



Table of Contents

INTRODUCTION.....	5
Section I: Mission & Governance	
Mission and Vision.....	6
Philosophy.....	6
Conceptual Definitions for Organizing Framework.....	7
Nursing Faculty Organization Bylaws.....	7
SON Program Outcomes.....	11
BSN Program Outcomes.....	12
BSN Plan of Study.....	13
MSN Mission Statement.....	14
MSN Program Outcomes.....	15
MSN Plans of Study:	
Family Nurse Practitioner.....	16
Nurse Educator.....	17
Nurse Midwifery.....	18
Psychiatric Mental Health Nurse Practitioner.....	19
Women’s Health Nurse Practitioner.....	20
DNP Program Outcomes.....	21
DNP Plan of Study.....	22
Job Descriptions:	
SON Director.....	23
Assistant Director for Graduate Programs.....	25
Assistant Director for Undergraduate Programs.....	27
MSN/DNP Program Coordinators.....	29
Nurse Midwifery and Women’s Health Nurse Practitioner Program Coordinator.....	32
Director of the Simulation and Translation Research Center.....	33
Standardized Patient Education Program Coordinator.....	36
Skills Lab Coordinator/Lecturer.....	39
Simulation Specialist.....	41
GC CoHS Organizational Chart.....	43

Section II: Faculty Evaluation & Workload

Evaluation of Nursing Faculty	44
Formal Faculty Reviews	44
Definitions of Teaching, Scholarship and Professional Development, and Service	47
Annual Faculty Evaluation	49
Faculty Evaluation: Non-Tenure Track	50
Critical Components for Non-Tenure Ranks	55
Faculty Evaluation: Tenure Track	57
Critical Components for Professorial Ranks	63
Guidelines for Faculty Appointment, Promotion, & Tenure	67
Promotion Guidelines for Non-Tenure Track	67
Non-Tenure Faculty Portfolio Preparation Guidelines	71
Promotion Guidelines for Tenure Track	72
Academic Tenure	75
Portfolio Preparation Guidelines for Tenure Faculty	83

Section III: Faculty Evaluation Forms

Student Rating of Instruction Survey (SRIS)	84
Simulation Evaluation Forms	85
Non-Tenure Track Lecturer Evaluation Form	88
Non-Tenure Track Senior Lecturer Evaluation Form	89
Tenure Track Evaluation Form	102

Section IV: Faculty Information: Syllabi, SON General Information, Testing, and, Policies

Syllabi	110
Matriculation Pledge	111
Honor Code	112
Violations Definitions	112
Essential Policies:	
Testing Policy	114
Campus Laboratory Policy and Guidelines	119
BSN Dress Code	123

Student Accident/Injury Policy	126
Course and Clinical Guidelines.....	129
Graduate Online Testing Policy	136
MSN Course and Clinical Guidelines.....	137
MSN Dress Code.....	141
Faculty and Teaching Workload Guidelines	142
Faculty Policy for Preparation for Clinical Experiences.....	146

General GCSU Information:

Georgia College Social Media Guidelines.....	148
Faculty Role with Students at Risk	149
Campus Safety.....	149
Registrar’s Office	149
University Calendar.....	149
Textbook Orders	150
Class Roster Verification.....	150
Drug and Alcohol Policy.....	150
FERPA	151
Sexual Misconduct	151

Appendices

Appendix A BSN Program of Study.....	152
Appendix B MSN FNP Program of Study.....	153
Appendix C MSN Nurse Educator Program of Study	156
Appendix D MSN Nurse Midwifery Program of Study	159
Appendix E MSN Psychiatric Mental Health NP Program of Study	162
Appendix F MSN Women’s Health NP Program of Study.....	165
Appendix G DNP Program of Study.....	168
Appendix H BSN Curricular Map	170
Appendix I DNP Curricular Map	171
Appendix J NFO Bylaws	172

Dear Friends and Colleagues:

The Georgia College School of Nursing Faculty Handbook has been prepared as a convenience and is not an official document of the Board of Regents. It provides information about the School of Nursing (SON) processes, policies and procedures. Please read the resource updates provided through Frontpage publications, letters from the President, Provost and the Dean of the College of Health Sciences, as these contain a variety of information for faculty. Further information can be found in the Nightingale Café in Desire to Learn.

The Georgia College SON Faculty Handbook is a companion document to the:

1. SON Undergraduate Student Handbook
2. SON Graduate Student Handbook

The Georgia College SON Faculty Handbook includes the following sections:

1. Mission and Governance
2. Faculty Evaluation and Workload
3. Faculty Evaluation Forms
4. Faculty Information: Faculty Information: Syllabi, SON General Information, Testing, and, Policies

Thank you for your service to our students, the university and the nursing profession.

Sincerely,

Deborah MacMillan

Deborah MacMillan, PhD, RNC, CNM
School of Nursing Director

Section I: Mission and Governance

School of Nursing Mission & Vision

Mission

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The BSN program prepares nursing professionals who are life-long learners and have the knowledge and skills to support the healthcare needs of diverse populations.

Vision

The Georgia College School of Nursing aspires to be recognized as a national leader in nursing education. Georgia College nurses will serve at the forefront of the changing healthcare delivery system.

School of Nursing Philosophy

Georgia College's School of Nursing builds the philosophy by defining the basic concepts that comprise the discipline and science of nursing. These concepts are health, nursing, environment, education, and person.

Health

Health is the dynamic integration of the physical, psychological, spiritual, cognitive, and socio-cultural well-being of individuals, families, groups, and communities. The meaning of health varies between individuals and cultures, and is universally accepted as more than being free of disease or infirmity.

Nursing

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response to actual or potential health problems for health promotion, disease prevention, and advocacy in the care of individuals, families, communities, and populations.

(Nursing's Social Policy Statement, Second Edition, 2003, p. 6 & Nursing: Scope and Standards of Practice, 2004, p. 7)

Environment

The environment is the accumulation of physical, physiological, social, cultural, spiritual, economic, and political conditions that interact with and influence the human experience. The interaction is constant and the environment can be altered to influence health outcomes.

Education

Nursing education is an active process where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through graduate education and life-long learning.

1. Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.
2. Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
3. Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.

Person

Person is a complex, unique, holistic individual with inherent worth and dignity. The meanings a person attaches to life experiences are influenced by the environment, developmental level, group membership, culture, and ethnicity. The person has the power to identify their own life choices.

ANA Code of Ethics for Nurses

All professional nurses are expected to provide ethical care. All students should review the American Nurses Association (ANA) Code of Ethics for Nurses at this link:

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Academic Advising/Mentoring

Students are advised according to the procedure described in the Georgia College & State University Undergraduate Catalog. Students are advised in the advising center. Additionally, faculty mentors will be available based on the interests of the student, for example, nursing student organizations, undergraduate research, and study abroad activities.

Conceptual Definitions for the Organizing Framework

The organizing framework provides faculty and students with a way of conceptualizing and organizing knowledge, skills, values, and beliefs (Billings & Halstead, 2009). This framework facilitates the creation of courses and the organization of the courses into a cohesive curriculum that enables students to achieve the desired learning outcomes.

In 1860 Florence Nightingale first published “*Notes on Nursing*” in the United States (Nightingale, 2008). From her writings, the concepts of person, environment, nursing, and health have been drawn. These concepts are still considered to be the cornerstones of many nursing theoretical models (Billings & Halstead, 2009). The following statements are Georgia College’s own unique perspectives related to these concepts as they are reflected in our curriculum.

Person

The person is conceptualized holistically as a system, whether individual, family, group, or community. Viewing persons in a holistic manner involves appreciation of the biological, psychological, sociocultural, spiritual, and developmental dimensions that make the person unique, unprecedented, and unrepeatable.

Environment/Society

The curriculum reflects concepts revealing an interaction between persons and their environment, which has the potential to impact their health. An evolving care system has developed within the context of the socioeconomic, political, and global environment. The system constantly changes in an attempt to meet the health needs of the populations. Nursing demands a professional who is able to serve as client advocate or change agent to assure that clients have access to quality care that is satisfying and cost effective.

Nursing

The curriculum reflects selected concepts and processes to construct the meaning of professional nursing practice. At the undergraduate level, nursing is conceptualized as a profession that involves practice as a generalist while the graduate program prepares the professional nurse for practice within a prescribed nursing specialty.

The Bachelor of Science in Nursing (BSN) graduate is prepared for beginning roles caring for individual clients throughout the lifespan in a variety of settings, and for families, groups, and communities as clients and to assume a beginning leadership role in nursing. The Master of Science in Nursing (MSN) program builds on the generalist foundation of the baccalaureate nurse and extends the breadth, depth, and scope of nursing education to inform practice. MSN graduates and students completing postmaster's programs are prepared to assume leadership roles as family nurse practitioners. The Doctor of Nursing Practice (DNP) program prepares nurse leaders for evidence-based practice in both direct patient care and executive roles. This requires competence in translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical and organizational innovations to change practice.

Health

In order to understand health as a dynamic multidimensional state, the curriculum explores selected concepts: holistic health, outcomes management, and global health. Holistic health as a human value occurs within the text of a diverse interconnected individual, family, group, and community. Holistic health encompasses health promotion, maintenance, and restoration, achievable through collaborative communication, empowerment, advocacy, and access to health care. The outcomes from the delivery of health care are managed to improve the quality of life and reach the maximal potential of the individual, family, and community. Global health incorporates a worldview in which humankind is interconnected and cultural diversity is appreciated.

Program Concepts

The curriculum for undergraduate and graduate programs is designed around **ten nursing-practice concepts**:

1. communication
2. evidence-based practice
3. leadership
4. ethics
5. cultural diversity
6. health promotion & disease prevention
7. advocacy
8. collaboration
9. information science/informatics
10. professional role

Program Concept Definitions

Communication is a two-way process of sending and receiving meaningful information that goes beyond the simple transfer of information to the establishment of a relationship between people (Blais & Hayes, 2011).

Evidence-based practice is a the conscientious, explicit, and judicious use of current best evidence applied to improve the quality of clinical judgment in making decisions about the care of individuals moderated by patient circumstances and preferences (Blais & Hayes, 2011; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996).

Leadership shapes and shares a vision, by inspiring, enlivening, and engaging others to participate in building consensus for goal achievement (Blais & Hayes, 2011; Kelly, 2008).

Ethics is a branch of philosophy that provides an integral part of the foundation of nursing. A code of ethics makes the primary goals, values, and obligations of the profession explicit. It is an expression of nursing's own understanding of its commitment to society. (Fowler, 2008, p. 145).

Cultural Diversity is respect, understanding, and sensitivity to the needs between and within cultural groups. Individual diversity may include but is not limited to race, ethnicity, age, religion, gender, sexual orientation, primary language, disability, veteran status, national origin, geographical background and economic status. Diversity extends beyond acceptance; it is the exploration and understanding of individual's uniqueness and differences in a safe, non-judgmental, and caring environment (Blais & Hayes, 2011) (College of Health Sciences).

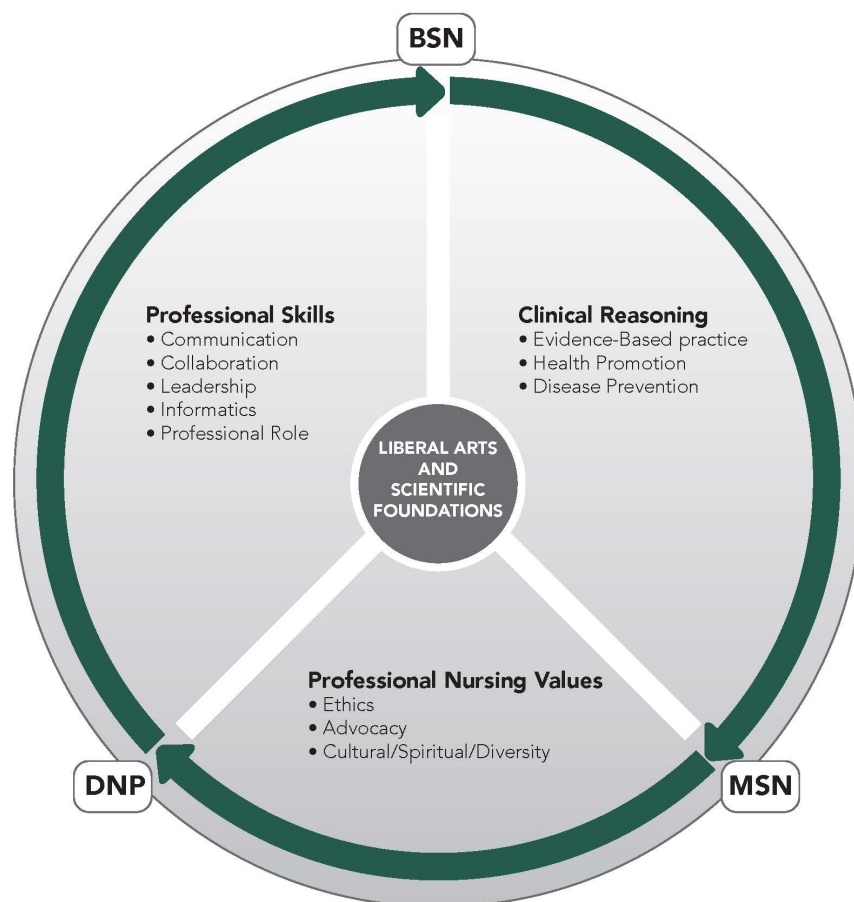
Health Promotion & Disease Prevention is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (also ANA definition of nursing) (American Nurses Association, 2010a, p. 1).

Advocacy is a practical partnership between a professional who has expertise to offer to the client who is experiencing inherent ambiguity associated with significant health concerns (Joel, 2009, p. 263).

Collaboration is a professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique expertise, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party, and the advantages of such a relationship (American Nurses Association, 2010b, p. 64).

Informatics is a combination of computer, information and nursing sciences that facilitates the management and processing of nursing data, information and knowledge and supports the practice of nursing (Staggers & Thompson, 2002, p. 227).

Professional Role is the role of a nurse that uses a distinct body of knowledge, university-based education, specialized practice, standards of practice, a social contract, and an ethical code (American Nurses Association, 2010b, p. 15).



Nursing Faculty Organization Bylaws

The Nursing Faculty Organization (NFO) is structured to provide a means of shared governance in promoting the implementation of the mission of the School of Nursing (SON). These Bylaws will govern the procedures of and establish committees and duties of committees in the NFO. These Bylaws shall not be in conflict with those of the College of Health Sciences (COHS), the Georgia College & State University (GCSU) Statutes, or the policies of the Board of Regents of the University System of Georgia. *See Appendix J for complete Bylaws.*

School of Nursing Program Outcomes

The SON has an outstanding reputation both in the community and throughout the state. We consistently excel in achieving the common benchmarks of excellence for nursing programs: 1) NCLEX- RN 1st time pass rate, 2) Certification pass rates, 3) Graduation rates, and 4) Employment rates (See table below). For reference, the national NCLEX-RN pass rate has ranged from 85-90% over the past five years.

	2017	2018	2019
BSN NCLEX-RN Pass Rate	96%	100%	99%
BSN Graduation Rate	95%	84.7%	91%
BSN Employment Rate	100%	100%	100%
FNP Certification Pass Rate	96%	100%	100%
PMHNP Certification Pass Rate	NA	100%	92%
FNP Graduation Rate	86%	70%	82%
PMHNP Graduation Rate	NA	100%	88%
NP Employment Rate	100%	100%	100%
DNP Graduation Rate	83%	81%	67%
DNP Employment Rate	100%	100%	100%

In addition to these measures, GC SON internal benchmarks focus on the attainment of SON programmatic outcomes that are aligned with the Quality and Safety Education for Nurses (QSEN) competencies, American Nursing Association (ANA) Scope and Standards of Practice, and American Association of Colleges of Nursing (AACN) Essentials. The recent curriculum revision for the baccalaureate in nursing focused on aligning the programmatic outcomes with the Liberal Education and America's Promise (LEAP) Essential Learning Outcomes and Set of Principals of Excellence to provide a new framework to guide students' cumulative progress throughout our programs. The GC SON has embraced the LEAP vision which is centered on achieving the program outcomes through high-impact practices which are rooted in the principles of inclusive excellence and supported by a continuous process of assessment of student learning. Baccalaureate nursing is the first GC program to receive a Georgia College Leadership Designation.

School of Nursing Faculty set the benchmark for first time test-takers on the exam higher than the standard set by the Accreditation Commission for Education in Nursing Inc. (ACEN). Standard 6.4.2 states that 80% percent of first-time candidates for certification exams will pass the exams. Criterion stated in the School of Nursing Graduate Program Effectiveness Evaluation Plan requires that 90% of MSN graduates who seek certification pass the certification examination on initial attempt. The rationale for setting the benchmark greater than the ACEN standard is based on the high quality of students admitted to the FNP program and the exemplary record of success on the American Academy of Nurse Practitioners certification exam. GC students have continually demonstrated achievement on the FNP Certification Exam a high pass rate. This exceeds the benchmarks set by both the School of Nursing and ACEN.

Georgia College & State University BSN Program Outcomes

(Effective Fall 2018)

1. Provide leadership within the healthcare team to ensure safe, effective, patient-centered care in a variety of settings.
2. Integrate liberal arts foundation, scientific evidence, and clinical reasoning into nursing care delivery for diverse individuals, families, and populations.
3. Incorporate life-long learning, ethical principles, health policy, and professional standards into socially responsible care for individuals, communities, and populations.
4. Provide compassionate, competent, holistic nursing care across the lifespan.
5. Demonstrate effective communication through writing, speaking, listening, and using technology necessary for collaboration and quality nursing care.
6. Advocate for improved population health initiatives and systems of healthcare delivery locally, nationally, and globally.

Georgia College School of Nursing BSN Program of Study **

Pre-Nursing Core

Areas A, B, C, D for health professions majors
Area E
Area F: BIOL 2160, 2170, 2180, PSYC 2103, NRSNG 2780

Major Requirements

Course Number and Title		Contact Hours	Semester
NRSNG 3140	Therapeutic Health Assessment and lab	2-2-3	1
NRSNG 3240	Foundations of Nursing Practice	5-4-9	1
NRSNG 3445	Nursing Pathopharmacology	3-0-3	1
NRSNG 4000 series*	Seminar	0	1
NRSNG 3440	Integrated Nursing Management of Adult and Geriatric Clients I and lab	3-3-6	2
NRSNG 3540	Psychiatric Mental Health Nursing and lab	3-2-5	2
NRSNG 3560	Community and Population Based Nursing and lab	3-1-4	2
NRSNG 4000 series*	Seminar	0	2
NRSNG 4580	Integrated Nursing Management of Adult and Geriatric Clients II and lab	4-4-8	3
NRSNG 4665	Nursing Care of the Family and lab	4-3-7	3
NRSNG 4140	Discovery & Evidence-based Practice in Nursing	2-0-2	3
NRSNG 4000 series*	Seminar	0	3
NRSNG 4780	Leadership & Management in Nursing	3-0-3	4
NRSNG 4980	Transition to Professional Nursing Practice and lab	2-7-9	4
NRSNG 4981	Synthesis of Clinical Reasoning	1-0-1	4
NRSNG 4000 series*	Seminar	0	4

*One NRSNG 4000 Seminar course (numbered 4001, 4002, 4003 and 4004) is required each semester. Students are required to have one of each numbered seminar course for a total of 4 prior to graduation.

***(rev. fall 2018)*

For the curricular map see Appendix H.

Georgia College & State University MSN Mission Statements

Family Nurse Practitioner (FNP)

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Family Nurse Practitioner program prepares nursing professionals to fulfill primary care advanced practice roles in rural and underserved areas.

Nurse Educator

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Nurse Educator program prepares nursing professionals to address educational needs in academic and healthcare organizational settings.

Nurse Midwifery

In concert with the Georgia College, liberal arts mission is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information-intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values in the practice of full-scope midwifery care to women and their families.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Psychiatric Mental Health Nurse Practitioner program prepares nursing professionals to fulfill mental health advanced practice roles in rural and underserved areas.

Women's Health Nurse Practitioner (WHNP)

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Women's Health Nurse Practitioner program prepares nursing professionals to fulfill women's health advanced practice roles in rural and underserved areas.

Georgia College & State University MSN Program Outcomes

(Effective Fall 2019)

1. Integrate liberal arts foundation with scholarly inquiry and client values as a basis for problem solving.
2. Demonstrate leadership in the advanced specialty role through legal and ethical decision making, accountability, and a commitment to quality improvement and safety.
3. Demonstrate informatics and healthcare technology competencies to enhance outcomes for clients and populations.
4. Advocate for ethical policies that promote access, equity, quality, and cost effectiveness.
5. Collaborate within nursing and inter-professional teams to improve client and population health.
6. Demonstrate the competencies associated with the graduate nursing specialty role.

Master of Science in Nursing - Family Nurse Practitioner

Full-Time Program of Study—6 Semesters

Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 2 (Fall)				
NRSG 5480 NRSG 5480L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
NRSG 7000 NRSG 7000L	Primary Care of Adults I / Lab	2-6-4	90	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7010 NRSG 7010L	Primary Care of Adults II /Lab	2-6-4	90	Summer
Semester 5 (Fall)				
NRSG 7030 NRSG 7030L	Primary Care of Women/Lab	2-6-4	90	Fall
NRSG 7050 NRSG 7050L	Primary Care of Children & Adolescents/Lab	2-6-4	90	Fall
Semester 6 (Spring)				
NRSG 7410 NRSG 7410L	Primary Care Practicum/Lab	1-15-6	225	Spring
TOTAL HOURS		40 credit hours	630 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit. For full time, part time and post-master's certificate program of study see Appendix B.

Master of Science in Nursing - Nurse Educator

Full-Time Program of Study—6 Semesters

Course Number and Title	Contact hours	Clinical Hours	Semester	
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer	
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3	Summer	
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
NRSG 6120/L	Implementing Educational Programs in Nursing	3-6-5	90	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 6125	Curriculum Design and Evaluation	3-0-3		Summer
Semester 5 (Fall)				
NRSG 6121/L	Simulation & Technology in Nursing Education	3-9-6	135	Fall
NRSG 6500	Graduate Nursing Practicum Development	1-0-1		Fall
Semester 6 (Spring)				
NRSG 6551/L	Graduate Nursing Practicum	2-12-6	180	Spring
TOTAL HOURS		39 credit hours	450 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit. For full time, part time and post-master's certificate program of study see Appendix C.

Master of Science in Nursing - Nurse Midwifery

Full-Time Program of Study—6 Semesters

Course Number and Title	Contact hours	Clinical Hours	Semester
YEAR ONE			
Semester 1 (Summer)			
NRSG 5500	Perspectives of Advanced Nursing Practice 2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis 3-0-3		Summer
Semester 2 (Fall)			
NRSG 5480/L	Advanced Nursing Assessment/Lab 2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology 3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications 2-0-2		Fall
Semester 3 (Spring)			
NRSG 5800	Applied Pharmacology 3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality 2-0-2		Spring
NRSG 7300/L	Women's Health I 2-9-5	135	Spring
YEAR TWO			
Semester 4 (Summer)			
NRSG 7310/L	Women's Health II 2-9-5	135	Summer
NRSG 7320	Unique Women's Health Issues 1-0-1		Summer
Semester 5 (Fall)			
NRSG 7330/L	Women's Health III 2-9-5	135	Fall
NRSG 7340/L	Midwifery 2-9-5	135	Fall
Semester 6 (Spring)			
NRSG 7500/L	Women's Health/Midwifery Residency 1-15-6	225	Spring
TOTAL HOURS		45 credit hours	810 clinical hours

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

For full time, part time and post-master's certificate program of study see Appendix D.

For Mission and Vision Statement, see Appendix J

Master of Science in Nursing - Psychiatric Mental Health Nurse Practitioner

Full-Time Program of Study—6 Semesters

Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 5810	Advanced Psychopharmacology and Neurobiology	3-0-3		Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
NRSG 7100/L	Foundations for Psychiatric-Mental Health Nursing	2-6-4	100	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7110/L	Psychiatric Mental Health Nursing I/Lab	2-6-4	100	Summer
Semester 5 (Fall)				
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
NRSG 7120/L	Psychiatric Mental Health Nursing II/Lab	2-6-4	100	Fall
Semester 6 (Spring)				
NRSG 7200/L	Graduate Nursing Practicum	1-15-6	225	Spring
TOTAL HOURS		39 credit hours	570 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit. For full time, part time and post-master's certificate program of study see Appendix E.

Master of Science in Nursing - Women's Health Nurse Practitioner

Full-Time Program of Study—6 Semesters

Course Number and Title	Contact hours	Clinical Hours	Semester	
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer	
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3	Summer	
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
NRSG 7300/L	Women's Health I	2-9-5	135	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7310/L	Women's Health II	2-9-5	135	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1		Summer
Semester 5 (Fall)				
NRSG 7330/L	Women's Health III	2-9-5	135	Fall
Semester 6 (Spring)				
NRSG 7500	Women's Health Residency	1-15-6	225	Spring
TOTAL HOURS		40 credit hours	675 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit. For full time, part time and post-master's certificate program of study see Appendix F.

Georgia College & State University DNP Program Outcomes

(Effective Fall 2018)

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform health care outcomes through evidence and scholarly inquiry
3. Exhibit leadership to create effective health care delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence-based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Doctor of Nursing Practice

Full-Time Program of Study—5 Semesters

Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Fall)				
NRSG 8300	Evidenced-Based Practice I: Foundations	3-4-4	60	Fall
NRSG 8510	Informatics: Analytic Tools for Clinical Decision Making	2-0-2		Fall
NRSG 8540	Addressing Health Needs of Vulnerable Populations	2-0-2		Fall
Semester 2 (Spring)				
NRSG 8520	Healthcare Finance and Economics for the DNP	3-0-3		Spring
NRSG 8530	Healthcare Policy, Ethics, and Politics	3-4-4	60	Spring
NRSG 9300	Evidenced-Based Practice II: Methods and Measures	3-4-4	60	Spring
Semester 3 (Summer)				
NRSG 8410	Epidemiology	2-0-2		Summer
NRSG 9400	Evidenced-Based Practice III: Evaluation and Outcomes	3-4-4	60	Summer
YEAR TWO				
Semester 4 (Fall)				
NRSG 8420	Applied Statistical Methods for Healthcare Research	3-0-3		Fall
NRSG 9310	Translational and Clinical Research I – Implementation	1-8-3	120	Fall
Semester 5 (Spring)				
NRSG 9100	Role Transitions and Leadership	2-4-3	60	Spring
NRSG 9320	Translational and Clinical Research II: Evaluation and Dissemination	1-8-3	120	Spring
TOTAL HOURS		37 credit hours	540 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

For full time, part time and post-master's certificate program of study see Appendix G.

For curricular map see appendix I.

College of Health Sciences - Director of the School of Nursing

1. **Position Description:** Under the direction of the Dean, the Director/Chair acts as a senior administrator of the School of Nursing. Working collaboratively with the faculty of the School and within the College of Health Sciences, the Director assumes administrative responsibility for the development, modification, and administration of programs necessary to meet the academic needs of students by the School. The Director shares with the faculty responsibility for the fostering of excellence in programs, instruction, scholarly activity and service.
2. **Duties and Responsibilities:** Working collaboratively with the faculty within the School, the Director is responsible for providing administrative leadership for the School of Nursing and for implementing the School goals and the goals and implementation strategies elucidated in the current College of Health Sciences Strategic Plan, giving special attention to the objectives for the academic programs of the School. The Director provides leadership for the School and working collaboratively with the faculty in the department, participates in the development of school/college and university policies. Administrative responsibilities of the Director include major duties listed below along with illustrative examples of the tasks associated with them:

College and University Level Responsibilities

- Serves as a member of the College of Health Sciences Leadership Team. In this role, he Director represents the School of Nursing on the COHS Administrative Council, and on the University's Chair Council.
- Implementation of a School Goals including short and long-term implementation plans, based on College of Health Sciences Mission/ Vision and Strategic Goals which are aligned with the University Mission/Vision and Strategic Plan.
- Serves on elected and appointed committees/taskforces as representatives of the College of Health Sciences, of their unit with possible roles of committee or taskforce leadership, liaison, member, or ex officio advisement.
- Serves in of other duties as assigned by the Dean.

Personnel Management

- Serves as the direct report supervisor of all employees in the School of Nursing and therefore, is responsible for conducting annual of faculty and staff performance evaluations.
- Oversees for the recruitment, orientation and advisement of students, staff, and faculty in collaboration with the faculty, including an assessment and recommendation of faculty candidates.
- Supervise faculty and staff development programs, and make unit level recommendations regarding faculty reappointment, tenure, and promotion.
- Provides overall supervision and final approval of all workload assignments of direct reports, including workload of faculty and staff within the School of Nursing.

Fiscal Management

- Serves as the fiscal manager of the School of Nursing Budgets (Operating/Personnel, Laboratory/Instructional Course Fees, Foundation Accounts, Sales & Service, Auxiliary/Special Fees, etc.)
- Works collaboratively with assistant directors and program coordinators in the annual budget planning process.

Curricular Management

- Oversees the ongoing program review process existing academic programs offered by the School of Nursing (degrees /majors/concentrations, minors, certificates, international education experiences, etc.) Provides recommendations for any modification of programs, development of new programs, or deactivation/termination of programs within the unit.
- Provides supervision of the development of new programs, projects, events and special initiatives within the School of Nursing as well as assist and support interdisciplinary programs within the College and/or University.
- Oversees the scheduling of courses (classroom, labs, clinical, and other field based experiences) and works collaborative with the Assistant Directors and other COHS unit heads in assuring efficient and effective scheduling of courses in COHS facilities, as well as campus-wide scheduling as needed.
- Provides oversight of the School of Nursing's instructional laboratories and equipment in a manner that promotes quality learning in classroom.

CoHS – SON - Assistant Director for Graduate Programs

1. **Position Description:** The Assistant Director provides oversight of curricular maintenance and program development for graduate programs within the School of Nursing. The Assistant Director works closely with faculty, outreach coordinator, international coordinator, and simulation lab manager to facilitate the day to day operations of the School of Nursing. The Assistant Director is expected to perform as a contributing member of the School of Nursing administrative team.
2. **Duties & Responsibilities:** Working collaboratively with the Director, School of Nursing, the Assistant Director is responsible for coordinating the graduate programs and certificate courses within the School of Nursing and for supporting the goals of the School, College, and University. The Assistant Director works collaboratively with faculty with the School and across University departments. Administrative responsibilities include major duties listed below along with illustrative examples of the tasks associated with them:
 - Responsibility for recruitment and orientation of graduate students.
 - Serves as primary contact for communication with potential graduate students.
 - Supports graduates in their efforts to secure employment or gain admission to graduate school.
 - Oversees clinical placement and placement issues, including the coordination of MOUs and clinical site visits.
 - Updates catalogs and handbooks relative to graduate programs.
 - Assigns student advisors.
 - Serves as initial contact for all student petitions and graduation applications.
 - Serves on School of Nursing Advisory Board.
 - Working with the Assistant Director of Undergraduate Programs, prepares a draft of the schedule of classes.
 - In collaboration with the Director, assists with:
 1. Budget
 2. Faculty development
 3. Evaluation of faculty
 4. Hiring and orientation of faculty
 5. Assessment of program outcomes
 - Implementation of the School's vision within the context of the mission of the College of Health Sciences
 - Participation in a program review for the evaluation of existing degree, accreditation, certification, and other academic programs which may include development of new programs and implementation of improved programs to enhance the quality of instruction, academic programs, research, and service.
 - Service on elected and appointed committees and acceptance of other duties as assigned by the Director of the School of Nursing.
 - Provision of oversight of development of graduate promotional materials.
 - Participation in development of reports, grants, and proposals related to the School of Nursing academic programs.

- Other duties as assigned by the Director, School of Nursing.

