.
- Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.

*III-F elaboration: Baccalaureate programs demonstrate knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced course work.*

*Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.*

*DNP programs, whether post-baccalaureate or post-master’s, demonstrate how students acquire doctoral- level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master’s degree as part of the DNP program, the program demonstrates how students acquire master’s level knowledge and competencies delineated in The Essentials of Master’s Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).*

*The program provides a rationale for the sequence of the curriculum for each program.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Grid showing progression from BSN, MSN, to DNP</li> <li>• SON shared drive: Curriculum or Graduate Committee &amp; NFO Minutes.</li> </ul>	<p>The progression grid will be updated as needed to mirror curricular updates.</p>	<ul style="list-style-type: none"> <li>• All Faculty</li> <li>• Curriculum/Graduate/ NFO Committees</li> <li>• SON Director</li> </ul>	<p>Curricula will be logically structured to achieve expected student outcomes.</p> <p>Each program will build upon appropriate foundations, and curricula will demonstrate progression from the Baccalaureate to the Doctorate degrees.</p>	

<p><b>III-G Key Element:</b></p> <p><b>Teaching-learning practices and environments:</b></p> <ol style="list-style-type: none"> <li>1. support the achievement of student outcomes;</li> <li>2. consider the needs and expectations of the identified community of interest; and</li> <li>3. expose students to individuals with diverse life experiences, perspectives, and backgrounds.</li> </ol> <p><i>III-G elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.</i></p> <p><i>Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program); consider the needs of the program-identified community of interest; and broaden student perspectives.</i></p>				
Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Course Reports</li> <li>• MOUs</li> <li>• E-Value (MSN, DNP)</li> <li>• E-Portfolio (MSN,BSN, RN-BSN, DNP)</li> </ul>	Each semester	<ul style="list-style-type: none"> <li>• Course faculty and/or Program Coordinators</li> <li>• EE Committee will survey all students and faculty every three years to gather input into teaching-learning practices adequacy. The next survey of faculty and students is due in 2019.</li> </ul>	<p>100% of BSN and MSN/Post-Master’s students will be placed in qualified clinical sites with qualified preceptors.</p> <p>100% of RN-BSN students will identify a qualified mentor to facilitate their learning.</p> <p>100% of DNP students will select qualified committee members to facilitate completion of their translational project.</p> <p>80% of students and faculty will agree or</p>	



			<p>strongly agree with Standard III-G.</p> <p>100% of course reports will indicate that learning activities and instructional materials were assessed in light of student learning outcomes.</p> <p>100% of learning environments will have a current MOU/letter of agreement stating expectations of each party.</p> <p>100% of BSN and MSN clinical courses will complete site evaluations by students and faculty and preceptor evaluations by students.</p> <p>100% of BSN and MSN students are provided the opportunity to provide care for vulnerable populations.</p> <p>100% of students (all programs) will be offered the opportunity for a study abroad either before or during their program of study.</p>	
--	--	--	--	--

**III-H Key Element:**

**The curriculum includes planned clinical practice experiences that:**

1. enable students to integrate new knowledge and demonstrate attainment of program outcomes;
2. foster interpersonal collaborative practice; and
3. are evaluated by faculty.

*III-H elaboration: To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interpersonal collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. The program is responsible for ensuring adequate and appropriate clinical sites. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.*

*Programs that have a direct care focus (including but not limited to post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Program outcomes</li> <li>• SON shared drive: Minutes from NFO</li> <li>• University's online assessment tool</li> <li>• Students' evaluations of program outcomes</li> <li>• E-Portfolio/Evalue</li> </ul>	<p>Baccalaureate, Master's, DNP, and Post-Master's APRN Certificate planned clinical experiences are reviewed by faculty every semester to comply with GCSU and/or SON.</p> <p>Program outcomes and students' evaluations of program outcomes are reviewed in the capstone course annually.</p>	<ul style="list-style-type: none"> <li>• Program assessment coordinators</li> <li>• Faculty teaching capstone courses</li> </ul>	<p>All clinical experiences will be reviewed by faculty every semester to comply with GCSU and/or SON.</p> <p>Program outcomes will be reviewed annually.</p> <p>Assessment data will be reported to NFO annually.</p>	

**III-I Key Element:**

**Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

*III-I elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The*

*requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Handbooks</li> <li>• Course reports</li> <li>• ExamSoft</li> <li>• E-Value</li> <li>• DegreeWorks</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum/Graduate/ NFO Committees</li> <li>• Nursing professional advisors</li> <li>• Program assessment coordinators</li> </ul>	<p>All students will be evaluated by faculty during each clinical course.</p> <p>Evaluation policies and procedures for individual student performance will be defined and consistently applied.</p>	

**III-J Key Element:**

**Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals and evaluation data are used to foster ongoing improvement.**

*III-J elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty as appropriate.*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
------------------------------	-------------------------	--------------------	------------------	----------------

<ul style="list-style-type: none"> <li>• University's online assessment tool</li> <li>• Course reports</li> <li>• SON shared drive: minutes of Curriculum/Graduate Committee</li> <li>• SRIS results</li> <li>• Annual Progress and Planning Report</li> </ul>	<p>Ongoing</p> <p>Course outcomes are reviewed every semester by the course faculty and Curriculum or Graduate Committee.</p>	<ul style="list-style-type: none"> <li>• Curriculum/Graduate/ NFO Committees</li> <li>• Program assessment coordinators</li> <li>• SON Director</li> </ul>	<p>100% of course outcomes will be reviewed annually.</p> <p>100% of faculty will be reviewed by students (SRIS) and the SON Director (faculty evaluation) each year.</p> <p>Program assessment reports and annual progress and planning report will be completed and reported to NFO annually.</p>	
--	---	--	---	--

Adjourn at 2:00 pm

---

Next Meeting

November 9, 2018 @ 12:00