3. Minimum Qualifications – Assistant Director – Graduate Programs

- Holds a terminal degree in nursing
- Is in a tenure track position
- Has completed a successful pretenure review
- Holds certification in one of the four advanced practice areas: NP, CNS, CRNA, CNM

4. Desired Qualification

- Education and/or experience in administration

5. Work Expectations

- The Assistant Director is a full-time position. Work hours are primarily between 8AM and 5PM. Evening and weekend work will be required.
- The Assistant Director for graduate programs will have hours on the Macon Campus.
- 6 hours of teaching/semester

CoHS – SON Assistant Director for Undergraduate Programs

1. **Position Description:** The assistant director provides oversight of curricular maintenance and program development for undergraduate programs within the School of Nursing. The assistant director works closely with the director, faculty, pre-nursing adviser, outreach coordinator, international coordinator, and simulation manager to facilitate the day to day operations of the School of Nursing. The assistant director is expected to perform as a contributing member of the School of Nursing administrative team
2. **Duties and Responsibilities:** Working collaboratively with the director, School of Nursing, the assistant director is responsible for coordinating the undergraduate programs within the School of Nursing and for supporting the goals of the school, college, and university. The assistant director works collaboratively with faculty within the school and across university departments. Administrative responsibilities include major duties listed below along with illustrative examples of the tasks associated with them.
 - Assists with recruitment and orientation of undergraduate students.
 - Serves as primary contact for communication with potential undergraduate students.
 - Supports graduates in their efforts to secure employment or gain admission to graduate school.
 - Collaborates with the Clinical Placement Coordinator to oversees clinical placement and placement issues, including the coordination of Memoranda of Understanding and clinical site visits.
 - Updates catalogs and handbooks relative to the undergraduate programs.
 - Processes undergraduate student petitions, transient requests and course substitution requests.
 - Serves on School of Nursing Advisory Board.
 - Collaborates with the Assistant Director, Graduate Programs and the Nursing Program Director to develop:
 1. Course schedules
 2. Faculty course assignments and workload spreadsheets
 3. Part time schedules and budget
 - Collaborates with the Director to support:
 1. Budget
 2. Faculty development
 3. Evaluation of faculty
 4. Hiring and orientation of faculty
 5. Assessment of program outcomes
 6. Implementation of the school's vision within the context of the mission of the College of Health Sciences
 - Participates in program reviews for the evaluation of existing degree, accreditation, certification, and other academic programs which may include development of new programs and implementation of improved programs to enhance the quality of instruction, academic programs, research, and service.

- Serves on elected and appointed committees as assigned by the School of Nursing Director.
- Reviews and approves program promotional brochures.
- Participates in development of reports, grants, and proposals related to the School of Nursing academic programs.
- Assumes other duties as assigned by the director, School of Nursing.

3 Minimum Qualifications – Assistant Director – Undergraduate Programs

- Holds a terminal degree in nursing or related field
- Holds a master’s degree in nursing
- Is eligible for a tenure-track position
- Is qualified by education and/or experience to teach in the undergraduate courses.

4. Desired Qualification

- Education and/or experience in administration
- Nationally-recognized certification

5. Work Expectations

- The assistant director is a full-time position. Work hours are primarily between 8am and 5pm. Some evening and weekend work will be required.
- The assistant director for undergraduate programs is based on the Milledgeville campus.

CoHS – SON MSN/DNP Program Coordinators

Status: Exempt Position

Position Description:

The MSN/DNP Coordinator/Faculty of the Georgia College School of Nursing works collaboratively with the MSN/DNP faculty, Assistant Director of Graduate Nursing Programs and Director of the School of Nursing in advancing the objectives of the MSN or DNP nursing program to provide educational excellence. Together, they develop and implement the curriculum based on the program objectives with the end result being to graduate master prepared family nurse practitioners.

Reports to: Assistant Director of Graduate Nursing Programs

Duties and Responsibilities:

The MSN/DNP Coordinator has responsibility for teaching and overall administration, coordination, development, implementation, and evaluation of the MSN/DNP nursing programs. The following areas of job responsibility are delineated:

Administration:

- Support the mission and philosophy of the College and Nursing Program.
- Serve as a liaison between MSN/DNP faculty and the Assistant Director of Graduate Programs.
- Reports to Assistant Director of Graduate Nursing Programs and Director of the School of Nursing any accidents, incidents, or other matters of a serious nature which affect the program.
- Serves as mentor to new faculty in their roles and responsibilities.
- Serves on College and Faculty committees as appropriate.
- Informs Assistant Director of Graduate Nursing Programs of student census and progression.
- Communicates verbally and in writing with various boards of nursing regarding needed documentation for student clinical experience.
- Works with course faculty to ensure availability of appropriate clinical sites and submit recommendations to the Assistant Director of Graduate Nursing Programs.
- Maintains rapport with clinical agencies nursing staff, medical staff, and paraprofessionals to facilitate program goals.
- Communicates with Assistant Director of Graduate Nursing Programs and Director of the School of Nursing, and course faculty for the program operation.
- Assesses community resources for use in enriching educational program.
- Collaborates with admissions personnel regarding student recruitment and participate in formal and informal recruiting activities.
- Reviews files of nursing program and pre-nursing applicants, recommend admission status, and assign nursing advisor.
- In collaboration with Clinical Coordinators ensures complete and accurate health records are maintained of all students.

- Participates in Educational Effectiveness Plan for the School of Nursing and assists in collecting and analyzing data.
- Serves as resource person to faculty.
- Communicates with Assistant Director of Graduate Nursing Programs to coordinate class scheduling.
- Communicates with Student Service, Academic, Financial support areas, and faculty to ensure student maximum possibility of success.
- Serves as academic advisor and resource person to students.
- In conjunction with Assistant Director of Graduate Nursing Programs and Director of the School of Nursing, recommend faculty assignments to ensure attainment of program outcomes.
- Coordinates delivery of curriculum with faculty to ensure correlation of theory and clinical.
- Monitors students' academic progress and notify the MSN/DNP Program Director of any deviations to student progression.
- Coordinates standardized testing activities for students.
- Communicates with students regarding unmet requirements.
- Assumes chairperson activities in the absence of the MSN/DNP Program Director.
- Directly oversees the day-to-day function of the MSN/DNP Program.

Knowledge, Skills & Abilities:

- Knowledge of online teaching pedagogies related to nursing students is essential.
- Skill in excellent communication skills to include: public speaking, facilitation, interpersonal, networking and building collaborations.
- Ability to work independently as well as function as part of a team.
- Ability to exercise excellent time management and organizational skills, creativity and ability to be flexible.

Other:

- The MSN/DNP Coordinator is a 10-month faculty position, with a mandatory summer contract commitment.
- Summer hours will require a minimum 6-hour teaching load and 3-hour administrative load.
- The 6-hour teaching load for summer pay will be calculated based on the university's policy for summer teaching. A stipend of 9% of annual salary (equivalent to a 3-credit hour course) will be added to pay for coordinator duties.
- Fall and Spring semesters – teaching load of 9 contact hours and 3-hour release for coordinator duties.

Required Education:

Nursing Degree
PhD, EDD, or DNP degree

Required Experience in years:

2+ years full time as a faculty teaching graduate level courses in the area of certification as APRN. Experience with coordinating higher education program preferred but not required.

Required License/Certification/Skills:

- Active Georgia license as a registered nurse and APRN (if applicable) required.
- Certified in area of concentration
- Current Active clinical experience as an APRN or CEN

Physical Requirements (With or Without Accommodations):

- Visual acuity to read information from computer screens, forms and other printed materials and information.
- Able to speak (enunciate) clearly in conversation and general communication.
- Hearing ability for verbal communication/conversation/responses via telephone, telephone systems, and face-to-face interactions.
- Manual dexterity for typing, writing, standing and reaching, flexibility, body movement for bending, crouching, walking, kneeling and prolonged sitting.
- Lifting and moving objects and equipment up to 25 lbs.
- Travel may be required to attend conferences as needed or requested.

Nurse Midwifery and Women’s Health Nurse Practitioner Program Coordinator

Responsible for the development, implementation, management, and evaluation of the Georgia College Nurse Midwifery (NM) and Women’s Health Nurse Practitioner (WHNP) Program under the guidance of the Director of the School of Nursing.

Responsible for creating and implementing strategic vision and objectives for the NM and WHNP Program in collaboration with the Director of the School of Nursing and the leadership team of the School of Nursing.

Plans, develops, and manages the NM and WHNP budget under the guidance of the Director of the School of Nursing.

Oversees and manages the NM and WHNP program to implement and maintain curriculum and clinical experiences standards in accordance with the American College of Nurse-Midwives (ACNM), the Association of Women’s Health, Obstetrical and Neonatal Nurses (AWHONN) and the National Organization of Nurse Practitioner Faculty (NONPF).

In collaboration with the School of Nursing Director, provides oversight and management of program faculty and preceptors to ensure that the program adheres to competency criteria and continuing education requirements as instructed by the American Midwifery Certification Board, the Association of Women’s Health, Obstetrical and Neonatal Nurses (AWHONN) and the National Organization of Nurse Practitioner Faculty (NONPF).

In collaboration with School of Nursing Director and the leadership team maintains current Memorandum of Agreement and Applied Learning Agreements with clinical agencies to ensure adequate clinical placement for NM and WHNP students.

Oversees and routinely coordinates the updating of policies/procedures, catalog updates and forward-facing webpages related to the NM and WHNP Programs.

Maintains a clinical practice as a nurse-midwife and oversees the provision of antepartal, intrapartal, postpartal, and interconceptional care of patients and oversees the immediate care of mothers and newborns and routine gynecologic care within the outlined practice protocol manual as outlined within the Georgia College standards.

Collaborates with faculty and preceptors to provide and evaluate teaching activities with nurse midwifery students and other advanced practice provider learners.

Represents Georgia College NM and WHNP Program and collaborates with appropriate organizations and groups within the community to provide accurate information about Georgia College NM and WHNP Programs.

Seeks and participates in research and practice funding opportunities.

Active involvement in ongoing professional development to maintain a current understanding of national and market trends within the profession

May perform additional duties as needed.

Faculty rank will be commensurate with experience.

CoHS – SON - Director of Simulation and Translational Research Center

Status: Exempt

Position Description:

The Simulation and Translational Research Center Director is responsible for oversight of simulation and operations of the Simulation and Translational Research Center (STRC) in the College of Nursing at Georgia College. Primary responsibilities include leadership and development of faculty and staff in simulation standards of best practice. The STRC Director also has the ability to collaborate with other faculty and staff in incorporating simulation technology into the school of nursing curriculum

Works under the general supervision of the Director of the School of Nursing

Major Job Requirements: Simulation

- Promotes the mission, vision, and goals of the STRC
- Supervises the STRC faculty and staff
- Leads the use of evidence-based simulation models to develop, implement, and evaluate simulation scenarios as an educational pedagogy
- Stay up to-date on current practices related to simulation education
- Evaluates clinical simulation curriculum to achieve the mission, vision and goals of the STRC
- Support the various goals of the STRC; such as teaching, research, and revenue-generating.
- Operation of the simulation technology, facilitate and debrief for applicable simulated clinical experiences
- Support and guide special projects within the simulation center
- Chair the STRC Committee for the School of Nursing; provide leadership for faculty and work with STRC Committee to update policies
- Develop, implement, update and monitor simulation center procedures, use and operations of the STRC
- Mentor faculty and students
- Facilitates faculty in the following areas on simulations:
 1. Development
 2. Evaluation
 3. Role-playing
 4. Props
 5. Appropriate fidelity usage
 6. Achieving realism
 7. Meeting accreditation standards
- Collaborate with faculty on purposed simulation endeavors to assure INACSL standard compliance
- Evaluate learning and satisfaction with the provision of services through data analysis
- Oversees and monitors the following:
 1. maintenance of the sim center/lab inventory,

2. ensures the safe storage and disposal of hazardous materials,
 3. appropriate standards of lab cleanliness are met,
 4. coordination of equipment maintenance, repair, and replacement
- Serves as faculty to students in teaching scenario/learning situations of nursing skills, simulations, and debriefing sessions
 - Responsible for business development of the simulation lab including:
 1. budget recommendations
 2. establishing community partners
 3. developing income generating projects
 4. seeks grants and other funding sources
 - Oversees simulation lab information and technology support
 - Ensures a safe and healthy work environment, complies with college health and safety policies, practices, and programs in keeping with occupational health & safety legislation and regulation
 - Works closely with college staff to appropriately integrate lab operations, obtain maximum utilization for the most efficient expenditure, and to moderate student costs
 - Stays current with developments in the field of simulation technology and learning theory
Creates and maintain a respectful and professional working environment, incorporating active learning, reflective thinking, and a confidential de-briefing process
 - Models professional standards, including customer service, collaboration, communication, excellence and attendance
 - Any other duties as may be appropriately assigned or required
 - Facilitate use of STRC between all programs within the SON and other entities.
 - Represent the STRC locally, regionally, and nationally.

Required Education:

Nursing Degree

PhD, DNS, EDD, or DNP in addition to a Master’s degree in Nursing (MSN) with Nursing Education or related credentials.

Required Experience in Years:

Minimum of three years of simulation nursing experience. Minimum of five years professional nursing experience.

Required License/Certification/Experience:

- Active Georgia license as a registered nurse required.
- Certified Healthcare Simulation Educator
- Recent medical-surgical experience
- Ability to prepare and organize simulation laboratory and demonstration materials
- Ability to understand and utilize advanced technical sim center equipment, and communicate that knowledge to others as appropriate
- Ability to anticipate and effectively adapt to changes in program requirements and methodology

- Ability to work effectively with a diverse faculty, staff, and student body

Attendance

The individual in this position is expected to be generally present and available throughout the academic year during the normal business hours of the college, and may occasionally have work obligations outside of the college's normal business hours.

Working Conditions

Conditions are those of a typical office and classroom environment, requiring frequent oral and written communication with college employees, students, and vendors, the presentation of information on-line and in face-to-face settings, and the ability to enter data and written communications in electronic format in a timely manner. The ability to be generally and continuously aware of the safe and appropriate operation of the lab equipment and material is essential.

CoHS – SON Standardized Patient Education Program Director

Status: Exempt Position

Description:

The Standardized Patient Education Program Director leads - in partnership with the Director of Simulation and Translational Research Center - the training, managing, coordinating, and monitoring of learning activities involving standardized or simulated patients (SPs). SPs are women, men, and adolescents hired from the local community to portray clinic patients, so that nursing students may practice interviewing, physical exam, and communication techniques. Serves as the lead SP trainer and is directly responsible for training other clinical skills educators, (including nurse educators) to teach SPs to: authentically portray clinic patients, provide constructive verbal and written feedback to nursing students, and to accurately assess nursing student communication skills using the faculty generated global communication skills rubric. Serves as the point person for stewardship of quality assurance among SPs in terms of inter-rater reliability for high stakes exams, (e.g. OSCEs); coaches or remediates any SPs who are not scoring reliably as part of our program; educates nursing students including in teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) workshops.

The Associate Director of Standardized Patient Education will assist the Director of Simulation and Translational Research Center in developing new curricular activities that utilize human simulation including SPs and in remediating/coaching students as needed to achieve student outcomes.

Major Job Requirements:

- Leads/manages the implementation of existing simulation-based educational initiatives utilizing standardized patients, (e.g. SPs - people trained to role play with health care trainees to assist in teaching clinical communication and physical exam skills to learners).
- Serves as logistical/operational lead for clinical courses utilizing standardized patients.
- Trains faculty in best practices for training SPs.
- Conducts annual evaluations for each SP working in the program.
- Assists the Director of Simulation and Translational Research Center in the curriculum development of new simulation-based educational initiatives utilizing SPs; remediating/coaching nursing students as needed to achieve student outcomes.
- Participates in teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) workshops.
- Collaborates with Director of Simulation and Translational Research Center on SP-related research projects.
- Supports SON faculty in best practices for educational design and implementation of human simulation events.
- Serves as point person for operations of CAE Learning Space software including educating/mentoring new faculty and staff users.
- Serves as lead standardized patient educator/trainer for routine events/operations.
- Assists Director of Simulation and Translational Research Center in preparing any needed event or related budget projections.

- Attends human simulation conferences, most significantly ASPE - the Association of Standardized Patient Educators.
- Performs other related duties as assigned including but not limited to participating in special projects as needed, and assisting with non-human simulation (e.g. operating manikins and task trainers).
- Previous experience presenting at the Association of Standardized Patient Educator's (ASPE) conference on SP training techniques.
- Participation in the ASPE Grants & Research Committee Scholar's Certificate Program Experience teaching SBIRT with nursing students.

Knowledge, Skills & Abilities:

- Knowledge of SPs and simulation related to nursing/medical students is essential.
- Skill in excellent communication skills to include: public speaking, facilitation, interpersonal, networking and building collaborations.
- Ability to work independently as well as function as part of a team.
- Ability to exercise excellent time management and organizational skills, creativity and ability to be flexible.
- Ability to teach and train SPs on healthcare topics in a nursing education setting

Other:

- The Standardized Patient Education Program Coordinator is a 10-month faculty position, with a mandatory summer contract commitment.
- Summer hours will require a minimum 6-hour teaching load and 3-hour administrative load.
- The 6-hour teaching load for summer pay will be calculated based on the university's policy for summer teaching. A stipend of 9% of annual salary (equivalent to a 3-credit hour course) will be added to pay for coordinator duties.
- Fall and Spring semesters – teaching load of 9 contact hours and 3-hour release for coordinator duties.

Required Education:

Nursing Degree
PhD, EDD, or DNP degree

Required Experience in years:

2+ years full time as a standardized patient trainer or clinical skills educator at a simulation center in higher education for a nursing/medical school, and experience using CAE Learning Space software.

Required License/Certification/Skills:

- Active Georgia license as a registered nurse
- Proficiency with CAE Learning Space Software

Physical Requirements (With or Without Accommodations):

- Visual acuity to read information from computer screens, forms and other printed materials and information.
- Able to speak (enunciate) clearly in conversation and general communication.
- Hearing ability for verbal communication/conversation/responses via telephone, telephone systems, and face-to-face interactions.
- Manual dexterity for typing, writing, standing and reaching, flexibility, body movement for bending, crouching, walking, kneeling and prolonged sitting.
- Lifting and moving objects and equipment up to 25 lbs
- Travel may be required to attend conferences as needed or requested.

Job Posting: Skills Lab Coordinator/Lecturer

Position Description:

The Skills Lab Coordinator/Lecturer position provides skills acquisition support for students; instructional course support; curriculum facilitation that includes developing, coordinating, and teaching nursing content and nursing interventions. Has skills in the use of interactive and simulated technology. Has the ability to collaborate with other faculty and staff in incorporating this technology in nursing education. This position supports skill acquisition in the skills lab, interactive teaching in the classroom, and assists in the operations of the Simulation and Translational Research Center for undergraduate/graduate nursing students.

Major Job Requirements:

- Ordering supplies and lab equipment as needed.
- Coordinating and setting-up schedules with nursing courses for skill acquisition.
- Evaluating nursing students during skilled checkoffs and/or practice skills.
- Supervising undergraduate nursing students in simulated "client care" clinical experiences, including use of simulators, task trainers, including set-up and taking down lab equipment/supplies.
- Participating in orientation of new students.
- Conduct orientation for graduate assistants and student workers.
- Oversee graduate assistants and student workers in day-to-day operations.
- Participating in designing and implementing clinical learning modules for skill acquisition activities.
- Support the following:
 1. Maintenance of the skills lab equipment
 2. Inventory skills lab supplies each semester
 3. Ensure the safe storage and disposal of hazardous materials,
 4. Assure appropriate standards of lab cleanliness are met,
 5. Coordination of equipment maintenance, repair, and replacement
 6. Compliance with simulation related policies and procedures.
- Stay up to date on current practices and simulation related activities.
- Support the short-, intermediate-, and long-term teaching, research, and revenue-generating goals of the Skills Lab.
- Attend and participate in meetings related to the simulation activities and implementation of evolved plans.
- Maintain records and documentation for SSH accreditation.
- Computer skills – Excel, Microsoft Word, D2L, Learning Space, Microsoft Outlook, R25 Live scheduling.
- Perform data management and extraction for generating reports for GC CoHS and SON.
- Assist in operations of the Simulation Center as needed.
- Maintain knowledge of current

1. Clinical practice and evidence-based nursing,
 2. Knowledge of basic principles of education,
 3. Use of technology to support interactive educational delivery methods.
- Maintain quality work, flexibility, makes changes as identified, and work independently and collaboratively in an ever-changing environment.

Required Education:

Master's degree in Nursing required.

Preferred Education:

Doctorate degree in Nursing.

Required Experience in Years:

Minimum of two (2) years of professional nursing experience within the last five (5) years.

Required License/Certification/Registration:

Active Georgia license as a registered nurse required.

CoHS – SON Simulation Specialist

Position Description:

The Simulation Specialist hired into this position provides instructional support for students; course instructional support; curriculum facilitation that includes developing, coordinating, and teaching nursing content and nursing interventions. Has expertise in the use of interactive and simulated technology. Has the ability to collaborate with other faculty and staff in incorporating this technology in nursing education. This position assists in the operations of the Simulation and Translational Research Center space and equipment for undergraduate/graduate nursing students.

Required Education:

Master's degree in Nursing required.

Preferred Education:

Doctorate degree in Nursing.

Required Experience in Years:

Minimum of two (2) years of professional nursing experience within the last five (5) years.
One-year simulation experience.

Required License/Certification/Registration:

Active Georgia license as a registered nurse required.


Major Job Requirements:

Simulation

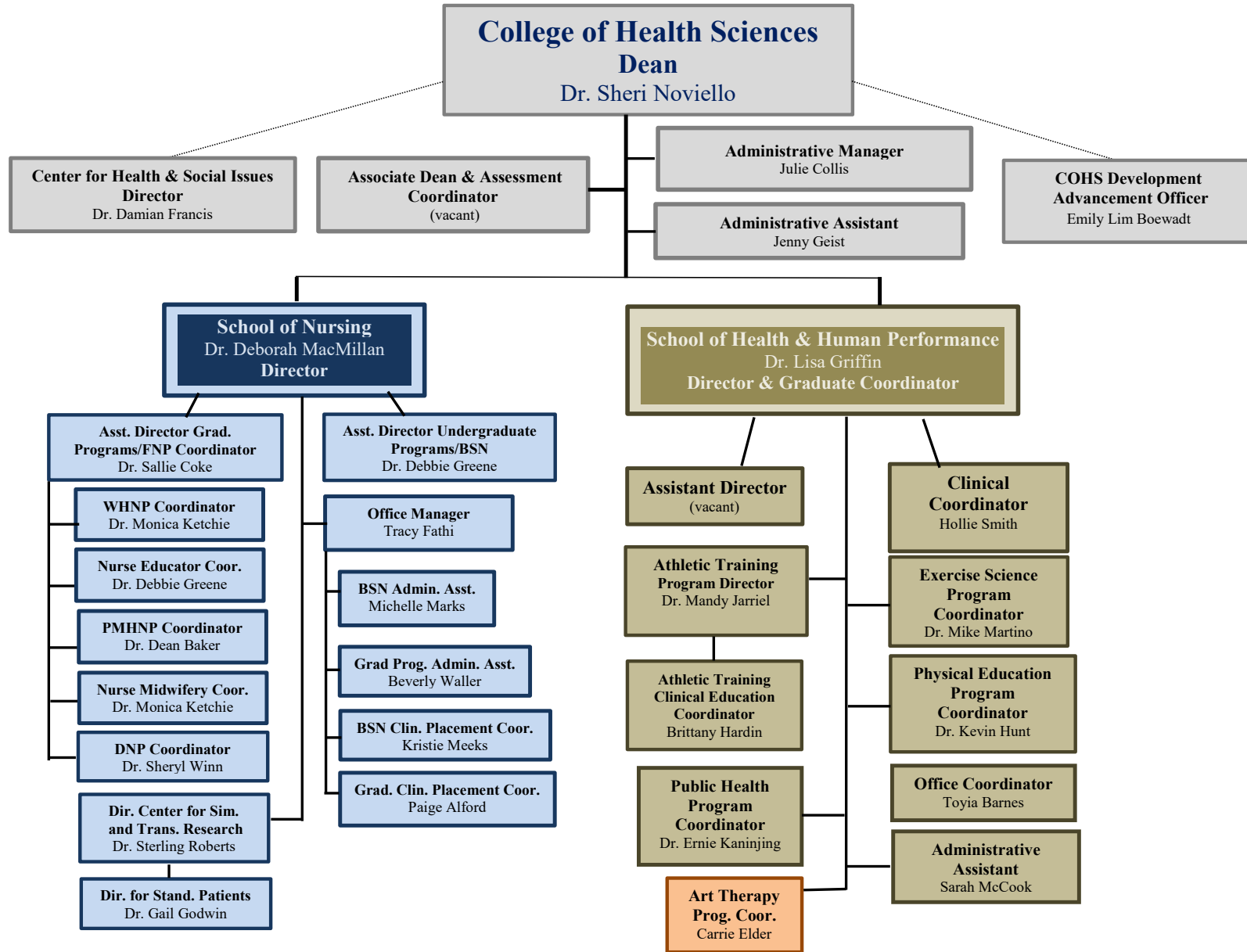
- Uses evidence-based simulation models to develop, implement and evaluate simulation scenarios as an educational modality.
- Stay up-to-date on current practices and simulation.
- Evaluates clinical simulation curriculum to achieve the mission, vision and goals of the Simulation and Translational Research Center.
- Assist director in their absence.
- Support the short-, intermediate-, and long-term teaching, research, and revenue-generating goals of the Center.
- Operation of the simulators in development and implementation of simulated clinical events.
 1. Function as a facilitator and de-briefer of simulation experiences.
- Assist in planning and implementing special projects within the simulation center.
- Attend and participate in meetings related to the simulation center and implementation of evolved plans.
- Maintain records and documentation for SSH accreditation.
- Support the following:
 1. maintenance of the sim center/lab inventory
 2. ensures the safe storage and disposal of hazardous materials,

3. appropriate standards of lab cleanliness are met,
 4. coordination of equipment maintenance, repair, and replacement
- Orients instructors/faculty on sim center
 1. procedures,
 2. location and use of materials,
 3. operation of equipment

Operations

- Assist in scheduling/reserving rooms and Simulation and Translational Research Center events.
- Computer skills – Excel, Microsoft Word, D2L, LearningSpace, Microsoft Outlook, R25 Live scheduling.
- Organization skills – inventorying and maintaining supplies utilized at the simulation center.
- Maintain medication in Omnicell, placing supply orders and coordinate purchases with the administrative assistant, and approved vendors.
- Assist in the daily operations of the Simulation Center. Including working quickly to resolve problems as they occur, maintain quality work, is flexible, makes changes as identified, and is able to work independently and collaboratively in an ever-changing environment. 

**COLLEGE OF HEALTH SCIENCES ADMINISTRATIVE ORGANIZATIONAL STRUCTURE
FY 2020**



Section II: Faculty Evaluation & Workload

Evaluation of Nursing Faculty

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

- Each semester by students using the Student Rating of Instruction Survey (SRIS).
- Annually by the GC SON Director: Tenure-Track and non-tenure track faculty by the SON Director. Undergraduate and graduate directors are evaluated by the SON Director. The SON Director is evaluated by the Dean.
- An informal meeting also occurs at the discretion of faculty or SON Director during the year to provide an opportunity for communication between faculty and the SON Director.

Formal Faculty Reviews:

The process of applying for promotion is a career-defining moment for faculty. Portfolios prepared for promotion applications clarify professional development and document the academic paths of the faculty member. These milestones in the professional journey of the faculty members are opportunities to reflect and synthesize the value of their contributions to GC through Superior Teaching, Scholarship and Professional Development, and Service.

To help guide understanding of the processes of promotion, it is instructive to remember that what drives our efforts at GC is defined by the USG Board of Regents as core characteristics of state universities:

- a commitment to excellence and to being responsive to the needs of the state and region;
- a commitment to a teaching/learning environment that exists in and out of the classroom;
- a high-quality general education program;
- a commitment to public service; and
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits

The USG core characteristics are translated into the GC unique vision as a public, liberal arts university where faculty are “dedicated to challenging students and fostering excellence in the classroom and beyond,” as well as being “committed to community service and are creatively engaged in their fields of specialization.” <https://www.gcsu.edu/about>

The COHS’ mission further aligns with the GC vision and the USG core characteristics of state universities in noting that its graduates “emerge with a comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others to effect change in a dynamic society.” Faculty members representing the practice disciplines within the COHS are said to be dedicated to:

- fostering student learning through superior teaching;
- discovering and disseminating knowledge through scholarship and continued professional development; and
- engaging in service to the institution, profession, & community.

In concert with the GC liberal arts mission, the SON is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The GC SON aspires to be recognized as a national leader in nursing education. GC nurses will serve at the forefront of the changing healthcare delivery system.

Non-Tenure Track Faculty:

- Recognized non-tenure faculty ranks at GC are Instructor, Lecturer, and Senior Lecturer. A minimum of six years in rank of Lecturer is required for consideration of promotion to Senior Lecturer <https://www.usg.edu/policymanual/section8/C245/>
- Promotion to Senior Lecturer is accompanied by a salary supplement over and beyond merit raises received by faculty. <http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Office-of-Human-Resources/Classification-and-Compensation/Salary-Increase-Administration-Process>
- Neither the terminal degree nor longevity of service is a guarantee, per se, of promotion. Criteria for promotion to non-tenure tracks focuses primarily on superior teaching. Value to the institution may also be demonstrated in a variety of ways. For non-tenure track faculty, service, professional growth, and development of scholarly endeavors are possible venues of demonstration. Other role specific responsibilities may also be considered. See university policy regarding promotion at <http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Performance-Evaluations-Administrators-and-Faculty/Promotion-and-Tenure/Promotion-Policies>

Tenure-Track Faculty:

- Length of service at GC is considered in determining if a faculty member can be considered for tenure. Tenure may be recommended upon completion of a probationary period of at least five complete years of full-time service at the rank of assistant professor or higher. According to the USG, tenure shall be based on (1) superior teaching, (2) outstanding service to the institution, (3) academic achievement, and (4) growth and development.
- Noteworthy achievement is expected in superior teaching and at least one other area. An award of tenure not only requires excellence in performance, but a promise of continued excellence in teaching, research, and service. Tenured faculty members are expected to maintain standards of professional performance and to lead by professional example, in all cases being subject to annual evaluations and post-tenure review.
- <http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Faculty-Handbook> Promotion:
- Recognized faculty ranks at GC are Instructor, Lecturer and Senior Lecturer, Assistant Professor, Associate Professor, and Professor. Promotions to the rank of Associate Professor and Professor require a terminal degree or equivalent.

Promotion to a specific rank is dependent on length of service at GC as follows:

For Promotion to:	Minimum service in rank:
Assistant Professor	3 years in Instructor rank
Associate Professor	4 years as Assistant Professor
Professor	5 years as Associate Professor

The tenure track faculty ranks show a progression of faculty competence from beginner (assistant professor), to competent (associate professor), and finally to expert (professor). Promotion to associate and/or professor requires the faculty to build upon their record of achievement at the previous rank.

The Assistant Professor demonstrates:

1. Superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains
2. Successful scholarly productivity and professional development in area of specialization
3. A record of service that positively reflects on the department, college, institution, and/or USG.

The Associate Professor demonstrates consistent:

1. Superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains;
2. Successful scholarly productivity and professional development in area of specialization;
3. A record of service that positively reflects on the department, college, institution, and/or USG.

The Professor shows a long-term record of:

1. Superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains;
2. Successful scholarly productivity and professional development in area of specialization;
3. A record of service that positively reflects on the department, college, institution, and/or USG.

Neither the terminal degree nor longevity of service is a guarantee, per se, of promotion. Criteria for promotion to all professorial ranks include at a minimum:

1. superior teaching
2. outstanding service to the institution
3. academic achievement
4. professional growth and development. Noteworthy achievement in all four need not be demanded, but should be expected in at least two, one of which is superior teaching.

<http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Faculty-Handbook>

Definitions of Teaching, Scholarship and Professional Development, and Service

Due to the professional nature of the SON, the categories of academic achievement and professional growth and development are combined into a single category called “Scholarship and Professional Development” for both tenure and promotion within the SON.

Superior Teaching

As an institution with a liberal arts mission, GC values teaching above all other faculty accomplishments to the extent that it is a primary and constant consideration in all personnel decisions related to faculty. Superior teaching reflects the art and science of helping students to learn that extends beyond the classroom to include all faculty-student engagement. Superior teaching involves careful planning, continual examination, and learner-centered assessment. It makes use of innovative measures that provide high levels of academic challenge, opportunities for active and collaborative learning, interaction between students and faculty, educationally enriching experiences, and a supportive campus environment (Kuh, 2001). Within the COHS and SON, intradisciplinary and transdisciplinary interactions and collaboration are the norm as aggregates of faculty make decisions to affect unit operations, program curricula, program evaluation, and in some cases curriculum delivery. An attitude of professionalism and collegial behaviors--such that one has a reputation as a “good citizen” of the unit, college, university and profession--can be critical to effective collaboration. Professional collaboration and collegiality are modeled through establishing relationships that promote a positive work environment, sharing expert knowledge through mentoring/supporting peers and/or students; advocating for programs, unit, and college; and increasing visibility of SON programs in a positive manner. As such, there is a place in the evaluation of teaching to address evidence of professional collaboration and collegiality.

Scholarship & Professional Development

Due to the nature of the Nursing profession, faculty members must constantly update their knowledge of best practices in their specialty area, identify new knowledge generated in their specialty area, and take advantage of appropriate professional development opportunities. The work of being a faculty member involves constantly recreating ourselves by integrating new knowledge and practices into our teaching, service and scholarship.

The traditional concept of research as scholarship is too constrictive to represent the wide range of scholarship that characterizes practice disciplines. Thus, the model of scholarship proposed by Ernest Boyer (1990) is used to guide decisions about promotion and tenure within the SON at GC. Consistent with Boyer’s concept of what should count as scholarship, faculty efforts must include some product, peer reviewed, and publicly presented in some scholarly forum.

In concert with Boyer’s conceptualization, we believe that scholarship in its four forms - discovery, application, integration, and teaching - embraces the collective talents of our faculty as they engage in rigorous academic processes with the intent to shape and understand all aspects of holistic health. Scholarship and professional development are defined for our purposes as creative intellectual work that is disseminated and professionally reviewed, and activities that lead to maintenance or improvement of credentials.

The Scholarship of Discovery refers to a process of meticulous and thorough inquiry with which faculty engage intentionally to validate and refine existing knowledge and/or to generate new knowledge. Systematic inquiry within the quantitative and qualitative research paradigms is used to contribute to the disciplines. All discovery begins with an element of intellectual curiosity.

Further, a spirit of inquiry lends to critiquing the current evidence base and applying best practices to teaching, evaluation, program development, and practice.

The Scholarship of Application refers to an integrated and reflective interaction of current knowledge of theory and practice in the respective discipline so that new understandings can occur. Engaging in practice enables faculty to test theory for goodness of fit and usefulness in improving practice itself and the outcomes for patients/clients/families/groups/ communities we serve. Opportunities to apply theory and research to practice abound and include both direct care experiences as well as consultation.

The Scholarship of Integration relates to the synthesis of knowledge that incorporates and promotes interdisciplinary collaboration in making meaningful connections and synthesis across disciplines, and seeking broader insights through multiple perspectives.

The Scholarship of Teaching & Learning refers to the evolving pedagogical process that is carefully planned and continually examined and revised. This scholarship involves a systematic inquiry into the teaching learning process, examines how learning occurs, and facilitates adjustments to methods to assure that learning is sustained.

Beyond these four forms of scholarship, we believe in the importance of faculty continuing their own professional development. Professional development includes those activities that strengthen teaching, scholarship, or service, and can be documented.

Because SON faculty have a diverse interest in research and/or clinical practice, faculty may choose to focus their scholarship activities towards practice, discovery, and/or application. All scholarship foci are valued in the SON. The choice may be based on the faculty's education and/or clinical background, the faculty's teaching assignments, or the faculty's interest. Activities documented in the portfolio should support the faculty's focus on their scholarship interests.

Service

Universities function in various contexts, and faculty members serve in different roles in these contexts. Service includes those activities, other than teaching and research, which contribute to the daily operation of the University, as well as those which contribute to the Nursing profession, publicize the programs of the SON, enhance the reputation of GC, and contribute to the health and well-being of the public. Thus, "service" includes functions that benefit various constituencies, including the institution, the profession, and the community.

Service to the institution includes activities such as academic advising and serving on committees, task forces, commissions, governance, and other groups that contribute to the daily operation of GC, the COHS, and the SON. It also includes serving at campus events which publicize the University, COHS, and SON.

Service to the profession includes activities that contribute to the Nursing profession, such as being

active in professional organizations, convening conferences, assuming leadership roles, participation in accreditation activities, providing continuing education activities to professionals.

Service as a professional will benefit the community, and is related directly to the faculty member's area of expertise. Service as a citizen also benefits the community, but does not flow directly from the faculty's specific skills. For example, a nurse providing health education at local colleges would be doing "service as a professional." The same person serving on a zoning committee in local government would be doing "service as a citizen." While GC values all types of service, service as a professional will garner more weight in terms of faculty contribution than service as a citizen.

Annual Faculty Evaluation

All faculty are evaluated by the SON Director annually for the purpose of providing direction and advice to the faculty member regarding their performance and/or promotion progress. All judgments must be documented with supportive evidence. All judgments indicating "Unsatisfactory" or "Needs Improvement" must be documented with supportive comments and these comments should indicate specific actions in which the faculty member needs to be engaged to bring his/her rating to a higher level. This evaluation must be signed and dated by the chairperson and the faculty member.

Signature on this evaluation means that the faculty member has seen this document; it does not necessarily indicate agreement with the content of the evaluation. Faculty may appeal the department chair evaluation by complying with the procedures described in the Academic Affairs Handbook: <http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Performance-Evaluations-Administrators-and-Faculty/Faculty-Performance-Evaluation/Appeal-of-Department-Chair-Faculty-Evaluation-Process-for>

Definitions of Ratings

Excellent: Rating for faculty whose performance far exceeds requirements in principal professional responsibilities on a consistent basis. Normally reserved for those few individuals whose performance is outstanding to all.

Commendable: Rating for faculty whose performance clearly and consistently exceeds requirements in principal professional responsibilities.

Fully Acceptable: Rating for faculty whose performance consistently meets requirements in principal professional responsibilities. This rating recognizes satisfactory accomplishment and achievement.

Needs Improvement: Rating for faculty whose performance has approached, but not yet met, requirements in principal professional responsibilities. The need for further development is definitely recognizable.

Unsatisfactory: Rating for faculty whose performance clearly fails to meet requirements in principle professional responsibilities. Improved performance is expected and required as a condition of continued employment in the position.

It is expected that all faculty, regardless of rank, will perform the minimum activities as listed below to earn a "Fully Acceptable" rating on the annual performance evaluation. Missing activities listed as

minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”. Activities completed beyond these requirements as listed below are to be used in the self-evaluation to earn a rating of “Commendable” or “Excellent”. Please note that these activities alone do not meet promotion expectations, and do not guarantee a continued contract.

Teaching:

- Syllabi that reflect learning outcomes, methods, and delivery system
- Preparation for classes
- Attendance at classes
- Grading of student assignments
- Completion of course report using template
- Clinical or field-based arrangements for individual courses as appropriate
- Formative and summative assessments to include the analysis of data and proposed changes
- Self-reflection and course changes documented based on student evaluations
- Minutes from team, unit, or college meetings related to course planning or redesign

Scholarship:

- Incorporation of evidence-based teaching methods into classes
- Minimum of one Scholarship of Teaching and Learning activity per year
- Terminal degree in the appropriate discipline earned if applicable as per employment contract
- All current information entered into Digital Measures
- Curriculum Vitae printed from Digital Measures and attached to annual performance evaluation

Service:

- Attendance at Nursing Faculty Organization (NFO) Meetings
- Attendance at NFO Sub-Committee Meetings
- Attendance at COHS Meetings
- Attendance at least one graduation ceremony per year
- Attendance at School of Nursing Celebration Ceremonies

Non-tenure Track Faculty

Critical Components of Superior Teaching, Scholarship and Professional Development, and Service

When non-tenure track faculty members apply for promotion, they are primarily evaluated based on Superior Teaching. Non-tenure track faculty are expected to show exceptional teaching ability and add value to the institution. It is expected that they meet all critical components of superior teaching that are congruent with their role description.

Acquisition and maintenance of professional credentials or training and /or recognition at the state, regional, or national level (elements of Scholarship and Professional Development), are required for

promotion. Other activities related to Scholarship, Professional Development, and Service may also be considered. Critical components for all areas of the faculty role are presented in this document as conceptualized by the COHS and SON. Although non-tenure track faculty may not complete components in all three areas, the components listed below may provide a guide for possible career advancement.

Non-tenure track faculty are evaluated based on their specific role assignments.

A description of both **required evidence** and **suggested evidence** for a faculty member to provide in the promotion portfolio is listed below:

Required evidence: The Chairperson evaluation from the annual individual faculty report for all years under the period of review.

Suggested evidence: Individual faculty will not be expected to provide all types of possible evidence listed for the areas of superior teaching, scholarship and service. Neither is the list of examples provided exhaustive. Certain activities may fit under more than one of the three areas or under multiple critical components of a specific area. In such cases, it is the faculty member’s task to explain this throughout their application materials. Faculty members will use the evidence to craft a narrative that makes the argument addressing the critical components. The following tables outline the critical components of each of these areas and provide suggested evidence that may be used to support the application.

Critical Components of Superior (Commendable and/or Excellent) Teaching

The purpose of teaching is to improve/impact learning. The evidence presented should be used to indicate that teaching has positively impacted student learning in the cognitive, affective, and/or psychomotor domains.

Critical Components of Superior Teaching	Evidentiary Support
1.1 Demonstrates professionalism and collegiality such that one has a reputation as a "good citizen" of the unit, college, and university.	<ul style="list-style-type: none"> • Private communication (emails, letters, cards from peers, colleagues, students) • Public communication and recognition, such as news article or informal presentation • Formal mentorship and orientation of new faculty
1.2 Develops course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation.	<ul style="list-style-type: none"> • Active participation in major course revision or new course planning (beyond routine planning) • Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences • Development of new contracts or community clinical partnerships • Proposal development for a new course • Utilization of formal peer evaluation to improve course(s) • Award for teaching excellence received

Critical Components of Superior Teaching	Evidentiary Support
<p>1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods.</p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><i>High Impact</i></p> <ul style="list-style-type: none"> • Service Learning (registered with the University) • Study Abroad • Student-faculty research • Collaborative assignments and projects • Diversity/global learning • Simulation development utilizing National League for Nursing Standards with student evaluation of the simulation experience <p><i>Creative Teaching Strategies</i></p> <ul style="list-style-type: none"> • Writing across the curriculum • Speaking to Learn • Reader’s Theater • Flipped Classroom • Problem-based learning (new problem development) • Case study development <p><i>Uses best practices in designing course within Learning Management System (LMS)</i></p> <ul style="list-style-type: none"> • Course is Quality Matter Certified • LMS reflects best practices (peer review required) • Other – you will need to define and evaluate
<p>1.4 Engage in curriculum or program planning design, revision and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements.</p>	<ul style="list-style-type: none"> • Curriculum content mapping to outcomes and professional standards • Active participation in curriculum, evaluation, and assessment committee • Documented course revision based on student feedback and outcomes • Participation in elements of program evaluation or self-study such as writing a self-study, progress and planning reports, etc. • Participation in multi-course teams to improve curriculum • Other– you will need to define and evaluate

Critical Components of Superior (Commendable and/or Excellent) *Scholarship and Professional Development*

Professional development includes those activities that strengthen teaching, scholarship or service and can be documented.

Critical Components of Scholarship and Professional Development	Evidentiary Support
<p>2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship.</p>	<ul style="list-style-type: none"> • Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication • Grant award for research • Reviewed or invited presentation at professional conference or public lecture on scholarly topic • Award for scholarship excellence received
<p>2.2 Review or editing of scholarly work and professional consulting.</p>	<ul style="list-style-type: none"> • Evidence of editing or review of books, creative activities, professional journal, conference presentations • Mentorship of undergraduate student research • Mentorship of graduate student research • Summary or communication documenting consultation contribution
<p>2.3 Acquisition and maintenance of professional credentials or training and/or recognition at the state, regional, or national level.</p>	<ul style="list-style-type: none"> • Current license, certificate, or proof of training • Proof of state, regional, or national recognition • Professional certification earned • Professional certification maintained • Maintains clinical competency in area of clinical expertise • Attendance at conference/training or completion of online training to expand clinical expertise • Attendance at conference/training or completion of online training to expand teaching expertise
<p>2.4 Other (as determined by faculty or Chairperson).</p>	

Critical Components of Superior (Commendable and/or Excellent) Service

Supporting documents for service should include not only membership in a given organization, but should indicate active engagement, commitment, and overall impact of service.

Critical Components of Scholarship and Professional Development	Evidentiary Support
3.1 Service to the Institution or the University System of Georgia.	<ul style="list-style-type: none"> • Chair, Secretary or special assignment in School of Nursing committee • Chair, Secretary or special assignment in College of Health Sciences committee • Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. • Active participation in University Senate sub-committee • Active participation in campus programs of short duration, such as circle leader, research conference, training, others • Active participation in councils or task forces • Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, COHS International Coordinator, GCANS • Award for service excellence received
3.2 Service to the Profession.	<p>Involvement in professional organizations such as:</p> <ul style="list-style-type: none"> • Committee membership • Leadership role • Board of Directors • Task force • Conference planning • Accreditation site-visitor
3.3 Service to the Community (as a professional or as a *citizen).	<ul style="list-style-type: none"> • Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include committee membership, leadership role, member of Board of Directors, or task force member • Leadership in a professional organization performing a service to the community • Delivery of direct nursing care or educational services requiring nursing expertise to a community organization • Involvement in any community service as a citizen (something that does not require nursing expertise)

* Please note the "citizen" service receives less weight than as a professional.

Critical Components for Non-Tenure Ranks When Considering Promotion Materials

To earn promotion, non-tenure track faculty provide evidence of noteworthy achievement in teaching. Maintenance of professional credentials is required. Evidence of other achievement in Service, Professional Development/Scholarship will also be considered. Non-tenure track faculty evidence will be reviewed with consideration of responsibilities of their specific role.

LECTURER	SENIOR LECTURER
1. Superior Teaching:	
<p>A lecturer demonstrates superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. <i>This must be demonstrated in <u>all</u> of the following criteria:</i></p>	<p>A senior lecturer demonstrates consistent superior teaching resulting in learning evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. <i>This must be demonstrated in <u>all</u> of the following criteria:</i></p>
<p>1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.</p>	<p>1.1 Demonstrates consistent professionalism and collegiality through private and public communications from a variety of stakeholders.</p>
<p>1.2 Demonstrates development of course materials and pre-course planning documents that reflect effective planning and assessment of instructional design and implementation.</p>	<p>1.2 Demonstrates consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation.</p>
<p>1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.</p>	<p>1.3 Demonstrates consistent implementation of innovation of instructional design and delivery that results in improved learning.</p>
<p>1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.</p>	<p>1.4 Demonstrates consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.</p>

LECTURER	SENIOR LECTURER
2. Scholarship and Professional Development:	
A Lecturer demonstrates successful professional development in area of specialization and may demonstrate scholarly productivity. This may be demonstrated by the following criteria (<i>2.1 is required</i>).	A Senior Lecturer demonstrates established professional development in area of specialization and may demonstrate scholarly productivity. This may be demonstrated by the following criteria (<i>2.1 is required; 2.2 through 2.4 are optional</i>).
2.1 Acquisition of professional credentials or training and/or recognition at the state or regional level.	2.1 Acquisition and maintenance of professional credentials or training and/or recognition at the state, regional, or national level.
<u>Optional</u> Scholarly Activities for Lecturer Role:	
2.2 Review or editing of scholarly work through the submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.	2.2 Review or editing of scholarly work through the publication of reviews of other work, service as a reviewer of professional journals and presentations, formal mentorship of student research, and professional consulting on a state, regional, or national level.
2.3 Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.	2.3 Development and dissemination of knowledge through the publication of peer-reviewed scholarly efforts, presentation at state, regional, and national level conferences, and/or receipt of internal or external funding of research initiatives.

LECTURER	SENIOR LECTURER
3. Service (based upon responsibilities/job description and may include any of the following):	
A Lecturer demonstrates record of service that positively reflects on the department, college, institution, and/or USG. This may be demonstrated by the following criteria, <i>although not all areas are required</i> :	A Senior Lecturer demonstrates established record of service that positively reflects on the department, college, institution, and/or USG. This may be demonstrated by the following criteria, <i>although not all areas are required</i> :
3.1. Demonstrates effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.	3.1. Demonstrates a consistent record of effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.
3.2. Demonstrates involvement in committees, task forces, or initiatives at the	3.2. Demonstrates involvement in committees, task forces, or initiatives at the department, college or

LECTURER	SENIOR LECTURER
department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations or students; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).	institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non-research initiatives (i.e., academic programming).
3.3. Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.	3.3 Demonstrates strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.
3.4 Demonstrates ability to provide service to the community, district, or state.	3.4 Demonstrates ability to provide leadership in service work to the community, district, or state.

Tenure-Track Faculty

All faculty are evaluated by the SON Director annually for the purpose of providing direction and advice to the faculty member regarding their performance and tenure and/or promotion progress. Annual performance evaluations are reviewed and considered by review committees at each level of review during the tenure and/or promotion process. Because annual performance evaluation findings are an important component within the tenure and/or promotion portfolio, information regarding the review of faculty performance is included here.

Minimal Expectations for Continued Faculty Employment

Activities performed within the faculty role can be categorized as:

1. Those that meet minimal expectations of teaching, scholarship, and service, and
2. Those that demonstrate superior components of teaching, scholarship, and service. Annual performance evaluations of all faculty should demonstrate, at a minimum, the following activities related to teaching, scholarship, and service.

It is expected that all faculty, regardless of rank, will perform the minimum activities as listed below to earn a “Fully Acceptable” rating on the annual performance evaluation. Missing activities listed as minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”.

Activities completed beyond these requirements as listed below are to be used in the self- evaluation to earn a rating of “Commendable” or “Excellent”. *Please note that these activities alone do not meet tenure and/or promotion expectations, and do not guarantee a continued Tenure-Track contract.*

Teaching:

- Syllabi that reflect learning outcomes, methods, and delivery system
- Preparation for classes
- Attendance at classes
- Grading of student assignments
- Completion of course report using template
- Clinical or field-based arrangements for individual courses as appropriate
- Formative and summative assessments to include the analysis of data and proposed changes
- Self-reflection and course changes documented based on student evaluations
- Minutes from team, unit, or college meetings related to course planning or redesign

Scholarship:

- Incorporation of evidence-based teaching methods into classes
- Minimum of one Scholarship of Teaching and Learning activity per year
- Terminal degree in the appropriate discipline earned if applicable as per USG policy
- All current information entered into Digital Measures
- Curriculum Vitae printed from Digital Measures and attached to annual performance evaluation

Service:

- Attendance at NFO Meetings
- Attendance at NFO Sub-Committee Meetings
- Attendance at CoHS Meetings
- Attendance to at least one graduation ceremony per year
- Attendance at School of Nursing Celebration Ceremonies

Critical Components of Superior (Commendable and/or Excellent) Teaching, Scholarship and Professional Development, and Service

When faculty members apply for tenure or promotion, they are evaluated on Superior Teaching, Scholarship and Professional Development, and Service. Given that the primary role of GC is teaching, it is expected that all of the critical components of superior teaching are met. Evidence of noteworthy achievement in either scholarship or service is also an expectation, with evidence of achievement in the remaining category.

A description of both required evidence and suggested evidence for a faculty member to provide in the tenure or promotion portfolio is listed below:

Required evidence: The Chairperson evaluation from the annual individual faculty report for all years under the period of review.

Suggested evidence: Individual faculty will not be expected to provide all types of possible evidence listed for the areas of superior teaching, scholarship and service. Neither is the list of examples provided exhaustive. Certain activities may fit under more than one of the three areas or under multiple critical components of a specific area. In such cases, it is the faculty members' task to explain this throughout their application materials. Faculty members will use the evidence to craft a narrative that makes the argument addressing the critical components. The following tables outline the critical components of

each of these areas and provide suggested evidence that may be used to support the application.

Critical Components of Superior (Commendable and/or Excellent) Teaching

The purpose of teaching is to improve/impact learning. The evidence presented should be used to indicate that teaching has positively impacted student learning in the cognitive, affective, and/or psychomotor domains.

Critical Components	Evidentiary Support
<p>1.1 Demonstrate professionalism and collegiality such that one has a reputation as a "good citizen" of the unit, college, and university.</p>	<ul style="list-style-type: none"> • Private communication (emails, letters, cards from peers, colleagues, students) • Public communication and recognition, such as news • article or informal presentation • Formal mentorship and orientation of new faculty.
<p>1.2 Develops course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation.</p>	<ul style="list-style-type: none"> • Active participation in major course revision or new course planning (beyond routine planning) • Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences. • Development of new contracts or community clinical partnerships • Proposal development for a new course • Utilization of formal peer evaluation to improve course(s) • Award for teaching excellence received

Critical Components	Evidentiary Support
<p>1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods.</p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><i>High Impact</i></p> <ul style="list-style-type: none"> • Service Learning (registered with the University) • Study Abroad • Student-faculty research • Collaborative assignments and projects • Diversity/global learning • Simulation development utilizing NLN Standards with student evaluation of the simulation experience <p><i>Creative Teaching Strategies</i></p> <ul style="list-style-type: none"> • Writing across the curriculum • Speaking to Learn • Reader’s Theater • Flipped Classroom • Problem-based learning (new problem development) • Case study development <p><i>Uses best practices in designing course within LMS</i></p> <ul style="list-style-type: none"> • Course is Quality Matter Certified • Learning management system reflects best practices

Critical Components of Superior (Commendable and/or Excellent) Scholarship and Professional Development

Scholarly and creative activities must include some tangible product, be peer reviewed, and be publicly presented in some scholarly forum. Professional development includes those activities that strengthen teaching, scholarship or service and can be documented.

Critical Component	Evidentiary Support
<p>2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship.</p>	<ul style="list-style-type: none"> • Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication • Grant award for research • Reviewed or invited presentation at professional conference or public lecture on scholarly topic • Award for scholarship excellence received
<p>2.2 Review or editing of scholarly work and professional consulting</p>	<ul style="list-style-type: none"> • Evidence of editing or review of books, creative activities, professional journal, conference presentations • Mentorship of undergraduate student research • Mentorship of graduate student research • Summary or communication documenting consultation contribution
<p>2.3 Acquisition and maintenance of professional credentials and training</p>	<ul style="list-style-type: none"> • Professional certification earned • Professional certification maintained • Maintains clinical competency in area of clinical expertise • Attendance at conference/training or completion of online training to expand clinical expertise • Attendance at conference/training or completion of online training to expand teaching expertise

Critical Components of Superior (Commendable and/or Excellent) Service

Supporting documents for service should include not only membership in a given organization, but should indicate active engagement, commitment, and overall impact of service.

Critical Component	Evidentiary Support
<p>3.1 Service to the Institution or the University System of Georgia</p>	<ul style="list-style-type: none"> • Chair, Secretary or special assignment in School of Nursing committee • Chair, Secretary or special assignment in College of Health Sciences committee • Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. • Active participation in University Senate sub-committee • Active participation in campus programs of short duration, such as circle leader, research conference, training, others • Active participation in councils or task forces • Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, CoHS International Coordinator, GCANS • Award for service excellence received
<p>3.2 Service to the Profession</p>	<ul style="list-style-type: none"> • Involvement in professional organizations such as: • Committee membership • Leadership role • Board of Directors • Task force • Conference planning • Accreditation site-visitor
<p>3.3 Service to the Community (as a professional or a *citizen)</p>	<ul style="list-style-type: none"> • Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include committee membership, leadership role, member of Board of Directors, or task force member • Leadership in a professional organization performing a service to the community • Delivery of direct nursing care or educational services requiring nursing expertise to a community organization • Involvement in any community service as a citizen (something that does not require nursing expertise)

* Please note the "citizen" service receives less weight than as a professional

Critical Components for Professorial Ranks When Considering Promotion Materials

To receive tenure, faculty provide evidence of noteworthy achievement at their current rank for Teaching and *either* Scholarship or Service, with evidence of achievement in the remaining category. To receive promotion, faculty provide evidence of noteworthy achievement at the rank sought for Teaching and *either* Scholarship or Service, with evidence of achievement in the remaining category.

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Superior Teaching:		
<p>An <u>assistant professor</u> demonstrates superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains.</p> <p><i>This must be demonstrated in <u>all</u> of the following criteria:</i></p>	<p>An <u>associate professor</u> demonstrates consistent superior teaching resulting in learning evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. An associate professor achieves the associate professor role by exceeding the criteria for assistant professor.</p> <p><i>This must be demonstrated in <u>all</u> of the following criteria:</i></p>	<p>A <u>(full) professor</u> demonstrates consistent long-term record of superior teaching resulting in learning evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. A professor achieves the professor role by exceeding the criteria for associate professor.</p> <p><i>This must be demonstrated in <u>all</u> of the following criteria:</i></p>
1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.	1.1 Demonstrates consistent professionalism and collegiality through private and public communications from a variety of stakeholders.	1.1 Demonstrates long term record of professionalism and collegiality through private and public communications from a variety of stakeholders.
1.2 Demonstrates development of course materials and pre-course planning documents that reflects effective planning and assessment of instructional design and implementation.	1.2 Demonstrate consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation.	1.2 Demonstrate long term record of consistent development of course materials and pre- course planning documents that demonstrate effective planning and assessment of instructional design and implementation. Examples of leadership should also be evident in this area.

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.	1.3 Demonstrates consistent implementation of innovation of instructional design and delivery that results in improved learning.	1.3 Demonstrates long term record of consistent implementation of innovation of instructional design and delivery that results in improved learning. Examples of leadership should also be evident in this area.
1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence- based educational practice or accreditation requirements.	1.4 Demonstrates consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence- based educational practice or accreditation requirements.	1.4 Demonstrates long term record of consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements. Examples of leadership should also be evident in this area.
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
2. Scholarship and Professional Development:		
<p>An <u>assistant professor</u> demonstrates successful scholarly productivity and professional development in area of specialization.</p> <p>Achievement must be shown in both Scholarship (2.1-2.3) and Professional Development criteria (2.4).</p> <p>This may be demonstrated by the following criteria, although not all areas are required:</p>	<p>An <u>associate professor</u> demonstrates established scholarly productivity and professional development in area of specialization.</p> <p>Achievement must be shown in both Scholarship (2.1-2.3) and Professional Development criteria (2.4).</p> <p>An associate professor achieves the associate professor role by exceeding the criteria for assistant professor. This may be demonstrated by the following criteria, although not all areas are required:</p>	<p>A <u>(full) professor</u> demonstrates established, consistent record of scholarly activity and professional development of such quantity and quality that there exists a noted reputation as recognized by peers at the state, regional and/or national level.</p> <p>Achievement must be shown in both Scholarship (2.1-2.3) and Professional Development criteria (2.4).</p> <p>A professor achieves the professor role by exceeding the criteria for associate professor. This may be demonstrated by the following criteria, although not all areas are required:</p>

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
2.1 Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.	2.1 Development and dissemination of knowledge through the publication of peer-reviewed scholarly efforts, presentation at state, regional, and national level conferences, and/or receipt of internal or external funding of research initiatives.	2.1 Development and dissemination of knowledge through the regular publication of peer-reviewed scholarly efforts, presentation at state, regional, national and international level conferences, and/or receipt of multiple internal or external funding of research initiatives.
2.2 Review or editing of scholarly work through the submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.	2.2 Review or editing of scholarly work through the publication of reviews of other work, service as a reviewer of professional journals and presentations, formal mentorship of student research, and professional consulting on a state, regional, or national level.	2.2 Review or editing of scholarly work through the regular publication of reviews of other work, service as an editor or reviewer of professional journals and presentations, formal mentorship of student research leading to dissemination, and professional consulting on a state, regional, national, or international level.
2.3 Acquisition of professional credentials or training; and/or recognition at the state or regional level.	2.3 Acquisition and maintenance of professional credentials or training; and/or recognition at the state, regional, or national level.	2.3 Ongoing acquisition and maintenance of professional credentials or training; and/or recognition at the state, regional, national or international level.

Note: Completion of a terminal degree is a requirement for promotion. When used as evidence for either tenure or promotion, attainment of the terminal degree may only be used as evidence of Professional Development (not Scholarship).

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
3. Service:		
<p>An assistant professor demonstrates record of service that positively reflects on the department, college, institution, and/or USG.</p> <p>This may be demonstrated by the following criteria, although not all areas are required:</p>	<p>An associate professor demonstrates established record of service that positively reflects on the department, college, institution, and/or USG. An associate professor achieves the associate professor role by exceeding the criteria for assistant professor.</p> <p>This may be demonstrated by the following criteria, although not all areas are required:</p>	<p>A (full) professor demonstrates established, consistent record of service of such quantity and quality that there exists a noted reputation for service as recognized by peers at the community or state level. A professor achieves the professor role by exceeding the criteria for associate professor.</p> <p>This may be demonstrated by the following criteria, although not all areas are required:</p>
<p>3.1. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).</p>	<p>3.1. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non-research initiatives (i.e., academic programming).</p>	<p>3.1. Demonstrates involvement in committees, task forces, or initiatives at the department, college, institution or system level and/or leadership at the department, college or institution level; mentorship on advising to junior faculty; mentorship of faculty peers outside of department; coordinating special campus events; and/or receipt of multiple internal or external funding of non-research initiatives (i.e., academic programming).</p>
<p>3.2. Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.</p>	<p>3.2 Demonstrates strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.</p>	<p>3.2 Demonstrates strong consistent commitment to their profession through active participation in organization activities and initiatives at the state, regional, national, or international level and/or leadership in organization activities and initiatives at the state, regional, or national level, mentoring professional peers, and/or work as a lead accreditation reviewer.</p>

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
3.3 Demonstrates ability to provide service to the community, district, or state.	3.3 Demonstrates ability to provide leadership in service work to the community, district, or state.	3.3 Demonstrates recognition for sustained leadership in service work to the community, district, or state.

Guidelines for Faculty Appointment, Promotion, & Tenure

General Information on the Promotion Process for Non-Tenure Faculty

The process through which personnel advice is submitted to duly appointed academic authorities and ultimately to the university President, is grounded in the belief that faculty members comprising the university’s academic departments are best qualified to determine their own composition and to evaluate the evidence for promotion of the individuals within the unit. The process of promotion for the non-tenure faculty begins with the Chairperson of the unit conducting faculty evaluations. Then, the Chairperson of the unit makes a recommendation. The COHS Non-Tenure Track Promotion Committee also makes a recommendation. Both of these recommendations are sent to the COHS Dean, whose recommendation is submitted for university-level review by the Provost and Vice President for Academic Affairs and the President. These personnel reviews for promotion prepared at the department/unit, then college level, are subject to review by all appropriately designated higher levels of institutional administration to afford due process, including recourse, when disputes between applying faculty and committees or institutional administrators arise.

Guiding Principles

Personnel review for purposes of recommending promotion are conducted according to rigorous, documented standards/criteria which are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process. At each level, reviews are conducted in an atmosphere of fairness and professional integrity. To that end, the following guiding principles are in effect across all units of evaluation for the purposes of promotion decisions:

1. **Supporting Materials** – Materials provided should focus on exemplars from areas under review, not an exhaustive inclusion of every example of all possible items.
2. **Confidentiality** - all deliberations, records, and recommendations of Department Chairpersons and departmental entities formed for the purposes of evaluating, reviewing, and recommending personnel actions are strictly confidential. Disclosure of such information is permissible only for use by appropriate authorities.
3. **Voluntary Recusal from Deliberations** - faculty members related to a party being evaluated in any personnel matter must recuse themselves from all evaluation procedures. Any faculty member of the Non-Tenure Track Promotion Committee who believes their involvement in a personnel decision would be a conflict of interest, is advised to voluntarily recuse themselves from participation in the review process. Those who have voluntarily recused themselves from the review may not review documents and shall not vote or offer advice, either directly or indirectly, to other committee members.

4. **Procedural Rules** – all SON advisory bodies making personnel recommendations are encouraged to adopt procedural rules to guide their deliberations, using the following definitions:
- a. **proxy** – authority, conferred in writing by a qualified voter to another qualified voter, empowering the latter to vote on behalf of the former. *Use of proxy votes is **highly discouraged** in deliberations involving personnel recommendations.*
 - b. **absentee vote** – a vote cast *in absentia* in writing by a qualified voter and delivered in a sealed envelope to the chair of the deliberating committee. *Use of absentee votes is **highly discouraged** in deliberations involving personnel recommendations.*
 - c. **quorum** – a majority of eligible voters within unit or college committee that is duly authorized to conduct personnel evaluations or reviews and tender personnel recommendations to a higher administrative authority. *A quorum is **required** of all committees whose purview involves personnel evaluations and recommendation.*
 - d. A faculty member may only serve at one level (department or college)
 - e. Once a portfolio is submitted by faculty for review, it should remain intact, except for the addition of new publications or information (since the portfolio was submitted).

Committee Involved in Personnel Evaluations in the SON

One standing committee is used to evaluate promotion requests of non-tenure faculty within the SON and COHS. The composition and criteria for eligibility for service on this committee is described below.

COHS Non-Tenure Track Faculty Promotion Committee

The COHS Non-Tenure Track Promotion Committee shall consist of:

Three (3) faculty members, one (1) from the School of Nursing, one (1) from the School of Health and Human Performance, and one (1) from the Department of Creative Arts Therapies. Eligible faculty members are Senior Lecturers (preferred) and previously promoted or tenured faculty members. Additionally, Department Chairs, Division Directors, and Deans are ineligible for service on the committee.

At the beginning of each fall semester, the Dean's office will solicit from each unit head a list of eligible faculty members for this committee with the unit head's recommendation. After receiving the lists, the Dean will ultimately assign the appropriate faculty member from each unit to serve on the committee, considering input from unit heads.

Portfolio Contents – The following materials are submitted for the review; no additional materials are accepted:

- Summary in narrative form of major accomplishments achieved during the interval under review related to teaching, service and professional development, and scholarship as appropriate to role.
- Evidence to support the summary narrative
- Copies of the Individual Faculty Reports and the Department Chairperson's evaluations for the interval under review

- Results of student and peer evaluations for the interval under review
- Current curriculum vita

Academic Promotion at Georgia College

Academic Promotion is defined as advancement in rank or position based on meeting requisite criteria for the respective advancement. Recognized non- tenured faculty ranks at GC are Instructor, Lecturer and Senior Lecturer.

Promotion from Lecturer to Senior Lecturer requires six (6) years in Lecturer rank. Although six years of service in the Lecturer rank is a necessary requirement for consideration for promotion, it is not sufficient. Noteworthy achievement in teaching is also required. Accomplishments in professional growth, service and scholarship may also be considered.

Guidelines for Award of Promotion

The faculty member’s length of service is considered in determining whether or not an individual should be promoted. Faculty should be eligible for promotion consideration from Lecturer to Senior Lecturer during the 6th year of service.

Promotion to Senior Lecturer is accompanied by a salary supplement over and beyond merit raises received by faculty. <http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Office-of-Human-Resources/Classification-and-Compensation/Salary-Increase-Administration-Process>

Procedures for Promotion at Georgia College

1. The Office of the Provost and Vice President for Academic Affairs shall make available a list of eligible faculty to the “line of authority” supervisors when faculty are eligible for promotion and shall specify the dates when recommendation is due to the appropriate GC officials.
2. The promotion-eligible faculty member submits a written request for candidacy for promotion to the Department Chairperson/CoHS Dean. The Standard Format for Application for Promotion, available from the Office of Academic Affairs, is to be used for this purpose and provides guidelines for portfolio content as well as instructions for presentation of materials supporting promotion. Moreover, the faculty member should be guided by Section I of this document which specifies criteria and a matrix related to promotion across professorial ranks. Once application is received, there will be a course created in D2L for the candidate to electronically submit their portfolio and other documentation.
3. After a review of the portfolio supporting candidacy, the COHS Non-Tenure Faculty Promotion Committee convened by the respective Department Chairperson, formally recommends for or against promotion in writing and submits their recommendation, accompanied by the faculty member’s supporting documents, to the Department Chairperson. The written recommendations are to include the rationale for the recommendation and vote of the committee. Acting on behalf of the faculty, the committee chair signs the recommendation. A written copy of the recommendation also is provided to the faculty member being considered for promotion. If the recommendation is made against promotion, the faculty member has ten (10) calendar days from receipt of such notice to

submit a written statement to the Department Chairperson in support of his/her candidacy for promotion.

4. In all cases, this committee must base their deliberations on the standards and criteria for promotion approved and adopted by the COHS. The committee may consider recommendations and evaluations of the applicant's portfolio submitted by external sources, using the committee's own specified process for collecting such external reviews; however, external reviews are not required.
5. The Department Chairperson shall next provide an independent written formal recommendation for or against promotion, either concurring or disagreeing with the COHS Non-Tenure Faculty Promotion Committee, accompanied by the faculty member's portfolio, to the COHS Dean. A copy of this recommendation also shall be submitted to the faculty member seeking promotion. If the Department Chairperson recommends against promotion, the faculty member has ten (10) calendar days from receipt of the notice, to submit a written statement to the COHS Dean in support of candidacy for promotion.
6. Further duties of the Department Chairperson include the following: (a) assuring that the applicant's portfolio is delivered by the specified time and copies of the COHS Non-Tenure Faculty Promotion Committee and Department Chairperson's recommendations and any official transmittal paperwork are retained in departmental personnel files; and (b) assuring that copies of the recommendation submitted to the Dean are given to the applicant prior to submission to the Dean.
7. The COHS Dean next provides a formal written recommendation for or against promotion, and submits the recommendation with the supporting portfolio to the Vice President for Academic Affairs; a copy of the recommendation also is sent to the faculty member being considered for promotion. If the Dean recommends against promotion, the faculty has ten (10) calendar days from receipt of notice, to submit to the Vice President for Academic Affairs a written statement in support of candidacy.
8. The Vice President for Academic Affairs next provides a formal written recommendation for or against promotion and supporting documentation in support of the faculty member's candidacy to the President of GC. A copy of the Vice President for Academic Affairs' recommendation to the President also is provided to the faculty member seeking promotion. If the recommendation is against an award of promotion, the faculty member has ten (10) calendar days from receipt of notice, to submit to the President a written statement in support of candidacy.
9. After a review of documentation supporting the faculty member's candidacy for promotion, recommendations, consultation with supervisors and/or other appropriate faculty, the President of GC may approve promotion. The President's decision shall be provided to the faculty member once determined and to the faculty member's immediate supervisor and the COHS Dean.
10. An unsuccessful promotion application shall have no bearing on subsequent promotion decisions, annual performance evaluations, or other personnel decisions.

Non-Tenure Faculty Portfolio Preparation Guidelines

Candidates applying for Promotion consideration should follow these format guidelines in preparation and assembly of their electronic Folios.

The candidate will include the following information in their portfolios:

1. Dean's recommendation letter.
2. COHS Non-Tenure Faculty Committee recommendation letter.
3. Department/School Chair/ Director's recommendation letter.
4. Candidate self-evaluation/narrative. The candidate will provide a narrative self-evaluation, *not to exceed six single-spaced pages*. The narrative shall document and evaluate the candidate's achievements and aspects of their professional performance that address the criteria for tenure or promotion in the areas of teaching; scholarly/creative activity and professional development; and institutional, professional, and/or community service. The candidate should also address the time and material resources available to support his or her work. If this is the candidate's second promotion, he or she will also address ways in which his or her work is qualitatively better than that which earned the previous promotion and specify what activities or achievements since the last action merit the current action.
5. Candidate Academic / Professional Vita.
6. Performance Reviews

Director/Department Chairperson's Evaluation of Faculty Performance reports. (Inclusive of first employment year of tenure track appointment and each year until present; or all annual evaluation since award of rank/tenure).

7. Teaching Materials

Student Evaluations of the candidate's courses. These must comprise two evaluations per semester over the past three years. The quantitative summaries will be provided for two courses each semester over the past three years. In addition, the candidate and the department chair will select three representative courses for which all student comments will be photocopied for inclusion in the portfolio. The director/chair and candidate shall each initial the pages of these photocopies, to certify that they are complete.

Course Materials Representative syllabi, class handouts, assignments, examinations, and other documentation for a maximum of three courses. The courses used may be chosen by the candidate but should reflect the spectrum of levels at which the candidate teaches, such as core courses, upper division courses for majors, and graduate courses. The materials selected shall reflect the candidate's teaching objectives, organization, and style.

8. Scholarly/Creative Activity and Professional Development

Evidence of the candidate's scholarly/creative activity: tables of contents of books, reprints or copies of articles or chapters, published copies of abstracts, presentations, slides or CDs of creative work. Candidates may also include reviews of their work, such as book reviews, reviews of creative performances, or reviews of grant proposals. Works in progress may also be submitted.

Note: Departmental policies shall provide more detail on acceptable documentation for scholarly/creative activity and professional development. The amount of "evidence" included should be determined in consultation with the departmental chair/director.

9. Service

Evidence of the candidate's service activity: documentation of candidate's university, professional, and/or community service. This shall include brief descriptions of the scope of the work, frequency of meetings, leadership responsibilities on committees and special projects, outcomes of the work, and the like. Letters or certificates of appreciation might also be included in this documentation.

10. External letters of support (acceptable but not mandatory)

The portfolio will include this section ONLY if the candidate chooses to solicit these letters. The letters may be added by the candidate or by the department chairperson/director. Must be completed prior to time of folio submission.

General Information on the Tenure and Promotion Processes for Tenure Faculty

The process through which personnel advice is submitted to duly appointed academic authorities and ultimately to the University President is grounded in the belief that faculty members comprising the University's academic departments are best qualified to determine their own composition and to evaluate the evidence for tenure and/or promotion of the individuals within the unit. Therefore, the SON Tenure & Promotion Committee conducts faculty evaluations and makes recommendations to the Director of the SON. Then, the Director of the SON makes a recommendation as well. Both of these recommendations are sent to the COHS Tenure & Promotion Committee. The COHS Tenure & Promotion Committee then makes a recommendation and sends this to the COHS Dean, whose recommendation is submitted for University-level review by the Provost and Vice President for Academic Affairs and the President. These personnel reviews for promotion and tenure prepared at the department/unit, then college level, are subject to review by all appropriately designated higher levels of institutional administration, to afford due process, including recourse, when disputes between applying faculty and committees or institutional administrators arise.

Guiding Principles

Personnel review for purposes of recommending promotion, pre-tenure, post-tenure, or award of tenure are conducted according to rigorous, documented standards/criteria which are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process. At each level, reviews are conducted in an atmosphere of fairness and professional integrity. To that end, the following guiding principles are in effect across all units of evaluation for the purposes of promotion and tenure decisions:

1. **Supporting materials.** Materials provided should focus on exemplars from areas under review, not an exhaustive inclusion of every example of all possible items.
2. **Confidentiality** - all deliberations, records, and recommendations of the Director of the SON and departmental entities formed for the purposes of evaluating, reviewing, and recommending personnel actions are strictly confidential. Disclosure of such information is permissible only for use by appropriate authorities.
3. **Voluntary Recusal from Deliberations** - faculty members related to a party being evaluated in any personnel matter must recuse themselves from all evaluation procedures. Any faculty member of a Tenure & Promotion committee at the unit or college level who believes their involvement in a personnel decision would be a conflict of interest, is advised to voluntarily recuse themselves from participation in the review process. Those who have voluntarily recused themselves from the review may not review documents and shall not vote or offer advice, either directly or indirectly, to other committee members.
4. **Procedural Rules** – all SON advisory bodies making personnel recommendations are encouraged to adopt procedural rules to guide their deliberations using the following definitions:
 - a. **proxy** – authority, conferred in writing by a qualified voter to another qualified voter, empowering the latter to vote on behalf of the former. *Use of proxy votes is **highly discouraged** in deliberations involving personnel recommendations.*
 - b. **absentee vote** – a vote cast *in absentia* in writing by a qualified voter and delivered in a sealed envelope to the chair of the deliberating committee. *Use of absentee votes is **highly discouraged** in deliberations involving personnel recommendations.*
 - c. **quorum** – a majority of eligible voters within unit or college committee that is duly authorized to conduct personnel evaluations or reviews and tender personnel recommendations to a higher administrative authority. *A quorum is **required** of all committees whose purview involves personnel evaluations and recommendation*
 - d. A faculty member may only serve at one level (department or college)
 - e. Once a portfolio is submitted by faculty for review, it should remain intact, except for the addition of new publications or information (since the portfolio was submitted).

Committees Involved in Promotion and Tenure Evaluations in the SON

Two standing committees are used for Promotion and Tenure Evaluations within the SON and COHS. The composition and criteria for eligibility for service on each committee is described below.

SON Tenure & Promotion Committee

This advisory group consists of full-time tenured faculty within the SON. Only faculty members who have achieved tenure may evaluate a faculty colleague seeking an award of tenure.

Likewise, promotions may be considered only by faculty who are tenured and hold a rank equal to or higher than the rank being considered. This committee should consist of all faculty who are tenured

and/or hold rank equal to or higher than the rank being considered. The committee should never have fewer than three (3) members. The faculty member who serves on the College Tenure & Promotion Committee is recused from the SON review.

The SON Director is ineligible to serve on this committee and is ineligible to nominate or vote during the election process for selection of members of this committee but does convene the committee for pre-tenure assessments, tenure deliberations, post-tenure assessments, and promotion recommendations. The committee itself selects a committee chair. If the SON Tenure & Promotion Committee does not have enough faculty members to meet these requirements, the COHS Dean shall seek the advice of the Academic Chairs Council in appointing a sufficient number of tenured, appropriately ranked members to constitute a minimum three-person committee to consider the faculty application.

College Tenure & Promotion Committee

The College Tenure & Promotion Committee shall consist of five (5) faculty members: two (2) from the SON, two (2) from the School of Health and Human Performance, and one (1) from the Department of Music Therapy. Each program area will elect the specified number of tenured faculty members with rank of Associate Professor or higher from the unit to serve on the committee. No persons may participate on this committee in any year they are being considered for promotion or tenure. Additionally, Department Chairs, Division Directors, or Deans are ineligible for service on the committee. Each program will forward a list of eligible faculty and the Dean's office will conduct the election electronically immediately before the first COHS meeting of Fall semester. If a qualified committee member is not available from within the unit, a unit election will be held to select a qualified faculty member from another unit within COHS to represent the unit on the committee. In the event of extenuating circumstances that preclude the ability of the committee to conduct an election within the required time frame of the review of applicants for tenure and promotion, replacements on this committee will be assigned by the Dean with input from unit heads.

External Review for Promotion to Professor

It is highly encouraged that faculty applying for promotion to professor undergo evaluation by an external reviewer as part of the process. Evaluations by accomplished professionals who are not a part of the GC community provide a valuable element in assessing the accomplishments of faculty. External evaluations must be solicited and reviewed in the form of letters of evaluation. The purpose of these letters is to provide an independent and unbiased assessment of the individual's creative activity/research, teaching, and service work with a focus on local, regional, and national engagement and recognition within the discipline. The letter from the external reviewer should be included in the portfolio.

If the applicant chooses to use an external reviewer, the external reviewer will be chosen by the applicant and must be a professor in rank. Reviewers should be highly regarded and recognized professionals in the candidate's field and able to evaluate the quality, productivity, and significance of his/her professional activity. Reviewers may be individuals who know the candidate through professional interactions. External reviewers may not be members of the GC faculty, and should be selected so as to minimize the possibility of conflicts of interest; actual, potential, or apparent. Outside reviewers should not be selected from among those with whom the candidate has had familial or close

personal relationships.

Academic Tenure at Georgia College

“Academic tenure” is defined as the qualified expectation of continuation of annual employment that may be awarded to a full-time tenure-track faculty member after completion of a probationary period at GC. There is no guarantee that tenure will be awarded at the end of the probationary period; neither is tenure a guarantee of lifetime employment. Rather, tenure means that one who has been awarded tenure may not be discharged except upon certain grounds and in accordance with procedures specified by the USG Board of Regents policy.

Award of tenure requires excellence in performance and the promise of continued excellence in teaching, scholarship, and service. ***It is the responsibility of the faculty member applying for tenure to demonstrate that the criteria for tenure have been met.*** Faculty applying for tenure are encouraged to pursue peer and supervisory input and guidance.

Academic tenure is a privilege awarded after thorough review that culminates in the University acknowledging the faculty member's excellence and the likelihood that such excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the SON, COHS, and the University. Excellence is reflected in the faculty member's teaching, scholarship, and service, including the individual's ability to interact with collegiality with faculty and appropriateness with students.

A recommendation for the privilege of tenure is **typically** made during the eligible faculty member's sixth (6th) year of full-time employment with the University. The individual who wishes to be considered for tenure in the fifth (5th) year and who has strong evidence to support such consideration (strong pre-tenure review, feedback from tenured faculty, and/or department chair recommendations) is allowed to apply. This would be an **atypical** application and should be supported by extremely strong evidence. If tenure is not granted during the sixth (6th) full-time year, the faculty will be given a terminal contract for the seventh (7th) year of full-time employment.

If recommended tenure is approved at all requisite levels, the award of tenure takes effect at the beginning of the next contract year following the review and recommendation approval. Credit for prior accomplishment of service applied toward the tenure probationary period must be specified and approved formally in writing at the individual faculty member's time of initial hire at GCSU. [Note: In cases where a faculty member is employed in the January term (Spring semester), years toward tenure begin in the next full academic year; exceptions to that policy are made at the level of the Department Chair/Dean.]

At GC, an award of academic tenure is associated with three review procedures across years of service as defined below. In advance of seeking tenure, the faculty member undergoes a **pre-tenure** review conducted by a committee of faculty peers to offer guidance, noting progress toward the goal of tenure and recommending strategies to increase the probability of success. Upon notification, the faculty member will develop a portfolio in application for **tenure**.

Subsequently, the tenured faculty member on a five-year cycle undergoes a peer review of performance

directed toward further career development, known as **post-tenure** review.

Pre-Tenure Review

Pre-tenure evaluation, sometimes referred to as 3rd year review, provides for a thorough peer review of the tenure-eligible candidate's criterion-based performance with the sole purpose of delineating for the individual progress made thus far toward tenure (and promotion). Pre-tenure review occurs during the third year of appointment in a tenure-track position. Faculty members hired with prior credit for service are evaluated at the mid-point of their probationary period.

Administrators subject to senior administrative review are exempt from the pre-tenure process. Pre-tenure evaluation does not replace annual performance evaluation. Obtaining a favorable pre-tenure review does not bind GC to recommend the non-tenured individual for tenure or promotion when the requisite years have been achieved. The results of pre-tenure review will have no bearing on subsequent tenure and promotion decisions. However, an unsatisfactory pre-tenure review may justify non-renewal of employment contracts at the discretion of the University President upon recommendation of the Vice President for Academic Affairs, the COHS Dean, and the Department Chairperson. (See Rating Form 1 at http://info.gcsu.edu/intranet/acad_affairs/forms/pre.doc)

Timing – In the fall semester of the tenure-eligible faculty's third year of service or at the mid-point of the probationary period for those with prior credit, the Office of Academic Affairs notifies the individual and the line of authority supervisor (Department Chairperson) that pre-tenure documents should be submitted according to the timeline provided.

Portfolio contents – The following materials are submitted into D2L for the pre-tenure review; no additional materials are accepted:

- Summary in narrative form of major accomplishments achieved during the interval under review related to the Critical Components of teaching, scholarship and professional development, and service to the unit, college, university, the community, and the profession
- Evidence to support the summary narrative
- Copies of the Individual Faculty Reports and the Department Chairperson's evaluations for the interval under review
- Results of student and peer evaluations for the interval under review
- Current curriculum vita

Conduct of Pre-tenure Review – A pre-tenure committee within the individual's home department or unit is appointed by the Department Chairperson to consist of at least three (3) tenured individuals from the home department if possible, or from discipline-related departments if necessary. The members of this committee may or may not serve as members of the Department Tenure & Promotion committee. The committee is given the responsibility of conducting a circumspect evaluation and providing a written report to both the individual faculty and the immediate supervisor, using the Rating Form 1 for Pre-tenure Review. Confidentiality of the results is essential. Because the results serve only for career development, they are not included in the faculty member's personnel file. The committee will provide Pre-Tenure Form 2 for the file, noting that the review was conducted, and that results were shared with the faculty member and supervisor. (These forms are both located at:

http://info.gcsu.edu/intranet/acad_affairs/forms/pre.doc.)

Potential Results of Review – Three results of the evaluation of faculty’s performance are possible: satisfactory, needs improvement, and unsatisfactory, based on written criteria. “Needs improvement” and “Unsatisfactory” are to be applied judiciously and be associated with sound rationale.

Discussion of Results – The chair of the pre-tenure committee and the faculty member’s immediate supervisor hold a candid discussion of the report with the tenure-eligible colleague. All copies of results are transferred to the faculty member, who signs Pre-tenure Form 2 with the committee chair and immediate supervisor for the file.

Recommendations concerning potential faculty development activities that might improve or maintain performance are discussed during this meeting, whether the review is favorable or unfavorable.

Tenure Review

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured faculty member is the extent of continued employment on a 100% workload basis (the ten-month academic year) until retirement, dismissal for cause, or release because of financial exigency.

Assistant professors, associate professors, and professors who are employed full-time are tenure-eligible. *Someone with temporary employment status is not eligible for tenure consideration.*

Tenure may be recommended upon completion of a probationary period of at least five complete academic terms of full-time service at the rank of assistant professor or higher. A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at GC at the rank of instructor. Credit for prior service shall be defined in writing by the President and approved by the Chancellor at the time of initial appointment at the rank of assistant professor or higher. The maximum time that may be served at the rank of assistant professor or higher without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be offered if an institutional recommendation for tenure is not approved. The maximum time that may be served in any combination of full-time instructional appointments (lecturer, instructor, or professorial ranks) without the award of tenure is 10 years, provided that a terminal contract for an 11th year is offered if an institutional recommendation for tenure is not approved.

Tenure or probationary credit toward tenure is lost upon resignation from GC, written resignation from a tenured position in order to take a non-tenured position, or written resignation from a position with probationary credit toward tenure is given to take a position in which no probationary credit is given.

Tenured faculty members or non-tenured faculty before the end of the contract term may be dismissed for any of the following reasons, provided due process requirements have been met by the institution:

1. conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment or prior to employment if the conviction or admission of guilt was willfully concealed;
2. professional incompetency, neglect of duty, or default of academic integrity in teaching, research, or scholarship;

3. sale or distribution of illegal drugs, teaching under the influence of alcohol or illegal drugs; any use of alcohol or illegal drugs which interferes with the faculty member's performance of duty or responsibilities to GC or the profession;
4. physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
5. false swearing with regard to official documents filed with the institution;
6. disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
7. such other grounds as specified in the GC statutes.
(<http://www.usg.edu/academics/handbook/section4/4.04/4.04.01.phtml>)

Process for Tenure Review

1. The Office of the Provost and Vice President for Academic Affairs shall make available a list of eligible faculty to the "line of authority" supervisors when faculty are tenure-eligible and the dates when recommendation is due to the appropriate GC officials.
2. The tenure-eligible faculty member submits a written tenure portfolio supporting the candidacy for tenure to the Department Chairperson. [A separate portfolio is required if the individual is concurrently seeking promotion]. The Standard Format for Application for Tenure (http://info.gcsu.edu/intranet/acad_affairs/forms/tenureformat.doc), which is available from the Office of Academic Affairs and should be used for this purpose, provides guidelines for portfolio content as well as instructions for presentation of tenure materials.
3. After a review of the portfolio supporting candidacy, peer faculty in the individual's own department, convened as the Department Tenure & Promotion Committee, formally recommend for or against tenure in writing and accompanied by the faculty member's supporting documents, to the Department Chairperson. A written copy of the recommendation is provided to the faculty member being considered for tenure. If the recommendation is made against tenure, the faculty member has ten (10) calendar days from receipt of such notice to submit to the Department Chairperson a written statement in support of tenure candidacy.
4. The Department Chairperson shall provide a written formal recommendation for or against tenure, accompanied by the faculty member's tenure portfolio, to the COHS Dean. A copy of this recommendation also shall be submitted to the faculty member seeking tenure. If the Department Chairperson recommends against tenure, the faculty member has ten (10) calendar days from receipt of the notice, to submit to the COHS Dean a written statement in support of candidacy for tenure.
5. The COHS Dean provides the faculty members' tenure portfolio to the COHS Tenure & Promotion Committee for review, consideration, and recommendation. The committee's written recommendation with supporting documentation used in making the recommendation, is then submitted to the COHS Dean. If the College Tenure & Promotion Committee recommends against tenure, the faculty has ten (10) calendar days from receipt of notice, to submit to the Dean a written statement in support of tenure candidacy.

6. The COHS Dean provides a formal written recommendation for or against tenure, with the supporting tenure portfolio, to the Vice President for Academic Affairs; a copy of the recommendation also is sent to the faculty member being considered for tenure. If the Dean recommends against tenure, the faculty has ten (10) calendar days from receipt of notice, to submit to the Vice President for Academic Affairs a written statement in support of tenure candidacy.
7. The Vice President for Academic Affairs provides a formal written recommendation for or against tenure and supporting documentation in support of the faculty member's candidacy for tenure to the President of GC. The Vice President for Academic Affairs' recommendation to the President also is provided to the faculty member seeking tenure. If the recommendation is against an award of tenure, the faculty member has ten (10) calendar days from receipt of notice, to submit to the President a written statement in support of tenure candidacy.
8. After a review of documentation supporting the faculty member's candidacy for tenure, recommendations, consultation with supervisors and/or other appropriate faculty, the President of GC may recommend tenure to the Board of Regents. The President's decision shall be provided to the faculty member. If the President does not recommend tenure, the faculty member has a right to appeal in accordance with Board policies.

Post-tenure Review

Post-tenure review has as its purpose an opportunity to examine, recognize, and enhance performance of tenured faculty, focusing upon career development by identification of opportunities for faculty to reach their full potential in service to the institution. All tenured faculty members are subject to review on a five-year cycle. Exempt are administrators who are subject to senior administrative review. Post-tenure review does not replace annual evaluations.

Portfolio contents – The following materials are submitted into D2L for the post-tenure review; no additional materials are accepted:

1. Summary in narrative form of major accomplishments achieved during the interval under review related to the Critical Components of teaching, scholarship and professional development, and service to the unit, college, university, the community, and the profession
2. Evidence to support the summary narrative
3. Copies of the Individual Faculty Reports and the Department Chairperson's evaluations for the interval under review
4. Results of student and peer evaluations for the interval under review
5. Current curriculum vita

Conduct of Post-tenure Review – The Department Chairperson will appoint a post-tenure review committee of tenured faculty from the individual's department and/or related departments at GC. The members of this committee may or may not serve as members of the Department Tenure & Promotion committee. The faculty member under review may select two members and the Department Chairperson

selects the third.

One preemptive challenge to the supervisor's selection is allowed. A circumspect evaluation is conducted. The category "unsatisfactory" is used judiciously and reserved for circumstances in which the colleague's performance is sufficiently severe to constitute grounds for revocation of tenure and cause for dismissal. The Department Chairperson may provide the committee with a description of special conditions within the unit that deserve consideration when evaluating the performance during the previous five years.

Potential Results of Review – Satisfactory performance for the previous five years may be identified and is documented by the committee using Form 1-A (http://info.gcsu.edu/intranet/acad_affairs/forms/post.doc) for Post-tenure Review. If unsatisfactory performance is evident, the committee will provide an informed and candid written response using Form 1 B. In the event of unsatisfactory results, the immediate supervisor and faculty member develop a plan for enhancing the quality of performance, including a timeline and monitoring strategies. Both parties sign the plan, which is stored within the personnel file in the immediate supervisor's office. Further information is available about instances of unsatisfactory results in Section XII – http://info.gcsu.edu/intranet/handbooks/academic_affairs/aahandbook/307_036.html. The committee may provide commendation for noteworthy achievement by the faculty member during the previous five years and to recognize special meritorious achievement. Declaring noteworthy performance is limited to those few individuals who greatly exceed normal expectations in performance. Details are available in Section XI – http://info.gcsu.edu/intranet/handbooks/academic_affairs/aahandbook/307_036.html

Discussion of Results –Confidentiality in the post-tenure review process is imperative; copies of the evaluation are shared only with the individual faculty member and the immediate supervisor.

Academic Promotion at Georgia College

Academic Promotion is defined as advancement in rank or position based on meeting requisite criteria for the respective advancement. Recognized faculty ranks at GC are Instructor, Lecturer and Senior Lecturer, Assistant Professor, Associate Professor, and Professor. Promotion to a specific professorial rank is dependent on length of service at GC. Promotion from instructor to assistant professor rank requires 3 years in instructor rank; promotion to associate professor requires 4 years in assistant professor rank and promotion to professor rank requires 5 years of service at the rank of associate professor. While both the terminal degree and longevity of service are required for promotion, neither guarantees promotion, *per se*. Instead, noteworthy achievement in Superior Teaching and at least one other area – Scholarship and Professional Development or Service, according to Section I above – is required. Achievement in all three areas is expected.

Guidelines for Award of Promotion

Criteria for promotion to all professorial ranks require, include superior teaching, scholarship, professional development, and service. Noteworthy achievement is expected in teaching and one additional area. At GC, because of classification as a state university, "a doctoral degree or equivalent in training, ability, and/or experience "is required for promotion to associate or full professor" (<http://www.usg.edu/academics/handbook/section4/4.03.01.phtml>). A documented record detailing

justification for showing evidence of “equivalent” is available online (http://info.gcsu.edu/intranet/handbooks/academic_affairs/aahandbook/3080524.html). The faculty member’s length of service is considered in determining whether or not an individual should be promoted. Faculty should be eligible for promotion consideration as follows:

1. From Instructor to Assistant Professor during the 3rd year of service.
2. From Assistant Professor to Associate Professor during their 5th year of service as an Assistant Professor.
3. From Associate Professor to Professor during their 5th year of service as an Associate Professor.

Promotion to professorial rank is accompanied by a salary supplement over and beyond merit raises received by faculty. https://www.usg.edu/hr/manual/salary_increase_administration_process

Procedures for Promotion at Georgia College

1. The Office of the Provost and Vice President for Academic Affairs shall make available a list of eligible faculty to the “line of authority” supervisors when faculty are eligible for promotion and shall specify the dates when recommendation is due to the appropriate GC officials.
2. The promotion-eligible faculty member submits a written request for candidacy for promotion to the Department Chairperson/CoHS Dean. [A separate portfolio is required if the individual is concurrently seeking tenure]. The Standard Format for Application for Promotion, available from the Office of Academic Affairs, is to be used for this purpose and provides guidelines for portfolio content as well as instructions for presentation of materials supporting promotion. Once application is received, there will be a course created in D2L for the candidate to electronically submit their portfolio and other documentation. Moreover, the faculty member should be guided by Section I of this document which specifies criteria and a matrix related to promotion across professorial ranks and Section III, which contains examples and templates.
3. After a review of the portfolio supporting candidacy, peer faculty in the individual’s own department (Department Tenure & Promotion Committee) convened by the respective Department Chairperson, formally recommends for or against promotion in writing and submit their recommendation, accompanied by the faculty member’s supporting documents, to the Department Chairperson. The written recommendations are to include the rationale for the recommendation and vote of the committee. Acting on behalf of the faculty, the committee chair signs the recommendation. A written copy of the recommendation also is provided to the faculty member being considered for promotion. If the recommendation is made against promotion, the faculty member has ten

(10) calendar days from receipt of such notice to submit a written statement to the Department Chairperson in support of his/her candidacy for promotion.

4. In all cases, this committee must base their deliberations on the standards and criteria for promotion approved and adopted by the COHS. The committee may consider recommendations and evaluations of the applicant's portfolio submitted by external sources, using the committee's own specified process for collecting such external reviews; however, external reviews are not

required.

5. The Department Chairperson shall next provide an independent written formal recommendation for or against promotion, either concurring or disagreeing with the Department Tenure & Promotion Committee, accompanied by the faculty member's portfolio, to the COHS Dean. A copy of this recommendation also shall be submitted to the faculty member seeking promotion. If the Department Chairperson recommends against promotion, the faculty member has ten (10) calendar days from receipt of the notice, to submit a written statement to the COHS Dean in support of candidacy for promotion.
6. Further duties of the Department Chairperson include the following: (a) assuring that the applicant's portfolio is delivered by the specified time and copies of the Department Tenure & Promotion Committee and Department Chairperson's recommendations and any official transmittal paperwork are retained in departmental personnel files; and (b) assuring that copies of the recommendation submitted to the Dean are given to the applicant prior to submission to the Dean.
7. The COHS Dean convenes the College Tenure & Promotion Committee for review, consideration, and recommendation of the applicant's portfolio. The committee's written recommendation - with supporting documentation used in making the recommendation - is sent to the COHS Dean. If the College Tenure & Promotion Committee recommends against promotion, the faculty has ten (10) calendar days from receipt of notice, to submit to the COHS Dean a written statement in support of candidacy.
8. The COHS Dean next provides a formal written recommendation for or against promotion, and submits the recommendation with the supporting portfolio to the Vice President for Academic Affairs; a copy of the recommendation also is sent to the faculty member being considered for promotion. If the Dean recommends against promotion, the faculty has ten (10) calendar days from receipt of notice, to submit to the Vice President for Academic Affairs a written statement in support of candidacy.
9. The Vice President for Academic Affairs next provides a formal written recommendation for or against promotion and supporting documentation in support of the faculty member's candidacy to the President of GC. A copy of the Vice President for Academic Affairs' recommendation to the President also is provided to the faculty member seeking promotion. If the recommendation is against an award of promotion, the faculty member has ten (10) calendar days from receipt of notice, to submit to the President a written statement in support of candidacy.
10. After a review of documentation supporting the faculty member's candidacy for promotion, recommendations, consultation with supervisors and/or other appropriate faculty, the President of GC may approve promotion. The President's decision shall be provided to the faculty member once determined and to the faculty member's immediate supervisor and the COHS Dean.
11. An unsuccessful promotion application shall have no bearing on subsequent promotion decisions, annual performance evaluations, or other personnel decisions.

Portfolio Preparation Guidelines for Tenure Faculty

Candidates applying for Tenure and/or Promotion consideration should follow these format guidelines in preparation and assembly of their electronic Folios.

The candidate will prepare the following content:

1. Dean's recommendation letter.
2. COHS T & P Committee recommendation letter.
3. Department/School Chair/ Director's recommendation letter.
4. Department/ School Peer Review Committee recommendation letter.
5. Candidate self-evaluation/narrative. The candidate will provide a narrative self- evaluation, *not to exceed six single-spaced pages*. The narrative shall document and evaluate the candidate's achievements and aspects of their professional performance that address the criteria for tenure or promotion in the areas of teaching; scholarly/creative activity and professional development; and institutional, professional, and/or community service. The candidate should also address the time and material resources available to support his or her work. If this is the candidate's second promotion, he or she will also address ways in which his or her work is qualitatively better than that which earned the previous promotion and specify what activities or achievements since the last action merit the current action.
6. Candidate Academic / Professional Vita.
7. Performance Reviews Director/Department Chairperson's Evaluation of Faculty Performance reports. (Inclusive of first employment year of tenure track appointment and each year until present; or all annual evaluation since award of rank/tenure).
8. Teaching Materials
 - a. Student Evaluations of the candidate's courses. These must comprise two evaluations per semester over the past three years. The quantitative summaries will be provided for two courses each semester over the past three years. In addition, the candidate and the department chair will select three representative courses for which all student comments will be photocopied for inclusion in the portfolio. The director/chair and candidate shall each initial the pages of these photocopies, to certify that they are complete.
 - b. Course Materials Representative syllabi, class handouts, assignments, examinations, and other documentation for a maximum of three courses. The courses used may be chosen by the candidate but should reflect the spectrum of levels at which the candidate teaches, such as core courses, upper division courses for majors, and graduate courses. The materials selected shall reflect the candidate's teaching objectives, organization, and style.

9. Scholarly/Creative Activity and Professional Development

Evidence of the candidate's scholarly/creative activity: tables of contents of books, reprints or copies of articles or chapters, published copies of abstracts, presentations, slides or CDs of creative work. Candidates may also include reviews of their work, such as book reviews, reviews of creative performances, or reviews of grant proposals. Works in progress may also be submitted. Departmental policies shall provide more detail on acceptable documentation for scholarly/creative activity and professional development. The amount of "evidence" included should be determined in consultation with the departmental chair/director.

10. Service

Evidence of the candidate's service activity: documentation of candidate's university, professional, and/or community service. This shall include brief descriptions of the scope of the work, frequency of meetings, leadership responsibilities on committees and special projects, outcomes of the work, and the like. Letters or certificates of appreciation might also be included in this documentation. The COHS tenure and promotion document shall provide more detail on acceptable formats for documenting service activities.

11. External letters of support (acceptable but not mandatory)

The portfolio will include this section ONLY if the candidate chooses to solicit these letters. *The letters may be added by the candidate or by the department chairperson/director. Must be completed prior to time of folio submission.*

Section III: Faculty Evaluation Forms

The following forms and guidelines related to faculty evaluation are included in this section:

1. SRIS information
2. Simulation information
3. Annual Nursing Faculty Form which includes:
4. Faculty Self-Evaluation
5. Director Evaluation
6. Annual Goal Setting
7. Annual Report

Student Rating of Instruction Survey (SRIS)

Faculty members with instructional responsibility must allow students the opportunity to evaluate courses and the quality of instruction sometime during the final weeks of classes. The format used at GC for face to face and on-line courses is the Student Rating of Instruction Survey (SRIS). In the GC SON, the SRIS is generally administrated during the last portion of the semester. Students' participation is anonymous and student completion is encouraged by faculty or by a staff member in the class and if the instructor is not present for the evaluation.

<https://www.gcsu.edu/ctl/sris>

Simulation Evaluation Forms

Student Satisfaction and Self-Confidence in Learning

Instructions: This questionnaire is a series of statements about your personal attitudes about the instruction you receive during your simulation activity. Each item represents a statement about your attitude toward your satisfaction with learning and self-confidence in obtaining the instruction you need. There are no right or wrong answers. You will probably agree with some of the statements and disagree with others. Please indicate your own personal feelings about each statement below by marking the numbers that best describe your attitude or beliefs. Please be truthful and describe your attitude as it really is, not what you would like for it to be. This is anonymous with the results being compiled as a group, not individually.

Mark:

- 1 = STRONGLY DISAGREE with the statement
- 2 = DISAGREE with the statement
- 3 = UNDECIDED - you neither agree or disagree with the statement
- 4 = AGREE with the statement
- 5 = STRONGLY AGREE with the statement

Satisfaction with Current Learning	SD	D	UN	A	SA
1. The teaching methods used in this simulation were helpful and effective.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
2. The simulation provided me with a variety of learning materials and activities to promote my learning the medical surgical curriculum.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
3. I enjoyed how my instructor taught the simulation.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
4. The teaching materials used in this simulation were motivating and helped me to learn.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
5. The way my instructor(s) taught the simulation was suitable to the way I learn.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
Self-confidence in Learning	SD	D	UN	A	SA
6. I am confident that I am mastering the content of the simulation activity that my instructors presented to me.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
7. I am confident that this simulation covered critical content necessary for the mastery of medical surgical curriculum.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
8. I am confident that I am developing the skills and obtaining the required knowledge from this simulation to perform necessary tasks in a clinical setting	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
9. My instructors used helpful resources to teach the simulation.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
10. It is my responsibility as the student to learn what I need to know from this simulation activity.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
11. I know how to get help when I do not understand the concepts covered in the simulation.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
12. I know how to use simulation activities to learn critical aspects of these skills.	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05
13. It is the instructor's responsibility to tell me what I need to learn of the simulation activity content during class time..	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03	<input type="radio"/> 04	<input type="radio"/> 05

Educational Practices Questionnaire (Student Version)

In order to measure if the best practices are being used in your simulation, please complete the survey below as you perceive it. There are no right or wrong answers, only your perceived amount of agreement or disagreement. Please use the following code to answer the questions.

<p>Use the following rating system when assessing the educational practices:</p> <ul style="list-style-type: none"> 1 - Strongly Disagree with the statement 2 - Disagree with the statement 3 - Undecided - you neither agree or disagree with the statement 4 - Agree with the statement 5 - Strongly Agree with the statement NA - Not Applicable; the statement does not pertain to the simulation activity performed. 	<p>Rate each item based upon how important that item is to you.</p> <ul style="list-style-type: none"> 1 - Not Important 2 - Somewhat Important 3 - Neutral 4 - Important 5 - Very Important 										
Item	1	2	3	4	5	NA	1	2	3	4	5
Active learning											
1. I had the opportunity during the simulation activity to discuss the ideas and concepts taught in the course with the teacher and other students.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
2. I actively participated in the debriefing session after the simulation.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
3. I had the opportunity to put more thought into my comments during the debriefing session.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
4. There were enough opportunities in the simulation to find out if I clearly understand the material.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
5. I learned from the comments made by the teacher before, during, or after the simulation.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
6. I received cues during the simulation in a timely manner.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
7. I had the chance to discuss the simulation objectives with my teacher.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
8. I had the opportunity to discuss ideas and concepts taught in the simulation with my instructor.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
9. The instructor was able to respond to the individual needs of learners during the simulation.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5
10. Using simulation activities made my learning time more productive.	○1	○2	○3	○4	○5	○NA	○1	○2	○3	○4	○5

Use the following rating system when assessing the educational practices:

- 1 - Strongly Disagree with the statement
- 2 - Disagree with the statement
- 3 - Undecided - you neither agree or disagree with the statement
- 4 - Agree with the statement
- 5 - Strongly Agree with the statement
- NA - Not Applicable; the statement does not pertain to the simulation activity performed.

Rate each item based upon how important that item is **to you**.

- 1 – Not Important
- 2 - Somewhat Important
- 3 - Neutral
- 4 - Important
- 5 - Very Important

Item	1	2	3	4	5	NA	1	2	3	4	5
Collaboration											
11. I had the chance to work with my peers during the simulation.	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5	<input type="radio"/> ONA	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5
12. During the simulation, my peers and I had to work on the clinical situation together.	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5	<input type="radio"/> ONA	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5
Diverse Ways of Learning :											
13. The simulation offered a variety of ways in which to learn the material.	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5	<input type="radio"/> ONA	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5
14. This simulation offered a variety ways of assessing my learning.	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5	<input type="radio"/> ONA	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5
High Expectations											
15. The objectives for the simulation experience were clear and easy to understand.	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5	<input type="radio"/> ONA	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5
16. My instructor communicated the goals and expectations to accomplish during the simulation.	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5	<input type="radio"/> ONA	<input type="radio"/> O1	<input type="radio"/> O2	<input type="radio"/> O3	<input type="radio"/> O4	<input type="radio"/> O5

Annual Nursing Faculty Forms

Non-Tenure Track Faculty Evaluation Checklist Lecturer

Directions: This checklist is designed to assist in preparation of your self-evaluation narrative for the annual performance evaluation. Please review this list carefully prior to writing your narrative to ensure that you include all important facts. This list is based on the College of Health Sciences *Philosophy, Policy & Procedures for Non-Tenure Track Faculty Performance Appraisal and Promotion* document. You do *not* need to include evidence regarding the minimal “fully acceptable” expectations for faculty, such as creation of syllabus, preparing lessons, or developing exam items. Evidence for meeting the criterion for “commendable” and “excellent” must be provided.

The evaluation period that should be addressed for this evaluation is based on the previous calendar year (spring, summer, and fall semesters) only.

Note: It is expected that all faculty, regardless of rank, will perform the minimum teaching, scholarship, and service activities as listed below to earn a “Fully Acceptable” rating on the annual performance evaluation. Missing activities listed as minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”.

Activities completed beyond these requirements as listed below are to be used in your self-evaluation to earn a rating of “Commendable” or “Excellent”.

Category: Minimum Teaching, Scholarship, and Service Activities	
<p>Teaching</p> <p><i>All are required</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for classes <input type="checkbox"/> Attend classes <input type="checkbox"/> Grade student assignments <input type="checkbox"/> Complete course report using template <input type="checkbox"/> Self-reflection and course changes are documented based on student evaluations
<p>Scholarship</p> <p><i>All are required</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate evidence-based teaching methods into classes <input type="checkbox"/> Minimum of one Scholarship of Teaching and Learning activity per year <input type="checkbox"/> Terminal Degree earned if applicable <input type="checkbox"/> All current information is entered into Digital Measures <input type="checkbox"/> Curriculum Vitae is printed from Digital Measures and attached to evaluation
<p>Service</p> <p><i>All are required</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attend NFO Meetings <input type="checkbox"/> Attend NFO Sub-Committee Meetings <input type="checkbox"/> Attend COHS Meetings <input type="checkbox"/> Attend at least one graduation ceremony per year <input type="checkbox"/> Attend School of Nursing Celebration Ceremony

Category: Teaching (See Benchmarks for Commendable or Excellent)

<p>1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Private communication (emails, letters, cards from peers, colleagues, students) <input type="checkbox"/> Public communication and recognition, such as news article or informal presentation <input type="checkbox"/> Formal mentorship and orientation of new faculty <input type="checkbox"/> Serves as an advisor and/or mentor to nursing students
<p>1.2 Demonstrates development of course materials and pre-course planning documents that reflect effective planning and assessment of instructional design and implementation.</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Active participation in major course revision or new course planning (beyond routine planning) <input type="checkbox"/> Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences <input type="checkbox"/> Development of new contracts or community clinical partnerships <input type="checkbox"/> Proposal development for a new course <input type="checkbox"/> Utilization of formal peer evaluation to improve course(s) <input type="checkbox"/> Award for teaching excellence received*
<p>1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.</p> <p>Commendable (2) Excellent (>2)</p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><i>High Impact</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Service Learning (registered with the University) <input type="checkbox"/> Study Abroad <input type="checkbox"/> Student-faculty research <input type="checkbox"/> Collaborative assignments and projects <input type="checkbox"/> Diversity/global learning <input type="checkbox"/> Simulation development utilizing NLN Standards with student evaluation of the simulation experience <p><i>Creative Teaching Strategies</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing across the curriculum <input type="checkbox"/> Speaking to Learn <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Flipped Classroom <input type="checkbox"/> Problem-based learning (new problem development) <input type="checkbox"/> Case study development <p><i>Uses best practices in designing course within LMS</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course is Quality Matter Certified <input type="checkbox"/> Learning management system reflects best practices (peer review required) <input type="checkbox"/> Other – you will need to define and evaluate
<p>1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.</p> <p>Commendable (2) Excellent (>2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum content mapping to outcomes and professional standards <input type="checkbox"/> Active participation in curriculum, evaluation, and assessment committee <input type="checkbox"/> Documented course revision based on student feedback and outcomes <input type="checkbox"/> Participation in elements of program evaluation or self- study such as writing a self-study, progress and planning reports, etc. <input type="checkbox"/> Participation in multi-course teams to improve curriculum Other– you will need to define and evaluate

**Category: Scholarship and Professional Development
(See Benchmarks for Commendable or Excellent)**

<p>2.1 Acquisition of professional credentials or training and/or recognition at the state or regional level.</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional certification earned* Professional certification maintained <input type="checkbox"/> Maintains clinical competency in area of clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand teaching expertise
<p>2.2 Review or editing of scholarly work through the submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of editing or review of books, creative activities, professional journal, conference presentations <input type="checkbox"/> Mentorship of undergraduate student research <input type="checkbox"/> Mentorship of graduate student research <input type="checkbox"/> Summary or communication documenting consultation contribution
<p>2.3 Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication <input type="checkbox"/> Grant award for research <input type="checkbox"/> Reviewed or invited presentation at professional conference or public lecture on scholarly topic <input type="checkbox"/> Award for scholarship excellence received*

Category: Service (See Benchmarks for Commendable or Excellent)

<p>3.1. Service to the Institution or University System of Georgia</p> <p>Demonstrates effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chair, Secretary or special assignment in School of Nursing committee <input type="checkbox"/> Chair, Secretary or special assignment in College of Health Sciences committee <input type="checkbox"/> Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. <input type="checkbox"/> Active participation in University Senate sub-committee <input type="checkbox"/> Active participation in campus programs of short duration, such as circle leader, research conference, training, others <input type="checkbox"/> Active participation in councils or task forces <input type="checkbox"/> Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, COHS International Coordinator, GCANS. <input type="checkbox"/> Award for service excellence received*
<p>3.2 Service to the Profession</p> <p>Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations or students; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).</p> <p>Commendable (1) Excellent (>1)</p>	<p>Involvement¹ in professional organizations such as</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee membership <input type="checkbox"/> Leadership role <input type="checkbox"/> Board of Directors <input type="checkbox"/> Task force <input type="checkbox"/> Conference planning <input type="checkbox"/> Accreditation site-visitor <input type="checkbox"/> Other _____

<p>3.3 Service to the community as a professional or a citizen² Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.</p> <p>Commendable (1) Excellent (>1)</p>	<p><input type="checkbox"/> Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include committee membership, leadership role, member of Board of Directors, or task force member</p> <p><input type="checkbox"/> Leadership in a professional organization performing a service to the community</p> <p><input type="checkbox"/> Delivery of direct nursing care or educational services requiring nursing expertise to a community organization</p>
<p>3.4 Demonstrates ability to provide service to the community, district, or state.</p> <p>Commendable (1) Excellent (>1)</p>	<p><input type="checkbox"/> Involvement in any community service as a citizen (something that does not require nursing expertise)</p>

¹ Involvement should be documented as activities beyond maintaining membership

² Citizen service is not considered as important as service as a professional

Georgia College School of Nursing Faculty Evaluation Reflection

1. What do you consider to be your major work accomplishments since your last review?
2. Specify areas where you think you have exceeded job requirements
3. How might you improve on your current teaching practices?
4. What skills or new knowledge would you like to develop to improve your performance?
5. List two professional goals for next year and identify measurements that you would like to use to determine if you have met these goals.

6. Student Ratings of Instruction (SRIS)

Semester/Course	SRIS Excellent Teacher Rating Raw Score	SRIS Excellent Teacher Rating Adjusted Score	SRIS Excellent Course Rating Raw Score	SRIS Excellent Course Rating Adjusted Score

**NON-TENURE TRACK FACULTY SELF-EVALUATION
AND DEPARTMENT CHAIRPERSON’S EVALUATION OF FACULTY PERFORMANCE
(LECTURER)**

Name _____ Calendar Year _____

Teaching (all are required)	Self-Evaluation NA/U/NI/FA/C/E*	Director’s Evaluation NA/U/NI/FA/C/E*
1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.		
1.2 Demonstrates development of course materials and pre-course planning documents that reflects effective planning and assessment of instructional design and implementation.		
1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.		
1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.		
Scholarship and Professional Development	Self-Evaluation NA/U/NI/FA/C/E*	Director’s Evaluation NA/U/NI/FA/C/E*
2.1 (Required) Acquisition of professional credentials or training and/or recognition at the state or regional level.		
2.2 (Optional) Review or editing of scholarly work through the submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.		

2.3 (Optional) Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.		
Service (not all areas are required)	Self-Evaluation NA/U/NI/FA/C/E*	Director's Evaluation NA/U/NI/FA/C/E*
3.1. Demonstrates effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.		
3.2. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations or students; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).		
3.3. Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.		
3.4 Demonstrates ability to provide service to the community, district, or state.		

NA = Not Applicable **U = Unsatisfactory**
NI = Needs Improvement **FA = Fully Acceptable**
C = Commendable **E = Excellent**

**Director's
Comments**

Faculty performance has been reviewed, and faculty development has been discussed.

Faculty Member

Date

Director, School of Nursing

Date

Dean, COHS

Date

Evaluation Form Revised 5/2018

Non-Tenure Track Faculty Evaluation Checklist – SENIOR LECTURER

Directions: This checklist is designed to assist in preparation of your self-evaluation narrative for the annual performance evaluation. Please review this list carefully prior to writing your narrative to ensure that you include all important facts. This list is based on the College of Health Sciences *Philosophy, Policy & Procedures for Non- Tenure Track Faculty Performance Appraisal and Promotion* document. You do *not* need to include evidence regarding the minimal “fully acceptable” expectations for faculty, such as creation of syllabus, preparing lessons, or developing exam items. Evidence for meeting the criterion for “commendable” and “excellent” must be provided. The evaluation period that should be addressed for this evaluation is based on the previous calendar year (spring, summer, and fall semesters) only.

Note: It is expected that all faculty, regardless of rank, will perform the minimum teaching, scholarship, and service activities as listed below to earn a “Fully Acceptable” rating on the annual performance evaluation. Missing activities listed as minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”. Activities completed beyond these requirements as listed below are to be used in your self-evaluation to earn a rating of “Commendable” or “Excellent”.

Category: Minimum Teaching, Scholarship, and Service Activities	
Teaching <i>All are required</i>	<input type="checkbox"/> Prepare for classes <input type="checkbox"/> Attend classes <input type="checkbox"/> Grade student assignments <input type="checkbox"/> Complete course report using template <input type="checkbox"/> Self-reflection and course changes are documented based on student evaluations
Scholarship <i>All are required</i>	<input type="checkbox"/> Incorporate evidence-based teaching methods into classes <input type="checkbox"/> Minimum of one Scholarship of Teaching and Learning activity per year <input type="checkbox"/> Terminal Degree earned if applicable <input type="checkbox"/> All current information is entered into Digital Measures <input type="checkbox"/> Curriculum Vitae is printed from Digital Measures and attached to evaluation
Service <i>All are required</i>	<input type="checkbox"/> Attend NFO Meetings <input type="checkbox"/> Attend NFO Sub-Committee Meetings Attend <input type="checkbox"/> COHS Meetings <input type="checkbox"/> Attend at least one graduation ceremony per year <input type="checkbox"/> Attend School of Nursing Celebration Ceremony
Category: Teaching (See Benchmarks for Commendable or Excellent)	
1.1 Demonstrates consistent developing professionalism and collegiality through private and public communications from a variety of stakeholders. Commendable (1) Excellent (>1)	<input type="checkbox"/> Private communication (emails, letters, cards from peers, colleagues, students) <input type="checkbox"/> Public communication and recognition, such as news article or informal presentation <input type="checkbox"/> Formal mentorship and orientation of new faculty Serves as an advisor and/or mentor to nursing students
1.2 Demonstrates consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation.	<input type="checkbox"/> Active participation in major course revision or new course planning (beyond routine planning) <input type="checkbox"/> Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences

<p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Development of new contracts or community clinical partnerships <input type="checkbox"/> Proposal development for a new course <input type="checkbox"/> Utilization of formal peer evaluation to improve course(s) <input type="checkbox"/> Award for teaching excellence received*
<p>1.3 Demonstrates consistent implementation of innovation of instructional design and delivery that results in improved learning.</p> <p>Commendable (2) Excellent (>2)</p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><i>High Impact</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Service Learning (registered with the University) <input type="checkbox"/> Study Abroad <input type="checkbox"/> Student-faculty research <input type="checkbox"/> Collaborative assignments and projects <input type="checkbox"/> Diversity/global learning <input type="checkbox"/> Simulation development utilizing NLN Standards with student evaluation of the simulation experience <p><i>Creative Teaching Strategies</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing across the curriculum <input type="checkbox"/> Speaking to Learn <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Flipped Classroom <input type="checkbox"/> Problem-based learning (new problem development) <input type="checkbox"/> Case study development <p><i>Uses best practices in designing course within LMS</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course is Quality Matter Certified <input type="checkbox"/> Learning management system reflects best practices (peer review required) <input type="checkbox"/> Other – you will need to define and evaluate
<p>1.4 Demonstrates consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum content mapping to outcomes and professional standards <input type="checkbox"/> Active participation in curriculum, evaluation, and assessment committee <input type="checkbox"/> Documented course revision based on student feedback and outcomes <input type="checkbox"/> Participation in elements of program evaluation or self- study such as writing a self-study, progress and planning reports, etc. <input type="checkbox"/> Participation in multi-course teams to improve curriculum <input type="checkbox"/> Other– you will need to define and evaluate
<p>Category: Scholarship and Professional Development (See Benchmarks for Commendable or Excellent)</p>	
<p>2.1 Acquisition and maintenance of professional credentials or training and/or recognition at the state or regional level.</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional certification earned* <input type="checkbox"/> Professional certification maintained <input type="checkbox"/> Maintains clinical competency in area of clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand teaching expertise

<p>2.2 Review or editing of scholarly work through the publication of reviews of other work, service as a reviewer of professional journals and presentations, formal mentorship of student research, and professional consulting on a state, regional, or national level.</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of editing or review of books, creative activities, professional journal, conference presentations <input type="checkbox"/> Mentorship of undergraduate student research <input type="checkbox"/> Mentorship of graduate student research <input type="checkbox"/> Summary or communication documenting consultation contribution
<p>2.3 Development and dissemination of knowledge through the publication of peer- reviewed scholarly efforts, presentation at state, regional, and national level conferences, and/or receipt of internal or external funding of research initiatives.</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication <input type="checkbox"/> Grant award for research <input type="checkbox"/> Reviewed or invited presentation at professional conference or public lecture on scholarly topic <input type="checkbox"/> Award for scholarship excellence received*
<p>Category: Service (See Benchmarks for Commendable or Excellent)</p>	
<p>3.1. Service to the Institution or University System of Georgia</p> <p>Demonstrates a consistent record of effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chair, Secretary or special assignment in School of Nursing committee <input type="checkbox"/> Chair, Secretary or special assignment in College of Health Sciences committee <input type="checkbox"/> Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. <input type="checkbox"/> Active participation in University Senate sub-committee <input type="checkbox"/> Active participation in campus programs of short duration, such as circle leader, research conference, training, others <input type="checkbox"/> Active participation in councils or task forces <input type="checkbox"/> Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, COHS International Coordinator, GCANS. <input type="checkbox"/> Award for service excellence received*
<p>3.2 Service to the Profession</p> <p>Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non- research initiatives (i.e., academic programming).</p> <p>Commendable (1) Excellent (>1)</p>	<p>Involvement¹ in professional organizations such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee membership <input type="checkbox"/> Leadership role <input type="checkbox"/> Board of Directors <input type="checkbox"/> Task force <input type="checkbox"/> Conference planning <input type="checkbox"/> Accreditation site-visitor <input type="checkbox"/> Other: _____

<p>3.3 Service to the community as a professional or a citizen²</p> <p>Demonstrates strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.</p> <p>Commendable (1) Excellent (>1)</p>	<p><input type="checkbox"/> Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include committee membership, leadership role, member of Board of Directors, or task force member</p> <p><input type="checkbox"/> Leadership in a professional organization performing a service to the community</p> <p><input type="checkbox"/> Delivery of direct nursing care or educational services requiring nursing expertise to a community organization</p>
<p>3.3 Demonstrates ability to provide leadership in service work to the community, district, or state.</p> <p>Commendable (1) Excellent (>1)</p>	<p><input type="checkbox"/> Involvement in any community service as a citizen (something that does not require nursing expertise)</p>

¹ Involvement should be documented as activities beyond maintaining membership

² Citizen service is not considered as important as service as a professional

Georgia College School of Nursing Faculty Evaluation Reflection

1. What do you consider to be your major work accomplishments since your last review?
2. Specify areas where you think you have exceeded job requirements
3. How might you improve on your current teaching practices?
4. What skills or new knowledge would you like to develop to improve your performance?
5. List two professional goals for next year and identify measurements that you would like to use to determine if you have met these goals.

6. Student Ratings of Instruction (SRIS)

Semester/Course	SRIS Excellent Teacher Rating Raw Score	SRIS Excellent Teacher Rating Adjusted Score	SRIS Excellent Course Rating Raw Score	SRIS Excellent Course Rating Adjusted Score

NON-TENURE TRACK FACULTY SELF-EVALUATION AND DEPARTMENT CHAIRPERSON'S EVALUATION OF FACULTY PERFORMANCE (SENIOR LECTURER)

Name _____ Calendar Year _____

Teaching (all are required)	Self-Evaluation NA/U/NI/FA/C/E*	Director's Evaluation NA/U/NI/FA/C/E*
1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.		
1.2 Demonstrates development of course materials and pre-course planning documents that reflects effective planning and assessment of instructional design and implementation.		
1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.		
1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.		
Scholarship and Professional Development	Self-Evaluation NA/U/NI/FA/C/E*	Director's Evaluation NA/U/NI/FA/C/E*
2.1 (Required) Acquisition of professional credentials or training and/or recognition at the state or regional level.		
2.2 (Optional) Review or editing of scholarly work through the submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.		

2.3 (Optional) Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.		
Service (not all areas are required)	Self-Evaluation NA/U/NI/FA/C/E*	Director's Evaluation NA/U/NI/FA/C/E*
3.1. Demonstrates effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities.		
3.2. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations or students; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).		
3.3. Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.		
3.4 Demonstrates ability to provide service to the community, district, or state.		

NA = Not Applicable **U = Unsatisfactory**
NI = Needs Improvement **FA = Fully Acceptable**
C = Commendable **E = Excellent**

**Director's
Comments**

Faculty performance has been reviewed, and faculty development has been discussed.

Faculty Member

Date

Director, School of Nursing

Date

Dean, COHS

Date

Directions: This checklist is designed to assist in preparation of your self-evaluation narrative for the annual performance evaluation. Please review this list carefully prior to writing your narrative to ensure that you include all important facts. This list is based on the College of Health Sciences *Philosophy, Policy & Procedures for Non- Tenure Track Faculty Performance Appraisal and Promotion* document. You do *not* need to include evidence regarding the minimal “fully acceptable” expectations for faculty, such as creation of syllabus, preparing lessons, or developing exam items. Evidence for meeting the criterion for “commendable” and “excellent” must be provided. The evaluation period that should be addressed for this evaluation is based on the previous calendar year (spring, summer, and fall semesters) only.

Note: It is expected that all faculty, regardless of rank, will perform the minimum teaching, scholarship, and service activities as listed below to earn a “Fully Acceptable” rating on the annual performance evaluation. Missing activities listed as minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”. Activities completed beyond these requirements as listed below are to be used in your self-evaluation to earn a rating of “Commendable” or “Excellent”.

Category: Minimum Teaching, Scholarship, and Service Activities	
<p>Teaching</p> <p><i>All are required</i></p>	<input type="checkbox"/> Prepare for classes <input type="checkbox"/> Attend classes <input type="checkbox"/> Grade student assignments <input type="checkbox"/> Complete course report using template <input type="checkbox"/> Self-reflection and course changes are documented based on student evaluations
<p>Scholarship</p> <p><i>All are required</i></p>	<input type="checkbox"/> Incorporate evidence-based teaching methods into classes <input type="checkbox"/> Minimum of one Scholarship of Teaching and Learning activity per year <input type="checkbox"/> Terminal Degree earned if applicable <input type="checkbox"/> All current information is entered into Digital Measures <input type="checkbox"/> Curriculum Vitae is printed from Digital Measures and attached to evaluation
<p>Service</p> <p><i>All are required</i></p>	<input type="checkbox"/> Attend NFO Meetings <input type="checkbox"/> Attend NFO Sub-Committee Meetings Attend <input type="checkbox"/> COHS Meetings <input type="checkbox"/> Attend at least one graduation ceremony per year <input type="checkbox"/> Attend School of Nursing Celebration Ceremony
Category: Teaching (See Benchmarks for Commendable or Excellent)	
<p>1.1 Demonstrate professionalism and collegiality such that he/she has a reputation as a “good citizen” of the unit, college, and university.</p> <p>Commendable (1) Excellent (>1)</p>	<input type="checkbox"/> Private communication (emails, letters, cards from peers, colleagues, students) <input type="checkbox"/> Public communication and recognition, such as news article or informal presentation <input type="checkbox"/> Formal mentorship and orientation of new faculty Serves as an advisor and/or mentor to nursing students

<p>1.2 Develop course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation.</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Active participation in major course revision or new course planning (beyond routine planning) <input type="checkbox"/> Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences <input type="checkbox"/> Development of new contracts or community clinical partnerships <input type="checkbox"/> Proposal development for a new course <input type="checkbox"/> Utilization of formal peer evaluation to improve course(s) <input type="checkbox"/> Award for teaching excellence received*
<p>1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods.</p> <p>Commendable (2) Excellent (>2)</p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><i>High Impact</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Service Learning (registered with the University) <input type="checkbox"/> Study Abroad <input type="checkbox"/> Student-faculty research <input type="checkbox"/> Collaborative assignments and projects <input type="checkbox"/> Diversity/global learning <input type="checkbox"/> Simulation development utilizing NLN Standards with student evaluation of the simulation experience <p><i>Creative Teaching Strategies</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing across the curriculum <input type="checkbox"/> Speaking to Learn <input type="checkbox"/> Reader’s Theater <input type="checkbox"/> Flipped Classroom <input type="checkbox"/> Problem-based learning (new problem development) <input type="checkbox"/> Case study development <p>Uses best practices in designing course within LMS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course is Quality Matter Certified <input type="checkbox"/> Learning management system reflects best practices (peer review required) <input type="checkbox"/> Other – you will need to define and evaluate
<p>1.4 Engage in curriculum or program planning design, revision, and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements⁷.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum content mapping to outcomes and professional standards <input type="checkbox"/> Active participation in curriculum, evaluation, and assessment committee <input type="checkbox"/> Documented course revision based on student feedback and outcomes <input type="checkbox"/> Participation in elements of program evaluation or self- study such as writing a self-study, progress and planning reports, etc. <input type="checkbox"/> Participation in multi-course teams to improve curriculum <input type="checkbox"/> Other– you will need to define and evaluate

**Category: Scholarship and Professional Development
(See Benchmarks for Commendable or Excellent)**

<p>2.1 Development and dissemination of knowledge through any of Boyer’s four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication <input type="checkbox"/> Grant award for research <input type="checkbox"/> Reviewed or invited presentation at professional conference or public lecture on scholarly topic <input type="checkbox"/> Award for scholarship excellence received*
<p>2.2 Review or editing of scholarly work and professional consulting</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of editing or review of books, creative activities, professional journal, conference presentations <input type="checkbox"/> Mentorship of undergraduate student research <input type="checkbox"/> Mentorship of graduate student research <input type="checkbox"/> Summary or communication documenting consultation contribution
<p>2.3 Acquisition and maintenance of professional credentials</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional certification earned* <input type="checkbox"/> Professional certification maintained <input type="checkbox"/> Maintains clinical competency in area of clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand teaching expertise

Category: Service (See Benchmarks for Commendable or Excellent)

<p>3.1. Service to the Institution or University System of Georgia</p> <p>Commendable (1) Excellent (>1) or any starred* item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chair, Secretary or special assignment in School of Nursing committee <input type="checkbox"/> Chair, Secretary or special assignment in College of Health Sciences committee <input type="checkbox"/> Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. <input type="checkbox"/> Active participation in University Senate sub-committee <input type="checkbox"/> Active participation in campus programs of short duration, such as circle leader, research conference, training, others <input type="checkbox"/> Active participation in councils or task forces <input type="checkbox"/> Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, COHS International Coordinator, GCANS. <input type="checkbox"/> Award for service excellence received*
<p>3.2 Service to the Profession</p> <p>Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non- research initiatives (i.e., academic programming).</p> <p>Commendable (1) Excellent (>1)</p>	<p>Involvement¹ in professional organizations such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee membership <input type="checkbox"/> Leadership role <input type="checkbox"/> Board of Directors <input type="checkbox"/> Task force <input type="checkbox"/> Conference planning <input type="checkbox"/> Accreditation site-visitor <input type="checkbox"/> Other: _____

<p>3.3 Service to the community as a professional or a citizen²</p> <p>Demonstrates strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.</p> <p>Commendable (1) Excellent (>1)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include: <ul style="list-style-type: none"> <input type="checkbox"/> committee membership <input type="checkbox"/> leadership role <input type="checkbox"/> member of Board of Directors <input type="checkbox"/> task force member <input type="checkbox"/> Leadership in a professional organization performing a service to the community <input type="checkbox"/> Delivery of direct nursing care or educational services requiring nursing expertise to a community organization <input type="checkbox"/> Involvement in any community service as a citizen (something that does not require nursing expertise)
--	--

¹ Involvement should be documented as activities beyond maintaining membership

² Citizen service is not considered as important as service as a professional

Georgia College School of Nursing Faculty Evaluation Reflection

Directions: This reflection is designed to assist in preparation of your self-ratings on the annual performance evaluation. Please provide thoughtful, brief summaries for each question. Reflection should be limited to activities accomplished within the past evaluation period only, and should *not include* *minimum* teaching, scholarship, and service activities.

1. Did you meet last year’s goals? How? Limit 250 words

2. Specify areas where you think you have exceeded job requirements (explain with examples from the checklist). Limit 250 words

1.1 Demonstrate professionalism and collegiality such that he/she has a reputation as a “good citizen” of the unit, college, and university
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
1.2 Develop course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
1.4 Engage in curriculum or program planning design, revision, and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
2.1 Development and dissemination of knowledge through any of Boyer’s four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
2.3 Review or editing of scholarly work and professional consulting
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
2.4 Acquisition and maintenance of professional credentials

DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE

3.1 Service to the Institution or University System of Georgia

DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE

3.2 Service to the Profession

DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE

3.3 Service to the community as a professional or a citizen

DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE

1. What do you consider to be your major work accomplishments (i.e. your shining star moment) since your last review? Limit 250 words.

2. Based on analysis of all your SRIS course evaluations (complete table below), please discuss your plans for improving your current teaching practices. Limit 250 words.

Semester/Course	SRIS Excellent Teacher Rating	SRIS Excellent Course Rating
Average Rating	INSERT AVERAGE	INSERT AVERAGE

3. What skills or new knowledge would you like to develop to improve your performance? Limit 250 words.

4. List two professional goals for next year and identify measurement that you would like to use to determine if you have met these goals. How can GC/SON help you achieve these goals? Limit 250 words.

Georgia College School of Nursing Overall Faculty Performance Evaluation

Name _____
Faculty Rank _____

Calendar Year _____

CoHS T&P Critical Element Equivalent Teaching	Self-Evaluation U/NI/FA/C/E*	Director's Evaluation U/NI/FA/C/E*
1.1 Demonstrate professionalism and collegiality such that one has a reputation as a "good citizen" of the unit, college, and university.		
1.2 Course Development Develops course materials and pre-course planning documents that demonstrate effective planning. Develops measures to assess instructional design and implementation.		
1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery.		
1.4 Engage in curriculum or program planning, design revision and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements		
CoHS T&P Critical Element Equivalent Scholarship	Self-Evaluation U/NI/FA/C/E*	Director's Evaluation U/NI/FA/C/E*
2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship.		
2.2 Review or editing of scholarly work and professional consulting.		
2.3 Acquisition and maintenance of professional credentials and training.		
CoHS T&P Critical Element Equivalent Service	Self-Evaluation U/NI/FA/C/E*	Director's Evaluation U/NI/FA/C/E*
3.0 Service to the School of Nursing		
3.1 Service to the Institution or the University System of Georgia		
3.2 Service to the Profession		
3.3 Service to the Community (as a professional)		

* U = unsatisfactory; NI = needs improvement; FA = fully acceptable; C = commendable; E = excellent

Director's Comments

Faculty performance has been reviewed, and faculty development has been discussed.

Faculty Member

Date

Director, School of Nursing

Date

Dean, CoHS

Date

Section IV

Faculty Information: Syllabi, GC & SON General Information, Testing, GC SON Policies

This section provides an overview of information found to be useful to all GC SON faculty. It begins with guidelines related to syllabi and then offers information about preceptors and testing, followed by other miscellaneous but commonly needed information. Note that further information related to preceptors and testing, as well as evaluation of clinical sites and student clinical performance will be found in the BSN and Graduate Handbooks. This section ends with general University information.

Syllabi

There are some parts of the syllabus that **cannot be changed**. These have been approved through the GC SON and GC curriculum approval process and if a change is needed it must be submitted for approval through that process. For example, you may not change course title/number, course description, credits/clinical hours, grading scale, or course outcomes or school or university policies. Faculty members may change learning activities and instructional strategies. Specific course assignments are also left to faculty discretion.

Nursing syllabi must be available to students on or before the first day of class and contain the following information:

1. Course number, course section, course name, number of credit/clinical hours, Pre-requisite/co-requisite courses
2. Faculty Information –name, title, office location, room number, phone number(s) (office/fax/other), E- mail address
3. Faculty office hours
4. Information about official communication through D2L or official GC email address Course description
5. Course learning outcomes
6. Course content outline including unit objectives, assignments/learning activities appropriate to the content and unit objectives
7. Required software, hardware, textbooks and other readings/material
8. Methods of evaluation, class assignments and grading scale
9. Calendar of course content (may be a separate document for syllabus but should include due date of class assignments)
10. If extra credit opportunities are a course option, then the syllabus should include a statement of access to extra credit projects
11. Additional expectations:
 - a. Clinical requirements (for clinical courses) HESI testing requirements
 - b. Attendance policy Method/mode of course delivery Classroom behavior guidelines
 - c. Web-based requirements and use Academic dishonesty statement Disability Accessibility statement

Mandatory syllabi language information is found at:

GC statements are located on the Unify website. Directions to access GC syllabus language:

Access PAWS from Unify – Select - Campus Resources tab - Internal Sites (Require Unify) - Common Syllabus Statements

The syllabus must include the common syllabus statements: Religious Observance, Assistance for Student Needs Related to Disability, Student Rating of Instruction Survey, Academic Honesty, Fire Drills, Electronic Recording policies, and Academic Grievances or Appeals.

Faculty Responsibilities related to distribution of course syllabi:

1. Submit a digital copy of the syllabi to GC SON Administrative Assistant by the beginning of classes each semester.
2. Undergraduate courses send an electronic course report to the Administrative Assistant end of each academic year. Graduate course reports are sent at the end of each semester.
3. All students are expected to abide by the requirements of the Georgia College Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties.

Matriculation Pledge

In enrolling at Georgia College, I solemnly pledge that I will conduct myself in such a manner as to reflect credit on the Georgia College community, and I will uphold the Honor Code of the University. If I violate this Honor Code, I will accept the imposed penalty, which may include expulsion from the University.

Preamble

Since 1942, there has been an Honor Code at Georgia College. This Code is a dynamic aspect of the University which helps to define its character as an institution of higher learning in the best liberal arts tradition. Through the years, this Code has given rise to an atmosphere of mutual respect and trust on the Georgia College campus.

And, as a result of periodic examination and review, the Honor Code continues to grow stronger. After undergoing thoughtful study and meticulous revision during the 1998-99 academic year, today's Honor Code reflects a renewed desire of the present student generation for an honorable community and guarantees stiff punishments for dishonorable actions.

The commitment to honor has its own rewards, but the Honor Code also brings responsibilities - a respect for the ideas, values, and property of others; a readiness to subordinate one's own interests to the interests and well-being of the whole university community; and a dedication to abide by the rules of the University.

In order to maintain an honorable campus, student commitment is vital. This commitment begins with personal integrity, extends to the refusal to condone violation of the rules, and ends with support of an appropriate punishment for those who violate the spirit and provisions of the Honor Code. Anything

short of full commitment undermines the very essence of Georgia College honor. Those who engage in dishonorable behavior may be banned from the University for one or two semesters, or permanently.

Students who are unfamiliar with the concept of honor or who have a history of dishonorable behavior are urged to consider alternatives to Georgia College. However, those wishing to renew themselves in the spirit of honor will be invited to join the community of Georgia College by formally embracing the Honor Code at a ceremony at the beginning of their academic careers at Georgia College (the Honor Code, however, is applicable to all students who matriculate at Georgia College).

The Honor Code

It is presumed that any student who matriculates at Georgia College is willing to conform to a pattern of mutual trust and honor and shall deal honorably with all members of the university community. It must be understood that it is the responsibility of each student, faculty, and staff member to preserve, nurture, and strengthen this spirit of honor.

Georgia College students shall at all times refrain from and discourage all attempts at lying, cheating, stealing, plagiarism, and vandalism. When a violation of the Honor Code is detected, a student should take steps to bring the matter to the attention of the Office of Student Affairs.

Violations Defined

"Lying" is defined as any attempt to deceive, falsify, or misrepresent the truth in any matter involving university business. University business includes but is not limited to, financial aid information, excuses for absences, statements to professors in order to reschedule tests or assignments, and responses to the queries of Public Safety officers.

"Cheating" is defined as the employment of or rendering of any illicit aid in any assigned work.

"Stealing" is defined as the appropriation of money or property belonging to another person, organization, or the University, or the borrowing of property without the knowledge of the owner.

"Plagiarism" is defined as presenting as one's own work the words or ideas of an author or fellow student. Students should document quotes through quotation marks and footnotes or other accepted citation methods. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.

"Vandalism" is defined as intentional, malicious damage to university property or property belonging to others.

Penalties

The Judicial Board may, for any first offense violation of the Honor Code, impose immediate suspension for the remainder of the current semester and possibly for one additional semester (depending on the severity of the violation). If suspended in the fall, one would be suspended for the remainder of the fall semester and possibly the spring semester; if suspended in the spring, one would be suspended for the remainder of the spring semester and possibly the following fall semester.

The normal penalty for a second Honor Code violation is immediate expulsion from the University.

Student Code of Conduct

Georgia College may discipline a student in nonacademic matters. This normally involves matters which occur on the Georgia College campus or at Georgia College-sponsored events, but may be extended to off-campus matters which could reasonably be expected to impact the Georgia College community.

Repeated off-campus arrests generally result in Georgia College judicial charges as well as criminal charges.

All students are expected to adhere to the stipulations of the Georgia College Honor Code, which addresses lying, cheating, stealing, plagiarism, and vandalism.

All residence hall students are expected to adhere as well to the contract terms and stipulations listed in the University Housing Handbook.

Students are subject to disciplinary action for violating the following Code of Conduct:

1. Underage possession or use of alcohol; illegal possession, use, or sale of controlled substances; or conduct that violates local, state, or federal laws, or Georgia College regulations regarding alcohol and other drugs.
2. Conduct that constitutes a danger to the personal safety of other members of the university community. This may include assault, attempted assault, or the threat of assault.
3. Conduct that obstructs, seriously impairs, attempts to obstruct or seriously impair university-run or university-authorized activities or business on any university property, indoors or out.
4. Acts which violate university provisions concerning parking, traffic, ID cards, university keys, smoking in unauthorized places, carrying firearms, unauthorized peddling, unauthorized use of sound amplifying equipment, and other acts which violate local, state or federal laws, or which violate appropriate conduct.
5. Intentional harassment of another person. Harassment includes, but is not limited to, threatening, intimidating, verbally abusing, impeding, telephoning, communicating electronically, following or persistently bothering or annoying. Harassment may represent but is not limited to acts based on sex, race, religion, national origin, handicap or sexual orientation.
6. Failing to abide by disciplinary sanctions imposed by a Georgia College judicial body or authority.

<https://www.gcsu.edu/studentaffairs/codeofconduct>

Essential SON Policies

Policy/Procedure Title: Testing Policy	
Policy #1000	Referenced policy: 1102 Course and Clinical Guidelines; SON Student Handbook Proctor Guidelines
Applies to	_x_BSN__RNBSN__MSN__DNP__Faculty
NFO Initial Approval Date: 3/17/2017	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates: 9/21/2018; 1/3/2020

Policy Statement:

The purpose of this policy is to provide information and guidelines to nursing students regarding testing in the program.

Policy:

This policy provides guidelines to students regarding the administration of exams in the nursing programs.

Procedures:

I. Academic Integrity

Students will adhere to the Student Academic Dishonesty section outlined in the Georgia College & State University Student Handbook.

To ensure exam security, the following procedures will be followed:

1. Course exams are the property of GCSU and the SON. Computer based tests **may not** be copied in any form or emailed. Removal of exams, or exam content, from the testing site is in violation of the university Honor Code and is associated with penalty accordingly.
2. Students will leave all personal items at the front of the classroom. Students will be allowed to carry pencils. All watches must be removed and stored with student belongings. A water bottle may be allowed and will be subject to inspection by testing faculty.
3. An instructor provided calculator or the computer calculator may be used.
4. Paper for handwritten notes and calculations during the exam will be provided by faculty and turned in at the end of the exam. A standardized form (Appendix A) will be printed on colored paper and provided by faculty at the start of the exam. If other items are allowed they will be specified by the individual instructor.
5. Caps or hats with a brim of any kind may not be worn by students during exams.

II. Exam Scheduling

1. Unit exams in nursing courses are administered at regular intervals during each semester, as indicated in each course calendar. Final exams are administered as scheduled in the Georgia College & State University Academic Calendar.
2. Students are expected to adhere to the scheduled time for unit and final exams. Requests to take exams at times other than those scheduled must be submitted in writing to the testing lead responsible for the course prior to the day of the exam. The course lead will consult with the course faculty and notify the student of the decision.
3. Students who have a personal emergency such as illness, death of a family member or a funeral, and will be absent on the day of a scheduled exam must contact the course coordinator prior to the exam. Documentation supporting emergency absence will be required.
4. Missed exams and late arrival for exams
 - a. Missed exams are either excused or unexcused. For an excused missed exam, documentation must include all of the following elements and be submitted within 72 hours of the missed exam to the course lead:
 1. Student's name
 2. Description of the incident
 3. Date of the incident
 4. Signature of the responsible professional
 - Documentation must be on letterhead or containing the facilities legal stamp or insignia providing contact information for the responsible professional (health care provider for medical problems, judge for required court proceedings, or other legal or professional documents with the student's name as the primary person of interest).
 - An excused medical absence may be taken for the following reasons (adapted from the Family Medical Leave Act provisions at Georgia College –terms and definitions available) as documented by a health care provider:
 1. The student's own serious health condition or disease which causes the student to be unable to perform the functions of a nursing student.
 2. The emergent care or demise of a student's immediate family member (spouse, son, daughter, or parent [not in-laws]).
 3. The birth of a student's son or daughter.
 4. Or, a spouse, son, daughter, or parent being deployed to active duty to the Armed Forces on the date that testing is scheduled. The immediate family member's official orders will serve as sufficient documentation. Please note that non-active duty military activities (basic training is not considered active-duty time), previously scheduled vacations/travel reservations, and documents that do not include that actual date of testing are not considered viable excuses for missed exams.
 - b. GCSU policies regarding missed exams by student athletes will be followed. GCSU

- policies regarding missed exams due to religious holidays will be followed. A pre-approved attendance at an official convention is an excused absence.
- c. If a missed exam is excused, the HESI score(s) or final exam grade (see course policies) will be substituted in place of the exam grade. If a missed exam is unexcused, the HESI score(s) or final exam grade (see course policies) will be substituted in place of the exam grade with a 20% grade penalty. For example, if a student scores 80 on the HESI, the grade for the missed exam will be 64.
 - d. For courses with multiple HESI exams, such as NRS 4665, the average of the two HESI exams will be used to substitute for the missed exam grade. For courses with both a HESI exam and a final exam, such as NRS 3440, the final exam grade will be used to substitute for the missed exam grade. Unexcused missed exams will be subject to the 20% grade penalty described in #3.
 - e. If a student arrives more than 10 minutes after the scheduled time for an exam, the student will not be allowed to enter the classroom or take the exam and the guidelines in # 3 & 4 above will apply to the missed exam. Students who arrive less than 10 minutes late will be able to enter and take the exam, although their exam time will be reduced by the number of minutes the student is late.

III. Exam Administration

1. Course exams will be given on the selected computer testing program approved by the School of Nursing. Currently the approved programs are GeorgiaView and Examsoft. Once the exam has started, no questions are permitted. Students may record questions on testing form during exam as needed.
2. Exam grades will be released in GeorgiaView within one week of the exam after faculty review and analysis of item performance.
3. Standardized testing using HESI® examinations are used throughout the program. The cost of these exams is included in student course fees. Students may be required to purchase retest exams when required.
4. Some courses may permit outside proctors. Refer to proctor forms specific to each program.

IV. Test Review

1. Test review provides the student with the opportunity to learn from the testing process. By analyzing how or why a certain conclusion was reached, students have the opportunity to examine their thought processes.
2. In testing conducted on the computer for the BSN program, test review of incorrect items will immediately follow the testing process. It is the individual student's responsibility to review the rationales provided for each question at the end of the test.

V. Drug Calculation Exams

1. Drug Calculation Exams are required with many undergraduate courses. These exams may be given using paper/pencil or online.
2. In order to maintain a minimum level for competent performance, drug calculation exams must be passed with a score of 90%.
3. Students who do not achieve the required score on the first attempt will have a second attempt to achieve the required score.
4. Students are responsible for remediating. For test security purposes individual test questions will not be reviewed.
5. Students are responsible for contacting the course faculty to schedule a second attempt of the exam prior to the first clinical day for the course.
6. Successful completion of the drug calculation exam must be achieved prior to beginning clinical experiences. Students who do not achieve the required score on the second attempt will not be allowed to continue in the course and will receive a grade of “F” for the course.

VI. HESI® Examinations

1. The SON uses HESI® (Health Education Systems Incorporated) testing throughout the curriculum to assess core competencies and benchmarks for the nursing program in an effort for preparation for the NCLEX® exam. All clinical courses have either a custom or specialty exam that counts as a portion of the course grade. Faculty recommend that students achieve a score of 900 or greater. A comprehensive HESI® Exam is used as the Exit Examination for the School of Nursing at GCSU.
2. The Exit Exam is administered as a course requirement in NRSG 4981 – Integrated Clinical Concepts (1- 0-1). Two opportunities will be given for students to sit for this exam. Students who fail to receive a sufficient score to make a passing grade in this course must re-enroll during the next term if they have not failed a previous nursing course. If they have previously failed a nursing course, failure of NRSG 4981 will constitute their second failure. **Refer to Course & Clinical Guidelines policy #1102.**
3. The cost of the HESI® exams are covered through the course fees. Students who fail a course may have to pay additional testing fees. Students will have access to case studies, NCLEX® style practice questions, and remediation materials through the Evolve site. Students will be provided information about accessing these materials during the first week of classes. Students are advised to purchase the *HESI® Comprehensive Review for the NCLEX® RN Examination* to use throughout the program.
4. Additional fees may be required for HESI® testing if more than one exit exam is needed.

Testing Form (Testing Policy #1000 Appendix A)

Student Name _____ IPAD # _____ Date _____

Academic Integrity Students will follow the guidelines for academic honesty included in the GCSU Student Handbook and the BSN Handbook. To ensure exam security, the following procedures will be followed:

1. Course exams are the property of GCSU and the SON. Exams may not be copied in any form, emailed or removed from the testing site.
2. Students will leave all personal items at the front of the classroom. All watches and electronic devices must be removed and left at the front of the classroom. Jackets and sweaters must be worn or placed at the front of the classroom.
3. Students will be allowed to carry one pencil or one pen. Student may have this paper to be used for notes/scratch work. It will be turned in at the end of the exam.
4. An instructor provided calculator or the computer calculator may be used.
5. No questions or talking are allowed during the exam. If a student experiences technical difficulties, they should raise their hand to get the attention of the faculty.
6. To prevent distraction of students taking the exam, students may only leave at times designated by the faculty. Avoid gathering in the hallway area outside the classroom while the exam is in session.

I have read this and agree to abide by these procedures.

Student Signature: _____

Use this area for your questions and calculations:

Policy/Procedure Title: Campus Laboratory Policy & Guidelines	
Policy #1001	
Applies to	<input checked="" type="checkbox"/> _x_BSN___RNBSN <input checked="" type="checkbox"/> _x_MSN_____DNP <input checked="" type="checkbox"/> _x_Faculty
NFO Initial Approval Date: 11/18/2016	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates:

Policy Statement:

The goal of this policy is to support safety and professional practice in campus laboratory activities.

Policy:

- I. Standard & Transmission-based Precautions: Policy #1003 will be followed at all times in the campus laboratory.
- II. All students and faculty will follow the procedures established in this policy to support safety and professional practice.

Procedure:

- I. Use of Needles During Campus Laboratory
 - a. Students may use needles and syringes to practice administering subcutaneous and intramuscular injections on inanimate objects. Used needles are to be disposed of in the sharps disposal boxes provided in the lab.
 - b. After verification of skills by clinical instructor and under faculty supervision, students are allowed to administer flu vaccines to fellow student/faculty/staff using sterile syringes and needles. A consent form must be signed by the person receiving the injection before it is given.
 - c. Needles are not to be removed from the lab.
- II. Use of Lancets During Campus Laboratory--Students are allowed to perform blood glucose testing on classmates using sterile lancets.
- III. Sharps Disposal
 - a. All sharps (needles, lancets, etc.) are to be disposed of in the sharps disposal boxes in the lab.
 - b. When a sharps disposal box becomes full, students are expected to lock (snap shut) the container, place it in the area designated by the lab coordinator, and replace it with a new sharps disposal box. The used containers are picked up by Environmental Health & Occupational Safety on a regular basis and disposed of according to OSHA guidelines.
- IV. “Clean” Needle Stick—in the event of a “clean” needle stick, the lab instructor should be

notified so that first aid can be provided.

- V. Bloodborne pathogen exposure-in the event of a contaminated needle stick or other sharps injury, blood splash, or other potentially infectious contact with body fluids, wash the site with soap and water and notify the faculty member or preceptor immediately. An Incident/Injury Report (Policy #1004) will be filled out by the instructor and the student will be sent to the nearest Emergency Treatment Center for follow up. Policy #1003 Standard and Transmission-based Precautions will be followed.
- VI. Other Injury: Follow Policy #1004 Incident/Injury Report
- VII. Simulation
 - a. The simulation experience is interactive with manikins and task trainers.
 - b. All equipment is to be handled carefully.
 - c. Manikins are to be treated as if they were living patients.
 - d. No ball point pens, felt tip markers, or Betadine are to be used on the manikins; these will cause permanent staining.
 - e. Any student who is allergic to Latex must wear Latex-free gloves while touching the manikins.
 - f. In order to provide an effective learning experience for future participants, all students must agree to keep their simulation experiences **confidential**. Students may be required to sign a confidentiality agreement before simulation exercises.
- VIII. Simulation experiences and class clinical review/practice labs are considered clinical days. Students are required to adhere to the School of Nursing's dress code policy, and bring equipment that would be used in the hospital (stethoscope, watch with second hand, etc.).
- IX. Media, Equipment, and Supplies Sign-Out and Return (Milledgeville campus lab):
 - a. A "Nursing Lab Check-Out Log" is available for students and faculty to sign out items.
 - b. The date, name of person, phone number, email address, and description of item(s) checked out must be entered in this log.
 - c. Any item checked out is to be returned in the same condition. If an item is returned damaged, the person responsible must reimburse the lab for damages.
 - d. If the item is not returned by a student by the end of the semester, an academic hold will be placed on the student's record until the item is returned or the lab is reimbursed at the current market value of the item.
- X. Lab Attendance (undergraduate only):
 - a. Students are not allowed in the lab without the presence of a faculty or staff member or Graduate Assistant.

- b. Students are asked to sign the attendance log available in the Milledgeville campus lab for unscheduled visits for practice or review.
- c. Regularly scheduled labs that are included in the course calendar do not require a sign-in.

XI. Maintaining the Nursing Skills Lab:

- a. Students are responsible for placing all trash in trash cans, returning supplies to their proper storage areas or an area designated by their instructor, and returning beds to low position with side rails tucked under (when applicable). Bed linens are to be straightened with hospital corners. Failure to do so may result in a clinical failure for the day.
- b. Eating and drinking (with the exception of water) are **not permitted** in the lab.
- c. When a box of gloves that is mounted on the wall becomes empty, students are to replace the box with size Medium gloves. Other sizes of gloves are placed on tables throughout the lab, and should also be replaced when empty. The lab coordinator will direct the students to where gloves are stored.
- d. Used dry linen is to be folded and placed back on the linen cart. Used wet linen is to be placed in linen hampers.
- e. Task trainers (IV arms without blood, NG tube trainers, pelvises, etc.) are to be placed back on wire shelves after use.
- f. Faculty is responsible for enforcing lab maintenance policies.
- g. Faculty is responsible for turning off high-fidelity manikins and manikins' computers, turning off lights, and ensuring that doors are closed when leaving the lab (doors lock automatically).
- h. Guidelines included in Appendix A (Lab Rules) are to be followed while in the nursing lab. These rules will be posted in the nursing lab.

Lab Rules

1. Be polite if you have to wait. The student workers and graduate assistants are doing their best and will help you as soon as they can.
2. Do not join a group already in progress. Please wait for the instructor to finish with that group.
3. Do not wait until the last day to get checked off. See #1.
4. Make sure you take your personal belongings when you leave.
5. Place trash in the trash cans.
6. Any wet linen goes into hampers.
7. The only food or drink allowed in the lab is water.
8. Do not leave uncapped needles out. All needles (uncapped and capped) must be disposed of in sharps boxes.
9. Replace sharps boxes when full. Lock full boxes and place them on the floor in the closet next to the main door. New sharps boxes are stored on the wire shelf in the first bay to the right as you enter the lab.
10. Replace glove boxes when empty. Gloves are in the closet next to the main door. The gloves in the glove boxes mounted on the wall are size Medium. Other sizes can be placed on bedside tables.
11. Needles are not to be removed from the lab.
12. Do not attempt any injection or IV start on a human being in the lab or with lab supplies taken from the lab.
13. Do not use ballpoint pens near the manikins. The stain that the pens leave is permanent.
14. Mrs. Raatz is unfortunately not available for check-offs. She is trying to catch up on other responsibilities while in her office.
15. Ask before you throw supplies away.
16. Act professional on clinical days in the lab.
17. Sign in and out of the lab truthfully.
18. Do not use lab hours to study. These hours are for practicing skills.
19. Place backpacks out of the way of traffic. Do not place backpacks up against any door – including the cabinets in the teaching area. Access to offices, cabinets, and closets must remain available at all times.

Policy/Procedure Title: Dress Code	
Policy #1002	
Applies to	<input checked="" type="checkbox"/> BSN <input checked="" type="checkbox"/> RNBSN <input checked="" type="checkbox"/> MSN <input checked="" type="checkbox"/> DNP_Faculty
NFO Initial Approval Date: 8/10/2016	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates: 8/2016

Policy Statement:

The Georgia College School of Nursing believes that professionalism begins with appearance and attire. The SON Uniform Policy is formulated to ensure high standards of dress and appearance that represent our university to area hospitals and community settings. The values of asepsis, client safety, and client sensitivity are also incorporated into the policy. Faculty reserve the right to ask a student to leave the clinical area if appearance is not in keeping with the SON Uniform Policy. Students who do not conform to the dress code policy and are asked to leave the clinical learning experience will receive an *Unsatisfactory* for that clinical learning experience. This policy applies to all SON programs, except the RN-BSN program.

Clinical Settings.

The uniform must be worn on days in which you are in the clinical area unless faculty specifies otherwise. The uniform regulations outlined in the Dress Code Guidelines apply to most clinical settings. However, clinical practice dress codes may vary among clinical facilities/sites. Students are expected to adhere to any requirements specific to a particular clinical site. Requirements specific to individual course experiences will be reviewed by faculty coordinators of those courses and will be presented in writing in the course syllabus. Uniforms are only to be worn in clinical areas, simulation labs, campus labs or designated community events, such as health fairs.

Dress Code Guidelines:

1. The official uniform for the School of Nursing must be purchased from the GC Student Book Store:

- a. Navy scrub pants
- b. Navy scrub top with GC SON logo
- c. Community Shirt - green polo with GC logo
- d. Khaki pants
- e. A white scrub jacket. (May be worn for warmth on the clinical unit).
- f. A long-sleeved white thigh length lab coat. (May be worn on the clinical unit for warmth).
- g. White, dark navy or black leather (or comparable material) professional shoes and white, dark navy or black socks that cover the ankle will be worn with the uniform. No open back/open toe clogs. Shoes should be clean and in good repair.

2. Nametags

- a. Students must wear a photo identification nametag in clinical/research settings. Name tags and any agency specific ID badges must be visible at all times. GC Nursing Photo Identification Nametags are purchased from the Bobcat office.

3. **For some clinical placements, students do not wear the SON clinical or community uniform, but are expected to adhere to clinical placement and/or faculty requirements.** During these times the course faculty may require that you dress in Professional Business Attire or provide other course specific instructions that are detailed in the course syllabus. You will **always** wear your name tag.

Professional Business Attire:

- a. Suit or jacket and pants/ skirt (skirt knee length or below); tailored dress
- b. Blouse/Shirt
- c. Shoes – comfortable with a low heel to complement suit; coordinate with attire, clean and shined
- d. Stockings or socks – to complement attire
- e. Jewelry (if applicable) – simple and in good taste
- f. Tie (if applicable) – in good taste to fit the occasion and complement the outfit
- g. Belt (if applicable) – coordinate with shoes and suit

Inappropriate Attire: T-shirts, tank tops, denim, shorts, skirts more than 2” above the knee, tight fitting or suggestive clothing, flip flops, cloth or canvas sneakers, sandals, athletic wear including hoodies, leggings, bare midriffs or low-cut garments (low-cut necklines or low-rise pants), should not be worn to any clinical placement. With clinical uniforms, professional, or casual business attire, make-up should be moderate and fragrance (perfume or cologne) should not be used. All clothing should be clean and in good repair. Students must follow the dress code of the agency when the agency has more restrictions. Students will be asked to leave the clinical site if faculty or agency personnel have determined the attire is not appropriate.

4. Accessories

- a. Jewelry restricted to one ring (single band with no stones) and no more than one pair of small earrings in the ear lobe. No large or dangling earrings should be worn in the clinical area or lab settings.
- b. Necklaces should not be visible.
- c. One watch with second hand is required.
- d. No other visible body jewelry.
- e. No tattoos should be visible.
- f. Avoid all heavily scented products, e.g. soaps, perfumes, after shaves, deodorants, hair grooming items, laundry products, etc.

5. Hair and Nails

- a. Hair is to be worn off the face, and should be neat, clean, and brushed. If your hair is longer than shoulder length, it should be tied back and secured so as not to fall onto the patient, or clean/sterile fields when bending over to provide care. Hair should be natural hair color. Headbands if worn should match the navy uniform.
- b. Nails should be clean and neatly trimmed. No nail polish is permitted. (see CDC Guidelines)
- c. Artificial nails are not permitted in the clinical setting.
- d. Male students should be clean shaven or have neatly trimmed beards or moustache. Students with facial hair may be asked to wear a beard/mustache cover and comply with agency policies.

6. Other

- a. A short sleeved or sleeveless white or navy colored fitted t-shirt (undershirt) **may** be worn under the uniform.
- b. In addition to the requirements listed above, students must comply with any dress code policies for nurses set by the clinical agency in which students are participating in a clinical experience.
- c. Gum chewing is not permitted in any clinical setting, including campus lab(s).
- d. Cleanliness is an essential part of providing professional care to clients. Attention to personal hygiene and a clean, unwrinkled appearance are required. It is the right of patients to be cared for by staff who maintain high standards of personal hygiene and a related right of colleagues to expect a non-offensive and hypo-allergenic work environment.\

Graduate Students

1. Uniforms. All graduate students in the clinical arena for the academic purposes of fulfilling clinical precepting assignments or conducting research must be identified as a School of Nursing student by displaying a proper photo identification nametag. During these activities, students are considered individual representatives of the School; therefore the students' dress and behavior should reflect that professional level of responsibility. The clinical preceptor, mentor or policies of the clinical agency in which the academic activity is being conducted shall designate specific attire.

2. Nametags. Graduate students engaged in clinical practice or research activities must wear a nametag as identification in all clinical/research settings. Nametags may be purchased at Bobcat office.

Policy/Procedure Title: Student Accident/Injury Policy			
Policy #1004	Related policies:		
Applies to	_x_BSN _x_RNBSN _x_MSN _x_DNP__Faculty		
NFO Initial Approval Date:	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates: Fall 2011 P&P Review: 3 1 2019; NFO approval 3 15 2019		

Policy Statement:

In the case of a student injury or exposure to blood or body fluids during a nursing clinical experience, the safety and well-being of the student is the first priority. When injury or exposure occurs, the procedures outlined in this policy will be followed.

Procedures:

1. The student must **IMMEDIATELY** notify the faculty member or clinical preceptor responsible for the clinical learning experience. If the student is working with a preceptor, the clinical instructor will be notified as soon as possible.
2. The policies of the clinical institution will be followed. The student should receive the same kind of assessment and care that an employee of the agency would under the circumstances. If the student has sustained a serious injury or has been exposed to blood, body fluids, or hazardous materials, then time is of the utmost importance and the student should receive prompt evaluation from a qualified health care provider (for example, an emergency department or health department). Students exposed to blood or body fluids should be evaluated as soon as possible. **All students are required to carry personal health and medical insurance to cover the cost of treatment. The student is responsible for the cost of treatment.**
3. **A GCSU School of Nursing Incident/Injury report is to be completed by the student and faculty member as soon as possible after the incident. The faculty member will notify the Assistant Director of the School of Nursing as soon as possible.** The clinical agency may request that an incident report be completed there as well.

The College of Health Sciences assumes no responsibility for the risks of exposure.

Additional Procedures for Blood Borne Pathogen Exposure:

Needle sticks, blood splashes and sharps injuries require immediate attention. If you have an injury which may have exposed you to blood or body fluids, take the following steps:

1. Immediately wash the area with soap and water. In case of splash into eyes, remove contact lens (if worn) and flush with copious amount of water.
2. Notify clinical instructor or preceptor immediately (reporting exposure will not negatively influence clinical evaluation or course grade).
3. Identify source patient and initiate injury -reporting system in agency.
4. Report to health department, emergency department or other unit designated by agency for post-exposure assessment and care. Follow the policy of the clinical agency.
5. Document exposure and care in detail. Notify the Assistant Director of the SON within 24 hours.
6. Submit the GCSU injury/accident report to the Assistant Director of Nursing's office with two (2) days after incident. This report is required even if an incident report was completed by the clinical agency.
7. Make an appointment for free counseling in Student Health Services as desired to help in dealing with concerns of exposure.

GCSU School of Nursing
Incident/Injury Report

Complete the following information and return this to the Assistant Director of the School of Nursing. This form is to be completed by the student and/or faculty member as soon as possible after an injury. **Do not use patient name on this form.**

Student Name: _____

Date of Incident: _____ Time of incident: _____

Clinical Agency: _____

Location of Agency: _____

Instructor/Preceptor: _____

Course: _____

Involved Agency Personnel/Witness:

Name: _____ Telephone #: _____

Work address: _____

Check the type of incident: Needle stick injury* Exposure to blood/body fluid*

_____ Other:

Note: For a needle stick injury or exposure to blood or body fluids, the faculty is to notify the Director's office of the incident within 24 hours.

Narrative Description of Incident: (Facts only. Omit opinions).

Description of Action Taken:

Date: _____ Time Treated _____ Attending Physician: _____

Summary of Treatment Measures:

*Prophylactic meds given within 2 hours: _____

Baseline lab work done: _____

Referral for follow-up: _____

Patient's HIV status known Yes No

Patient's Hepatitis B status known Yes No

Agency incident report completed Yes No

An oral report of injury was given to: _____

Student Signature Date Time

Faculty Signature

Policy/Procedure Title: Course & Clinical Guidelines	
Policy #1102	This policy also references #1000 Testing Policy
Applies to	_x_BSN_RNBSN_MSN_DNP_Faculty
NFO Initial Approval Date: historical; replacement of policy #009 Course/Clinical Information Policy	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates: 4/25/18; 1/3/2019

Policy Statement:

The purpose of this policy is to provide general guidelines for students and faculty related to course and clinical experiences. This policy complements other SON policies that address related areas.

Policy:

This School of Nursing policy will provide guidelines for the following:

1. course syllabi and learning management system documents,
2. evaluation of student attainment of course outcomes,
3. course absence,
4. clinical attendance,
5. technology use,
6. taping of classroom activities

Procedures:

I. Course Syllabi and Learning Management System Documents

a. Syllabi

In accordance with Board of Regents' policy, students will be provided a syllabus on the first day of class for each course in which they are enrolled. This syllabus will include specifics of course requirements including:

1. Title of course, credits, etc.
2. Faculty
3. Course and Program Outcomes
4. Grading criteria for classroom and clinical
5. Required and recommended texts
6. GCSU Undergraduate Syllabus Required Statements, available at this link: <http://www.gcsu.edu/registrar/required-syllabus-statements>

b. Learning Management System

Students are required to access course materials online through GeorgiaView. Course calendars, clinical schedules when applicable, and course information will be available at

this site.

II. Evaluation of Student Attainment of Course Objectives

Evaluation of student attainment of course outcomes will be accomplished using a variety of methods specified in course syllabi.

a. Classroom Evaluation

1. Criteria for grade calculation are included in the syllabus for each course. The grading scale adopted by the School of Nursing assigns letter grades for numerical scores as follows:

A = 90 - 100

B = 80- 89

C = 75 - 79

D = 66 - 74

F = 65 and below

2. For additional information, refer also to **Testing Policy #1000**. A course average of 75 is required to pass all nursing courses. There will be no rounding of grades. In addition, students in clinical courses must earn a weighted exam average of 75 in order to pass the course. The weighted exam average will be the weighted average of all HESI exams, final exams and unit exams. Students with a weighted exam average less than 75 will receive the exam average as their final grade. The course syllabus will assign specific weights (percentages) for each graded course component.

b. Clinical Evaluation

Clinical performance is evaluated using a Satisfactory/Unsatisfactory system. The student must earn a satisfactory grade for clinical experiences in order to pass the course. Students who do not earn a satisfactory rating for the clinical experience will receive an “F” for the course.

Note: Receiving 2 clinical unsatisfactory ratings will result in failure of the course.

Students must meet technical standards each semester. Students who experience a health event such as surgery or injury must have clearance from a healthcare provider (MD, DO, NP or PA) before returning to the clinical setting. Clearance must indicate the student can practice in the clinical setting without restrictions.

Evaluation conferences will be held at the end of the semester, and may be conducted at any time deemed necessary by the student and/or faculty to discuss progress or problems in meeting course expectations.

Course Specific Clinical Evaluation

Each clinical nursing course identifies specific core competencies for satisfactory clinical performance. These expectations are indicated in course materials, and may include guidelines, checklists, or other forms which describe the course specific requirements for satisfactory clinical performance. Each course also describes the method by which clinical evaluation will be conducted, which may include, but is not limited to observation of performance by faculty and/or others supervising the student, written assignments, journals, or self-evaluation.

III. Course Attendance

It is the student's responsibility to check the class schedules and arrive promptly to the assigned class. Students have responsibility for their class learning experience. They should prepare for each class and communicate their learning needs to their instructors.

- a. In the event of class tardiness or absence students should communicate to their instructors as directed by the course syllabus. **Refer to #1000 Testing Policy for missed exams.**
- b. As part of class experience students will be required to attend selected lectures, conferences and workshops which enhance their professional development. Students will be notified of these events in advance so that schedules can be planned accordingly.
- c. Electronic Devices - All electronic devices should be on mute, silent, or off during class. Usage in class activities will be determined by the instructor.
- d. In case of extreme weather, students should monitor the GCSU webpage, Bobcats and GaView email in the event of class or clinical cancellations.

IV. Clinical Attendance

It is the student's responsibility to check the clinical rotation schedules and arrive promptly to the assigned clinical site in appropriate attire. Students have responsibility for their clinical learning experience. They should prepare for each clinical experience and communicate their learning needs to their instructors. Travel to off campus sites is required and is the responsibility of the student.

It is expected that each student will attend all scheduled clinical experiences, arrive on time, and not leave the skills, simulation, or clinical site until completion of the scheduled time for the clinical experience or dismissal by the faculty or preceptor. The specific number of required attendance hours will be designated in the course syllabus.

In order to achieve competency in the practice of nursing and achieve course outcomes, students are required to complete 100% of the clinical hours for each course. Both excused and unexcused absences must be made-up. Absences include both tardiness and missed clinical days.

1. Determination of excused versus unexcused absences

- a. When a student is late to a clinical experience (defined as 1 or more minutes late) or is absent for an entire clinical day, the student must submit documentation in order for the absence to be excused. Documentation must include all of the following elements and be submitted within 72 hours of the absence to the clinical leader for the course:
 1. Student's name
 2. Description of the incident
 3. Date of the incident
 4. Signature of the responsible professional
 5. Documentation must be on letterhead or containing the facilities legal stamp or insignia providing contact information for the responsible professional (health care provider for medical problems, judge for required court proceedings, or other legal or professional documents with the student's name as the primary person of interest).
- b. An excused medical absence may be taken for the following reasons (adapted from the Family Medical Leave Act provisions at Georgia College –terms and definitions available) as documented by a health care provider:
 1. The student's own serious health condition or disease which causes the student to be unable to perform the functions of a nursing student.
 2. The emergent care or demise of a student's immediate family member (spouse, son, daughter, or parent [not in-laws]).
 3. The birth of a student's son or daughter.
 4. Or, a spouse, son, daughter, or parent being deployed to active duty to the Armed Forces on the date that clinical is scheduled. The immediate family member's official orders will serve as sufficient documentation. Please note that non-active duty military activities (basic training is not considered active-duty time), previously scheduled vacations/travel reservations, and documents that do not include that actual date of clinical are not considered viable excuses for tardiness or absence.

2. Tardiness

- a. In order to prevent the disruption of clinical experiences by students arriving late, clinical faculty may dismiss students who are late, even if the absence is excused. In this case, the entire clinical day must be made-up.
- b. Requirements for unexcused tardiness:
 1. 1st Tardy: Student must complete a clinical plan for success addressing the avoidance of future clinical tardiness and submit to clinical leader for the course within 72 hours. Failure to create a clinical plan for success will result in a 1% reduction to the

final course grade.

2. 2nd Tardy: Student must make an appointment with the clinical leader for the course within 72 hours to discuss the pattern of tardiness. Student will receive a clinical contract and an unsatisfactory clinical grade (“U”). Failure to make and keep the appointment will result in an additional 2% reduction to the final course grade.
3. 3rd Tardy: Student will receive a 10% deduction to the final course grade.
4. Any subsequent unexcused tardiness will result in a second unsatisfactory clinical grade (“U”) resulting in a course failure.

3. Unexcused clinical absences

- a. Students with unexcused clinical absences will receive an unsatisfactory clinical grade (“U”) and a clinical contract. The student will be responsible for submitting a clinical plan for success within 72 hours of the unexcused absence.
- b. Absences due to clinical dismissal (i.e. violation of dress code, unprofessional conduct) are considered unexcused clinical absences.
- c. The student will be responsible for scheduling an appointment with the clinical leader for the course to discuss the unexcused absence within 72 hours of the unexcused absence.
- d. The student will work with the clinical leader for the course to schedule make-up of clinical absence (see section IV below).
- e. Students will receive a 1 percent reduction of the FINAL course grade for each hour of unexcused absence.

4. Making up clinical absences and tardiness

- a. It is the responsibility of the student to contact the clinical leader for the course within 72 hours of absence/tardiness to discuss making up the clinical absence.
- b. Students missing more than 15% of total clinical hours for a course:
 1. Excused Absences: Make-up clinical hours for greater than 15% of the course clinical hours may not be feasible during a semester, if the opportunity is not available, the student will receive an incomplete grade for the course and return, if approved, during the next semester the clinical course is offered, to complete the hours. Students may be delayed in program progression due to an incomplete grade.
 2. Unexcused Absences: Students missing more than 15% of total clinical hours for a course will receive a clinical failure for the semester. A clinical failure results in a grade of “F” for the course, regardless of course average.

5. Technology Use

Nursing courses use numerous software and online programs to support student learning. These

programs include, but are not limited to: D2L (GeorgiaView), Elsevier/HESI products, ExamSoft, EValue, and Office 365.

Refer to this site for Information Technology specifications:

<http://www.gcsu.edu/technology/studentinfo>

Serve Help Desk can be contacted at 478 445-7378 or by email at serve@gcsu.edu

6. Taping of Classroom Activities

Classroom activities (i.e. lectures, discussions, review of exams, etc.) are conducted to meet course objectives and learning needs. Certain activities are facilitated by an atmosphere conducive to open exchange of ideas. For the purpose of confidentiality (in accord with federal FERPA and HIPAA regulations), taping of classroom and clinical activities is not permitted.



Full and Part Time Clinical Faculty Credential Checklist

Name: _____

Title: _____

*****Attach copies of all documents below*****

- CV/Resume
- Home/Cell Phone numbers: _____
- RN License (APRN if applicable)
- CPR/BCLS for Healthcare Providers
- Statement of Physical Health from Physician (within the last twelve (12) months)
- MMR & Varicella Verification (proof of two immunizations or immunity)
- TB Skin Test Verification – two step or TSpot (within the last 12 months)
- Flu Vaccination (within the last 12 months)
- Hepatitis Titer or Evidence of Series
- Tetanus Booster (within 10 years)
- Navicent Health Care Learning Module Completion (IOTA) <http://w3.mccg.org/IOTA/>

Environment of Care
Core Measures
Navicent Health Policies (read – no test required)
Annual Compliance Training
HIPAA Compliance
Infection Control Orientation
Patient Rights
Personal Protective Equipment
Population Specific Care - Adult
Population Specific Care - Pediatric
Restraints and Seclusion
Sleep & Fatigue
Stroke Education
VAD Aware Training
Virtual Code Blue Cart

- Navicent Security Access & Confidentiality Agreement
- Photo ID
- Proof of Health Insurance

Policy/Procedure Title: Graduate Online Testing Policy	
Policy #3000	Referenced in MSN & DNP Handbooks
Applies to	__BSN__ RNBSN __x__MSN __x__DNP__ ____Faculty
NFO Initial Approval Date: 4/29/19	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates:

Policy Statement:

The U.S. Department of Education requires colleges and universities to verify the identity of online students. It also requires that they ensure that the student who registers in an online education course or program is the same student who completes the course or program and receives credit for the course or program. Therefore, the following policy has been adopted.

Policy:

Students in an online course or program are required to use the School of Nursing approved online digital proctoring services and learning platform for all testing and submission of coursework. Students requesting accommodations must contact the accommodations office and submit the appropriate documentation to the course faculty during the first week of classes each semester. For further information, refer to the University policy at <https://www.gcsu.edu/disability/policies-and-procedures-students>.

Procedures:

1. Students will be provided with an orientation to both the approved digital online proctoring service & the Georgia College learning platform during face to face orientation.
2. Access to the digital online proctoring service requires the use of a Georgia College Photo ID and one additional form of photo ID at the onset of testing. The Georgia College Photo ID is issued during the face to face immersion orientation at the beginning of the program. A report from the digital online proctoring service is received by the course faculty after the completion of a test and is reviewed for any deviations from the established procedures.
3. Access to the approved Georgia College online learning platform requires the use of a Georgia College unify password. Students create the unify password at the beginning of the program during the face to face immersion orientation. Students receive periodic notifications from the university about the requirements for changing their password to ensure that it remains a secure password via their bobcats student email. Official university communication uses students bobcats student email.
4. Students who do not attend the face to face orientation will be required to make individual arrangements for orientation.
5. See the attached instructions for the current approved digital online proctoring service.

Policy/Procedure Title: MSN Course and Clinical Guidelines	
Policy #3003	Referenced policy: 3000
Applies to	___ BSN ___ RNBSN ___ x ___ MSN ___ DNP ___ _____ Faculty
NFO Initial Approval Date: 4/29/19	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates:

Policy Statement:

The purpose of this policy is to provide general guidelines for students and faculty related to course and clinical experiences. This policy complements other SON policies that address related areas.

Policy:

This School of Nursing policy will provide guidelines for the following:

1. course syllabi and learning management system documents,
2. evaluation of student attainment of course outcomes,
3. course and clinical attendance,
4. technology use.

Procedures:

I. Course Syllabi and Learning Management System Documents

a. Syllabi

In accordance with Board of Regents' policy, students will be provided a syllabus for each course in which they are enrolled. This syllabus will include specifics of course requirements including:

- Title of course, credits, etc.
- Faculty
- Course and Program Outcomes
- Grading criteria for classroom and clinical
- Required and recommended texts
- GCSU Graduate Syllabus Required Statements, available at this link:
<http://www.gcsu.edu/registrar/required-syllabus-statements>

b. Learning Management System

- Students are required to access course materials online through GaView. Course calendars, clinical schedules when applicable, and course information will be available at this site.

II. Evaluation of Student Attainment of Course Objectives

Evaluation of student attainment of course outcomes will be accomplished using a variety of methods specified in course syllabi.

a. Classroom Evaluation

- Criteria for grade calculation are included in the syllabus for each course. The grading scale adopted by the School of Nursing assigns letter grades for numerical scores as follows:

A = 90 - 100

B = 80- 89

C = 75 - 79

D = 66 - 74

F = 65 and below

- For additional information, refer also to Online Testing Policy #3000.
- Rounding of Grades:

Rounding for this course will occur only with the final average grade for the course. There will be no rounding of exam grades or other written assignments during the semester. If the final course average to the nearest tenth is 0.5 or more, the final course grade will be rounded up to the next whole number (i.e. 88.5 would be rounded to 89)

b. Clinical Evaluation

- Clinical performance is evaluated using a Satisfactory/Unsatisfactory system. The student must earn a satisfactory grade for clinical experiences in order to pass the course. Students who do not earn a satisfactory rating for the clinical experience will receive an “F” for the course.
- Note: Receiving 2 clinical unsatisfactory ratings will result in failure of the course.
- Students must meet Technical Standards each semester. Students who experience a health event such as surgery or injury must have clearance from a healthcare provider (MD, DO, NP or PA) before returning to the clinical setting. Clearance must indicate the student can practice in the clinical setting without restrictions.
- All planned clinical hours must be logged into the clinical tracking system calendar **prior to attendance** at the clinical learning experience to receive clinical credit for the hours. Faculty are required to verify student attendance at clinical using this calendar. Students who are not in the clinical setting as indicated by the clinical calendar will receive a clinical unsatisfactory for that day.

- All clinical hours for the course must be logged into the clinical tracking system by the date indicated by course faculty. Clinical hours cannot be scheduled during any University closure (i.e.: holidays, spring break, etc.)
- Faculty Clinical Evaluations are completed after faculty visits to the student in the clinical setting.
- Course Specific Clinical Evaluation
 - a. Each clinical nursing course identifies specific core competencies for satisfactory clinical performance. These expectations are indicated in course materials, and may include guidelines, checklists, or other forms which describe the course specific requirements for satisfactory clinical performance. Each course also describes the method by which clinical evaluation will be conducted, which may include, but is not limited to observation of performance by faculty and/or others supervising the student, written assignments, journals, or self-evaluation.

III. Course and Clinical Attendance

- a. Attendance at all scheduled classes, and clinical is necessary to meet course outcomes. It is the student's responsibility to check the class/clinical rotation schedules and arrive promptly to the assigned class, or clinical agency site in appropriate attire. Students have responsibility for their class/clinical learning experience. They should prepare for each class/clinical and communicate their learning needs to their instructors.
- b. Courses may vary with the tardiness or absence policy. In the event of tardiness or absence, students should communicate to their instructors as directed by the course syllabus. Refer to #3000 Online Testing Policy for missed exams.
- c. As part of class/clinical experience students will be required to attend selected lectures, conferences and workshops which enhance their professional development. Students will be notified of these events in advance so that schedules can be planned accordingly.
- d. Students may be required to travel in excess of 50 miles to obtain necessary clinical experiences.
- e. Electronic Devices - All electronic devices should be on mute, silent, or off during class. Usage in class activities will be determined by the instructor. Electronic usage during clinical must comply with the agency's policy.
- f. In the case of extreme weather, students should monitor the GCSU webpage, Bobcats and GaView email in the event of class or clinical cancellations.

IV. Technology Use

Nursing courses use numerous software and online programs to support student learning. These programs include, but are not limited to: GaView, EValue, and Office 365. Refer to this site for Information Technology specifications: <http://www.gcsu.edu/technology/studentinfo> Serve Help Desk can be contacted at 478 445-7378 or by email at serve@gcsu.edu

V. Recording of Classroom/Clinical Activities

Standardized patient experiences are recorded and viewed by both faculty and students to meet course objectives and learning needs. These recordings are housed in a password protected system to ensure student privacy. Some student recordings may be shared during debriefing with the students' permission in order to encourage an open exchange of ideas among students and faculty. For the purpose of confidentiality (in accord with federal HIPAA regulations), taping of patient clinical encounters in the clinical setting is not permitted.

Policy/Procedure Title: MSN Dress Code	
Policy #3004	Referenced policy:
Applies to	___BSN___RNBSN __x__MSN__DNP___Faculty
NFO Initial Approval Date: 4/29/19	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates:

Policy Statement:

The School of Nursing (SON) graduate students will adhere to SON dress code during clinical experiences.

Procedures:

- a. Students engaged in clinical activities are expected to dress in an appropriate and professional manner. While traditional nursing uniforms are expected in some clinical settings used for learning by graduate students, the majority of settings require professional dress or business casual and lab coats.
- b. Students are required to wear the official Georgia College Bobcat Nursing Photo ID.
- c. The dress and behavior of the student reflects on the student, the School of Nursing, and the University. Specific uniform guidelines will be discussed in courses with clinical components. Gauged earrings, multiple piercings, exposed tattoos, and nail polish are not allowed in the clinical setting.
- d. Educator Focus students will follow all guidelines for the facilities in which they are assigned for clinical experiences.
- e. OSHA requires closed toed shoes to be worn in the workplace.

Policy/Procedure Title: Faculty Teaching Workload Guidelines	
Policy #5310	Related policies:
Applies to	___BSN___RNBSN___MSN___DNP X___Faculty
NFO Initial Approval Date: 5/8/2020	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates:

Policy Statement:

The purpose of this policy is to establish workload guidelines congruent with the mission and vision of the University and the School of Nursing (SON).

GCSU SON Faculty Teaching Workload Guidelines

The GCSU SON desires a workload policy that is congruent with the mission and vision of the university and the school, meets approval and accreditation standards, supports a quality caring curriculum, recognizes faculty education, expertise and career goals, and creates a positive and collegial work environment. Boyer’s Model of Scholarship serves as a guide for faculty appointment, promotion and tenure. All full-time faculty are expected to teach in the classroom and clinical settings at the undergraduate and graduate levels, in the classroom and online in a manner congruent with their qualifications, expertise, talents and preferences. GCSU SON workload guidelines must balance resources and expectations with equity and fairness and be congruent with the policies of the University and the University System of Georgia. The GCSU faculty workload policy is available at this link:

<http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Compensation-Faculty/Faculty-Workload-Policy>

Academic workload is the total of all officially recognized SON and University duties carried out by an individual faculty member at any time.

1. Based on the policies of the University, faculty holding the rank of Assistant Professor, Associate Professor, or Professor carry a teaching workload equivalent to 12 credit hours per semester for fall and spring semesters, or a total of 24 hours for both semesters.
2. The role of the lecturer in the SON is primarily one of clinical teaching. The workload for lecturers is 15 credit/contact hours for fall and spring semesters, or an equivalent of 30 hours for both semesters.
3. Faculty are expected to assume duties which may include academic advising/mentoring, recruitment, orientation, club sponsorships, and departmental committee work. Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching

and research. Full time tenure tract faculty are expected to have an on-going research. All full-time faculty are expected to have a professional development agenda. The agenda is shared with their department chair, and to make progress annually in addressing the agenda.

4. Faculty are expected to engage in public and professional service activities as time and opportunity allows. Faculty are expected to fill out the consulting workload form yearly for outside work. Faculty will not be assigned overloads unless they are agreeable.
5. Overloads will provide compensatory time within the subsequent two- semesters or additional pay as negotiated with administration in writing. Additional pay must be approved prior to faculty assuming overloads.
6. Summer teaching is optional and depends on the needs of the department.
7. Release from the standard workload hours may be provided for special projects and administrative assignments. This release must be approved by the SON director on a semester-by-semester basis.
8. SON Teaching Workload Calculation:

Activity	Workload hour
1 credit/contact hour of didactic instruction (all programs) Courses that are team taught share the credit load and course responsibilities	1 workload hour
1 contact hour of direct clinical, lab, or simulation instruction (all programs)	1 workload hour
Indirect supervision of 1 MSN clinical student working with preceptor	0.5 workload hour (equivalent to 3 credit hours for a group of 6 students)
DNP Chair while student is enrolled in the following courses: NRS 9300, 9400 (alternate chair may be designated during summer semester), NRS 9310, NRS 9320, and NRS 9315. Second committee member: when student is enrolled 9310 and 9320 will get 0.5 credit hour	1 workload hour Maximum of 4 workload hours in any given semester 0.5 workload hour
Indirect supervision of BSN clinical students working with preceptor *	0.2 workload hours per student (equivalent to 2 credit hours for a group of 10 students)

Activity	Workload hour
Program Coordinators	3 workload hours
Assistant Directors	6 workload hours
Director STRC	6 workload hours
Director SON	9 workload hours
International Study Abroad courses	3 workload hours for clinical section 1:1 workload hour for didactic instruction taught separate from regular course

*For courses with both direct clinical supervision and precepted clinical supervision (NRSG 4980), faculty will receive credit based on the sum of their assigned direct clinical hours and the number of assigned precepting students. For example, if faculty A is assigned to supervise 10 precepting students, this would equate to 2 workload hours. If faculty A also is assigned to 60 simulation hours, this would equate to 4 workload hours. The total credit for clinical supervision for this faculty member would be 6 hours.

9. For faculty teaching 80-100% online courses in cases where more than 30 students are taking the course, the course will be sectioned into groups and workload credit assigned accordingly. Workload hours may be decreased for class sizes below the standard.
10. For faculty teaching face-to-face courses (or courses less than 80% online) in cases where more than 60 students are taking the course, the course will be sectioned into groups and workload credit assigned accordingly.
11. Minimum service expectations include student advisement and being an active contributing member of at least one school committee and one additional institutional, community or professional committee. Performance in the areas of teaching, scholarship and service will be evaluated annually and in conjunction with 3rd year review, 5th year post-tenure review and reviews for promotion and/or tenure.
12. The following site provides reference material for CoHS P&T review:
<https://intranet.gcsu.edu/college-health-sciences/governance>

Requirements of the Affordable Care Act (ACA): Under the ACA, a reasonable method of crediting hours for Part-time Regular and Temporary Faculty may be used to determine healthcare eligibility. The University System of Georgia has determined that a reasonable method for converting credit hours or contact hours to standard hours work is as follows: 1.25 Prep/Grading hours + .5 Office/Meeting hours per each Classroom/Contact hour per week. Graduate Assistants and Graduate Research Assistants will track hours worked. Below is a conversion chart which will be used for crediting hours on a weekly basis for Part-time Regular and Temporary Faculty for purposes of the ACA to determine healthcare eligibility:

Contact Hours per week	Classroom/Contact Hours	Prep/Grading Hours	Office/Meeting Hours	Standard Hours Worked	FTE/Effort
1 Contact Hours	1	1.25	.5	2.75	.07
2 Contact Hours	2	2.5	1	5.5	.14
3 Contact Hours (1 course)	3	3.75	1.5	8.25	.21
4 Contact Hours	4	5	2	11	.28
5 Contact Hours	5	6.25	2.5	13.75	.34
6 Contact Hours (2 courses)	6	7.5	3	16.5	.41
7 Contact Hours	7	8.75	3.5	19.25	.48
8 Contact Hours	8	10	4	22	.55
9 Contact Hours (3 courses)	9	11.25	4.5	24.75	.62
10 Contact Hours	10	12.5	5	27.5	.69
11 Contact Hours	11	13.75	5.5	30.25	.76
12 Contact Hours (4 courses)	12	15	6	33	.83

Policy/Procedure Title: Preparation for Clinical Experiences, Faculty Policy	
Policy # 5003	
Applies to	<input type="checkbox"/> BSN <input type="checkbox"/> RNBSN <input type="checkbox"/> MSN <input type="checkbox"/> DNP <input checked="" type="checkbox"/> Faculty
NFO Initial Approval Date: 11/18/16	Policy Committee Review Dates (every 3 years): NFO Approved Revision Dates:

Policy Statement:

The purpose of this policy and procedure is to guide faculty preparation for clinical learning experiences.

Policy:

Georgia College School of Nursing (SON) is committed to providing excellent clinical learning experiences for both students and faculty. To facilitate these learning experiences, the School of Nursing will develop and maintain collaborative relationships with a variety of clinical agencies. The SON will evaluate the appropriateness of these facilities as clinical sites on an ongoing basis.

Course Coordinators are responsible for following the guidelines outlined in the procedure.

Procedure:

Coordination of BSN Clinical Experiences

I. Director of Nursing Programs

- a. The SON Director will develop and maintain Memorandums of Understanding (MOUs) with the appropriate number and variety of clinical agencies according to the standards set forth by the University System of Georgia.
- b. The SON Director will appoint clinical coordinators who are responsible for working with the facilities that the SON utilizes.

II. Facility Specific Clinical Coordinators Role

- a. Because of the complexity of clinical requirements mandated by individual acute care facilities; the SON Director will appoint clinical coordinators for each facility that the SON utilizes. The clinical coordinator will be responsible for attending the annual clinical placement meetings, updating the information about clinical requirements, updating any forms, and communicating the specific clinical placement requirements for individual courses to the clinical facility. The clinical coordinators will update and communicate any changes and issues with clinical placement to the Assistant Director of Undergraduate Nursing.
- b. Clinical Coordinator will work closely with the Assistant Director for the Undergraduate Program and the Individual Course Coordinators to ensure that all faculty receive the required hospital orientation to the specific unit they are assigned to.

- c. Clinical Coordinators will work with the Assistant Director for Undergraduate and the Administrative Assistant to compile the clinical documents and ensure that all requirements are submitted to the facility in a timely manner.

III. Individual Course Coordinators

- a. Course Coordinators are responsible for providing the Assistant Director with a list of placement needs **prior** to the beginning of each semester.
- b. Specific student assignments for each unit should be received by the Assistant Director for fall placement no later than **September 1st** and for fall placement no later than **December 1st** for spring placement. Receipt of student placement by this date ensures that students will be ready to begin clinical in a timely manner.
- c. Course Coordinators from previous semesters should meet with course coordinators for the next semester to communicate specific concerns related to student placement and student performance.
- d. The SON goal is to ensure a well-rounded clinical experience for the student by following these general principles:
 - 1. If a student had a part-time clinical faculty for a previous semester, then the student should be placed with a full-time faculty for the following semester when possible
 - 2. The student should have an opportunity to be assigned to different acute care facilities during their clinical learning experiences
 - 3. It is recommended that students who have failed a nursing course or had clinical contracts or other performance issues be assigned to a full-time clinical faculty member when possible.
 - 4. When making clinical assignments, course coordinators will take into account student past clinical experiences, the expertise of clinical faculty and student performance.
- e. Course Coordinators will ensure that all course faculty are aware of any unit or facility policy changes each semester. Course faculty should be prepared to complete all point of care check-offs (Blood Glucose Monitors, etc.) during their unit specific orientation. Course faculty should also be updated on phone numbers and procedures for any emergency situation that could occur during clinical (for example student needle stick or exposure).

IV. Full and Part Time faculty

- a. Faculty are responsible for meeting the clinical requirements of the facilities to which they are assigned. These requirements will be renewed on an annual basis. Faculty who are new to a clinical facility should communicate with the Clinical Coordinator for that facility to ensure coordination of requirements occurs.

General Information-GCSU

Guidelines for Employee Social Media Use

Social media has given Georgia College employees the opportunity to engage in ‘conversations’ about a multitude of topics with personal friends, current and prospective students, faculty, alumni, friends of the university and other stakeholders. It’s hard to imagine a time before social media and Georgia College values its employees following their passions and engaging with friends and other companies on social media.

Social media however can present a risk to both yourself and the university if used improperly. Therefore, we have put together some guidelines for you to keep in mind next time you log in to your social media account,

DO

- **Post Regularly:** It’s ok to be active on social media as long as it doesn’t interfere with your work duties
- **Interact with Others:** See a fun picture or video? Feel free to pass it along to your friends
- **Share university news, updates, and events:** Leaders in your department are actively working with University Communications to highlight accomplishments and notable events around Georgia College. If you have had a hand in something or if your department is being featured on the Georgia College social media pages, feel free to share away.
- **Engage in social media posts that improve your professional image:** As employees of a higher education institution, it is often expected that you will bring creative and new insights in your field of expertise to the table. If you see something that is innovative and ground-breaking in your field of work, you should share it on your personal page.
- **Be transparent:** Mistakes happen and no one is perfect. Be open and honest.

DO NOT

- **Engage about private matters on social media:** Frustrations can happen between you, your supervisors or co-workers, or areas on campus and that’s ok. Don’t however share those frustrations on social media. Instead, approach your supervisor or a trusted friend on campus to resolve the issue.
- **Speak negatively of or endorse views on behalf of GC:** As a state entity Georgia College must be careful on certain hot topic issues that come up. If commenting on something would bring a negative spotlight on yourself or others on campus, it’s best to not do it.
- **Act unprofessional:** Think of CNN, your mother, and your boss. Don’t say anything online you wouldn’t be comfortable seeing quoted on CNN, being asked about by your mother, or having to justify to your boss. Once information is published online, it is essentially part of a permanent record, even if you remove or delete it later.

The most important thing to remember on social media is to have fun but be respectful and professional at all times.

Role of Faculty with at Risk Students

Faculty often confer with students during times of heightened emotions and want to be supportive of the student and minimize potential threats to safety. Faculty members who embrace a caring philosophy are aware that the stress and anxiety associated with a demanding professional nursing program may have a negative impact on our students. Our role as faculty is to evaluate student learning outcomes and provide formative and summative feedback related to those learning outcomes.

When students who may be struggling emotionally or psychologically are identified, it is the role of the faculty to refer students for assistance with these issues.

1. For a potential physical issue (including sexual issues or abuse issues), GCSU has [student health](#) which provides basic health care.
2. If a potential mental health issue is identified, faculty should refer students to resources at [Counseling Services](#). Note that our counseling services as of March 16, 2020 will meet only by telephone and video conferencing only. This is subject to change, please check the counseling services website for up to date information.
3. GCSU has a comprehensive [Behavioral Intervention Policy](#) to aid faculty in handling at risk students.

Campus Safety and Alerts

1. For Safety, register for GC Alert, the University's emergency notification system. Log in to your PAWS account on the Unify website, select the personal information tab. Click on the GC Alert and contact information and fill out the form, you are strongly urged at minimum to enroll your cell phone and click to receive text messages. Note: You are automatically enrolled to receive emergency emails but you can add additional e-mail addresses if you like. For emergencies call 911 or the emergency line at 478-445-4400.
2. Faculty are encouraged to report problematic student behavior using the [CARE online submission form](#) or by calling 478-445-7475 (478-445-RISK). However, if there is a direct threat or imminent emergency call GC public safety at 478-445-4000, go to closest emergency room or call 911.

The Registrar's Office

The Registrar's office is available online at <https://www.gcsu.edu/registrar>. This is your resource for a wide variety of information relevant in your role as a faculty member at GCSU. If you have questions regarding grades, course schedules, etc. the Office staff will assist in communication with the registrar. The website also includes important faculty and student resources pertaining to deadlines, class dates, holidays, final exam dates, due dates for grades, and graduation.

University Calendar

The academic, faculty and holiday calendars through 2020-2021 can be located at <http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Faculty-Handbook/Academic-Policies-and-Procedures/General-Policies/Academic-Calendar>

Textbook Orders

The Campus Bookstore operates two locations: one at the lower level of Maxwell Student Union (offering general reading books, magazines, clothing, gifts, school supplies, convenience store items, and office supplies) and a full-service bookstore on Hancock St., less than half a block off the main campus.

The Barnes and noble Bookstore has a portal that faculty login to make their textbook adoptions. Below is the info:

Contact Name: Diane Cunningham

Contact Title: Manager, Barnes & Noble at Georgia College

Contact Email: bookstore@gcsu.edu

Contact Telephone: 478-445-7434

Summer Adoptions are due on March 1st and Fall Adoptions are due on March 15th. Please submit your adoptions through FacultyEnlight which can be accessed through www.facultyenlight.com or you can email your adoption to sm8124@bncollege.com.

Class Roster and Class Roll Verification

Once you are assigned to a course in [PAWS](#), your class roster will be available to you in PAWS which you may access through Unify. Under no circumstances should a student be permitted to remain in class unless his or her name appears on the official class roll. Class rolls must be verified at the beginning of each semester and the registrar's office will send an email with the deadline by which this must be completed. For more information, consult the [GC faculty handbook](#).

Drug and Alcohol Workplace Policy

1. Georgia College & State University expects faculty and staff to meet appropriate standards of performance, to observe basic rules of good conduct and the abuse of alcohol and the use of illegal drugs by members of the GC community are incompatible with the goals of our university. In order to further the university's commitment to provide a healthy and productive education environment GCSU and to comply Drug-free Schools and Communities Act Amendment of 1989, GCSU has compiled all university policies through the Human Resources [safety and security web page](#), and reserve the right to conduct random [alcohol and drug screens](#).
2. Use of alcohol on campus is prohibited except in certain circumstances. Please refer to campus affairs website for further information on the [Alcoholic Beverage Policy](#).
3. Specifically, for nursing students as it relates to safe patient care, if students arrive at a clinical site and is suspected to be under the influence of drugs or alcohol, they will not be allowed to remain in the setting.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Education records at GCSU are defined as any portion of the educational history of a student that is maintained by the university for the purpose of sharing by other academic officials and is intended to support the academic degree progress of the student. Information regarding FERPA and its applicability to your role as a faculty member may be found on the [Human Resources](#) website. The full policy is located on the [legal affairs](#) website.

For further Information Family Policy Compliance Office on the US Department of Education [website](#).

Third party disclosures are prohibited by FERPA without the written consent of the student. Any persons other than the student are defined as third party, including parents, spouses, and employers. All educational officials are required to secure written permission prior to the release of any academic record information.

GCSU Sexual Misconduct

Georgia College & State University is committed to providing a positive and rewarding educational experience and a safe campus environment which acknowledges the dignity and worth of every individual. The purpose of this policy is to prohibit any form of sexual misconduct or harassment by or against any campus constituent and to ensure that every report of sexual misconduct is taken seriously and that prompt and appropriate action is taken.

Refer to the GCSU's [Non-Discrimination and Harassment Policy](#) and to the University System of Georgia's [sexual misconduct policy](#) for more information.

Appendix A

Georgia College School of Nursing BSN**

Program of Study

Pre-Nursing Core

Areas A, B, C, D for health professions majors
Area E
Area F: BIOL 2160, 2170, 2180, PSYC 2103, NRSNG 2780

Major Requirements

Course Number and Title		Contact Hours	Semester
NRSNG 3140	Therapeutic Health Assessment and lab	2-2-3	1
NRSNG 3240	Foundations of Nursing Practice	5-4-9	1
NRSNG 3445	Nursing Pathopharmacology	3-0-3	1
NRSNG 4000 series*	Seminar	0	1
NRSNG 3440	Integrated Nursing Management of Adult and Geriatric Clients I and lab	3-3-6	2
NRSNG 3540	Psychiatric Mental Health Nursing and lab	3-2-5	2
NRSNG 3560	Community and Population Based Nursing and lab	3-1-4	2
NRSNG 4000 series*	Seminar	0	2
NRSNG 4580	Integrated Nursing Management of Adult and Geriatric Clients II and lab	4-4-8	3
NRSNG 4665	Nursing Care of the Family and lab	4-3-7	3
NRSNG 4140	Discovery & Evidence-based Practice in Nursing	2-0-2	3
NRSNG 4000 series*	Seminar	0	3
NRSNG 4780	Leadership & Management in Nursing	3-0-3	4
NRSNG 4980	Transition to Professional Nursing Practice and lab	2-7-9	4
NRSNG 4981	Synthesis of Clinical Reasoning	1-0-1	4
NRSNG 4000 series*	Seminar	0	4

*One NRSNG 4000 Seminar course (numbered 4001, 4002, 4003 and 4004) is required each semester. Students are required to have one of each numbered seminar course for a total of 4 prior to graduation.

***(rev. fall 2018)*

Appendix B

Georgia College School of Nursing Master of Science in Nursing Family Nurse Practitioner Full-Time Program of Study—6 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 2 (Fall)				
NRSG 5480 NRSG 5480L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
NRSG 7000 NRSG 7000L	Primary Care of Adults I / Lab	2-6-4	90	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7010 NRSG 7010L	Primary Care of Adults II /Lab	2-6-4	90	Summer
Semester 5 (Fall)				
NRSG 7030 NRSG 7030L	Primary Care of Women/Lab	2-6-4	90	Fall
NRSG 7050 NRSG 7050L	Primary Care of Children & Adolescents/Lab	2-6-4	90	Fall
Semester 6 (Spring)				
NRSG 7410 NRSG 7410L	Primary Care Practicum/Lab	1-15-6	225	Spring
TOTAL HOURS		40 credit hours	630 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing Family Nurse Practitioner
Part-Time Program of Study—9 Semesters**

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 5 (Fall)				
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 6 (Spring)				
NRSG 7000/L	Primary Care of Adults I / Lab	2-6-4	90	Spring
NRSG 5800	Applied Pharmacology	3-0-3		Spring
YEAR THREE				
Semester 7 (Summer)				
NRSG 7010/L	Primary Care of Adults II /Lab	2-6-4	90	Summer
Semester 8 (Fall)				
NRSG 7030/L	Primary Care of Women/Lab	2-6-4	90	Fall
NRSG 7050 NRSG 7050L	Primary Care of Children & Adolescents/Lab	2-6-4	90	Fall
Semester 9 (Spring)				
NRSG 7410/L	Primary Care Practicum/Lab	1-15-6	225	Spring
TOTAL HOURS		40 credit hours	630 clinical hours	

*NOTE: (2-4-3) in the “contact hours” column indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing Family Nurse Practitioner
Post Master's Certificate — 6 Semesters**

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
*Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	Not Required for Post MSN		
Semester 2 (Fall)				
NRSG 5480 NRSG 5480L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	Not Required for Post MSN		
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	Not Required for Post MSN		
NRSG 7000 NRSG 7000L	Primary Care of Adults I / Lab	2-6-4	90	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7010 NRSG 7010L	Primary Care of Adults II /Lab	2-6-4	90	Summer
Semester 5 (Fall)				
NRSG 7030 NRSG 7030L	Primary Care of Women/Lab	2-6-4	90	Fall
NRSG 7050 NRSG 7050L	Primary Care of Children & Adolescents/Lab	2-6-4	90	Fall
Semester 6 (Spring)				
NRSG 7410 NRSG 7410L	Primary Care Practicum/Lab	1-15-6	225	Spring
TOTAL HOURS		33 credit hours	630 clinical hours	

* If content previously covered at instate, indicate where, when, corresponding course and grade earned.

**NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Appendix C

**Georgia College School of Nursing Master of Science in
Nursing Nurse Educator**

Full-Time Program of Study—6 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.	Student Signature: Date:		
Course Number and Title	Contact hours	Clinical Hours	Semester
YEAR ONE			
Semester 1 (Summer)			
NRS 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer
NRS 5600	Healthcare Research & Statistical Analysis	3-0-3	Summer
Semester 2 (Fall)			
NRS 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45 Fall
NRS 6300	Advanced Physiology & Pathophysiology	3-0-3	Fall
NRS 6410	Nursing Theory: Principles & Applications	2-0-2	Fall
Semester 3 (Spring)			
NRS 5800	Applied Pharmacology	3-0-3	Spring
NRS 6110	Ensuring Healthcare Safety and Quality	2-0-2	Spring
NRS 6120/L	Implementing Educational Programs in Nursing	3-6-5	90 Spring
YEAR TWO			
Semester 4 (Summer)			
NRS 6125	Curriculum Design and Evaluation	3-0-3	Summer
Semester 5 (Fall)			
NRS 6121/L	Simulation & Technology in Nursing Education	3-9-6	135 Fall
NRS 6500	Graduate Nursing Practicum Development	1-0-1	Fall
Semester 6 (Spring)			
NRS 6551/L	Graduate Nursing Practicum	2-12-6	180 Spring
TOTAL HOURS		39 credit hours	450 clinical hours

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing
Nurse Educator Program**

Part-Time Program of Study—9 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 5 (Fall)				
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 6 (Spring)				
NRSG 6120/L	Implementing Educational Programs in Nursing	3-6-5	90	Spring
YEAR THREE				
Semester 7 (Summer)				
NRSG 6125	Curriculum Design and Evaluation	3-0-3		Summer
Semester 8 (Fall)				
NRSG 6121/L	Simulation & Technology in Nursing Education	3-9-6	135	Fall
NRSG 6500	Graduate Nursing Practicum Development	1-0-1		Fall
Semester 9 (Spring)				
NRSG 6551/L	Graduate Nursing Practicum	2-12-6	180	Spring
TOTAL HOURS		39 credit hours	450 clinical hours	
OPTIONAL/IF APPLYING TO THE GCSU DNP PROGRAM				
NRSG 6900/L	Graduate Internship	1-6-3	Additional 90 hours	Spring

*NOTE: (2-4-3) in the “contact hours” column indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing
Nurse Educator Program**

Post Master's Certificate—6 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
*Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	Not Required for Post MSN		
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	Not Required for Post MSN		
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	Not Required for Post MSN		
NRSG 6120/L	Implementing Educational Programs in Nursing	3-6-5	90	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 6125	Curriculum Design and Evaluation	3-0-3		Summer
Semester 5 (Fall)				
NRSG 6121/L	Simulation & Technology in Nursing Education	3-9-6	135	Fall
NRSG 6500	Graduate Nursing Practicum Development	1-0-1		Fall
Semester 6 (Spring)				
NRSG 6551/L	Graduate Nursing Practicum	2-12-6	180	Spring
TOTAL HOURS		32 credit hours	450 clinical hours	

* If content previously covered at instate, indicate where, when, corresponding course and grade earned.

**NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Appendix D

Georgia College School of Nursing Master of Science in Nursing Nurse Midwifery Program Full-Time Program of Study—6 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.	Student Signature: Date:		
Course Number and Title	Contact hours	Clinical Hours	Semester
YEAR ONE			
Semester 1 (Summer)			
NRS 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer
NRS 5600	Healthcare Research & Statistical Analysis	3-0-3	Summer
Semester 2 (Fall)			
NRS 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45 Fall
NRS 6300	Advanced Physiology & Pathophysiology	3-0-3	Fall
NRS 6410	Nursing Theory: Principles & Applications	2-0-2	Fall
Semester 3 (Spring)			
NRS 5800	Applied Pharmacology	3-0-3	Spring
NRS 6110	Ensuring Healthcare Safety and Quality	2-0-2	Spring
NRS 7300/L	Women's Health I	2-9-5	135 Spring
YEAR TWO			
Semester 4 (Summer)			
NRS 7310/L	Women's Health II	2-9-5	135 Summer
NRS 7320	Unique Women's Health Issues	1-0-1	Summer
Semester 5 (Fall)			
NRS 7330/L	Women's Health III	2-9-5	135 Fall
NRS 7340/L	Midwifery	2-9-5	135 Fall
Semester 6 (Spring)			
NRS 7500/L	Women's Health/Midwifery Residency	1-15-6	225 Spring
TOTAL HOURS		45 credit hours	810 clinical hours

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing Nurse Midwifery Program
Part-Time Program of Study—9 Semesters**

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
		Course Number and Title	Contact hours	Clinical Hours
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 5 (Fall)				
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 6 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 7300/L	Women's Health I	2-9-5	135	Spring
YEAR THREE				
Semester 7 (Summer)				
NRSG 7310/L	Women's Health II	2-9-5	135	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1		Summer
Semester 8 (Fall)				
NRSG 7330/L	Women's Health III	2-9-5	135	Fall
NRSG 7340/L	Midwifery	2-9-5	135	Fall
Semester 9 (Spring)				
NRSG 7500/L	Midwifery Residency	1-15-6	225	Spring
TOTAL HOURS		45 credit hours	810 clinical hours	

*NOTE: (2-4-3) in the "contact hours" column indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing Nurse Midwifery Program
Post Master's Certificate—6 Semesters**

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
*Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	Not Required for Post MSN		
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	Not Required for Post MSN		
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	Not Required for Post MSN		
NRSG 7300/L	Women's Health I	2-9-5	135	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7310/L	Women's Health II	2-9-5	135	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1		Summer
Semester 5 (Fall)				
NRSG 7330/L	Women's Health III	2-9-5	135	Fall
NRSG 7340/L	Midwifery	2-9-5	135	Fall
Semester 6 (Spring)				
NRSG 7500/L	Women's Health/Midwifery Residency	1-15-6	225	Spring
TOTAL HOURS		38 credit hours	810 clinical hours	

* If content previously covered at instate, indicate where, when, corresponding course and grade earned.

**NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Appendix E

**Georgia College School of Nursing Master of Science
Psychiatric Mental Health Nurse Practitioner (PMHNP) Full-Time Program of Study—6 Semesters**

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.	Student Signature: Date:		
Course Number and Title	Contact hours	Clinical Hours	Semester
YEAR ONE			
Semester 1 (Summer)			
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3	Summer
Semester 2 (Fall)			
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45 Fall
NRSG 5810	Advanced Psychopharmacology and Neurobiology	3-0-3	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3	Fall
Semester 3 (Spring)			
NRSG 5800	Applied Pharmacology	3-0-3	Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2	Spring
NRSG 7100/L	Foundations for Psychiatric-Mental Health Nursing	2-6-4	100 Spring
YEAR TWO			
Semester 4 (Summer)			
NRSG 7110/L	Psychiatric Mental Health Nursing I/Lab	2-6-4	100 Summer
Semester 5 (Fall)			
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2	Fall
NRSG 7120/L	Psychiatric Mental Health Nursing II/Lab	2-6-4	100 Fall
Semester 6 (Spring)			
NRSG 7200/L	Graduate Nursing Practicum	1-15-6	225 Spring
TOTAL HOURS		39 credit hours	570 clinical hours

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing
Psychiatric Mental Health Nurse Practitioner (PMHNP) Part-Time Program of Study—9 Semesters**

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
Semester 3 (Spring)				
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 5 (Fall)				
NRSG 5810	Advanced Psychopharmacology and Neurobiology	3-0-3		Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 6 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 7100/L	Foundations for Psychiatric-Mental Health Nursing	2-6-4	100	Spring
YEAR THREE				
Semester 7 (Summer)				
NRSG 7110/L	Psychiatric Mental Health Nursing I/Lab	2-6-4	100	Summer
Semester 8 (Fall)				
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
NRSG 7120/L	Psychiatric Mental Health Nursing II/Lab	2-6-4	100	Fall
Semester 9 (Spring)				
NRSG 7200/L	Graduate Nursing Practicum	1-15-6	225	Spring
TOTAL HOURS		39 credit hours	570 clinical hours	

*NOTE: (2-4-3) in the “contact hours” column indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

**Georgia College School of Nursing Master of Science in Nursing
Psychiatric Mental Health Nurse Practitioner (PMHNP) Post Master's Certificate—6 Semesters**

By typing my name in this highlighted section, I agree that: <ol style="list-style-type: none"> This serves as my electronic signature for my program of study (POS). I have reviewed and understand my POS and agree to follow it. If a change is needed, I am also agreeing to contact my advisor for a revised POS. 		Student Signature: Date:		
*Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRS 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
Semester 2 (Fall)				
NRS 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRS 5810	Advanced Psychopharmacology and Neurobiology	3-0-3		Fall
NRS 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 3 (Spring)				
NRS 5800	Applied Pharmacology	3-0-3		Spring
NRS 6110	Ensuring Healthcare Safety and Quality	Not Required for Post MSN		
NRS 7100/L	Foundations for Psychiatric-Mental Health Nursing	2-6-4	100	Spring
YEAR TWO				
Semester 4 (Summer)				
NRS 6410	Nursing Theory: Principles & Applications	Not Required for Post MSN		
NRS 7110/L	Psychiatric Mental Health Nursing I/Lab	2-6-4	100	Summer
Semester 5 (Fall)				
NRS 5600	Healthcare Research & Statistical Analysis	Not Required for Post MSN		
NRS 7120/L	Psychiatric Mental Health Nursing II/Lab	2-6-4	100	Fall
Semester 6 (Spring)				
NRS 7200/L	Graduate Nursing Practicum	1-15-6	225	Spring
TOTAL HOURS		32 credit hours	540 clinical hours	

* If content previously covered at instate, indicate where, when, corresponding course and grade earned.
 **NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Appendix F

Georgia College School of Nursing Master of Science in Nursing

Women's Health Nurse Practitioner

Full-Time Program of Study—6 Semesters

By typing my name in this highlighted section, I agree that:		Student Signature:		
<ol style="list-style-type: none"> 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS. 		Date:		
Course Number and Title	Contact hours	Clinical Hours	Semester	
YEAR ONE				
Semester 1 (Summer)				
NRS 5500	Perspectives of Advanced Nursing Practice 2-0-2		Summer	
NRS 5600	Healthcare Research & Statistical Analysis 3-0-3		Summer	
Semester 2 (Fall)				
NRS 5480/L	Advanced Nursing Assessment/Lab 2-3-3	45	Fall	
NRS 6300	Advanced Physiology & Pathophysiology 3-0-3		Fall	
NRS 6410	Nursing Theory: Principles & Applications 2-0-2		Fall	
Semester 3 (Spring)				
NRS 5800	Applied Pharmacology 3-0-3		Spring	
NRS 6110	Ensuring Healthcare Safety and Quality 2-0-2		Spring	
NRS 7300/L	Women's Health I 2-9-5	135	Spring	
YEAR TWO				
Semester 4 (Summer)				
NRS 7310/L	Women's Health II 2-9-5	135	Summer	
NRS 7320	Unique Women's Health Issues 1-0-1		Summer	
Semester 5 (Fall)				
NRS 7330/L	Women's Health III 2-9-5	135	Fall	
Semester 6 (Spring)				
NRS 7500	Women's Health Residency 1-15-6	225	Spring	
TOTAL HOURS		40 credit hours	675 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Georgia College School of Nursing Master of Science in Nursing

Women’s Health Nurse Practitioner

Part-Time Program of Study—9 Semesters

<p>By typing my name in this highlighted section, I agree that:</p> <ol style="list-style-type: none"> 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS. 		<p>Student Signature:</p>		
		<p>Date:</p>		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2		Fall
Semester 3 (Spring)				
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2		Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3		Summer
Semester 5 (Fall)				
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
Semester 6 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 7300/L	Women’s Health I	2-9-5	135	Spring
YEAR THREE				
Semester 7 (Summer)				
NRSG 7310/L	Women’s Health II	2-9-5	135	Summer
NRSG 7320	Unique Women’s Health Issues	1-0-1		Summer
Semester 8 (Fall)				
NRSG 7330/L	Women’s Health III	2-9-5	135	Fall
Semester 9 (Spring)				
NRSG 7500	Women’s Health Residency	1-15-6	225	Spring
TOTAL HOURS		40 credit hours	675 clinical hours	

*NOTE: (2-4-3) in the “contact hours” column indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Georgia College School of Nursing Master of Science in Nursing

Women’s Health Nurse Practitioner

Post Master’s Certificate—6 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
*Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2		Summer
NRSG 5600	Healthcare Research & Statistical Analysis	Not Required for Post MSN		
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3		Fall
NRSG 6410	Nursing Theory: Principles & Applications	Not Required for Post MSN		
Semester 3 (Spring)				
NRSG 5800	Applied Pharmacology	3-0-3		Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	Not Required for Post MSN		
NRSG 7300/L	Women’s Health I	2-9-5	135	Spring
YEAR THREE				
Semester 4 (Summer)				
NRSG 7310/L	Women’s Health II	2-9-5	135	Summer
NRSG 7320	Unique Women’s Health Issues	1-0-1		Summer
Semester 5 (Fall)				
NRSG 7330/L	Women’s Health III	2-9-5	135	Fall
Semester 6 (Spring)				
NRSG 7500	Women’s Health Residency	1-15-6	225	Spring
TOTAL HOURS		33 credit hours	675 clinical hours	

* If content previously covered at instate, indicate where, when, corresponding course and grade earned.

**NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit

Appendix G

**Georgia College School of Nursing
Doctor of Nursing Practice
Full-Time Program of Study—5 Semesters**

By typing my name in this highlighted section, I agree that:		Student Signature:		
<ol style="list-style-type: none"> 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS. 		Date:		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Fall)				
NRSG 8300	Evidenced-Based Practice I: Foundations	3-4-4	60	Fall
NRSG 8510	Informatics: Analytic Tools for Clinical Decision Making	2-0-2		Fall
NRSG 8540	Addressing Health Needs of Vulnerable Populations	2-0-2		Fall
Semester 2 (Spring)				
NRSG 8520	Healthcare Finance and Economics for the DNP	3-0-3		Spring
NRSG 8530	Healthcare Policy, Ethics, and Politics	3-4-4	60	Spring
NRSG 9300	Evidenced-Based Practice II: Methods and Measures	3-4-4	60	Spring
Semester 3 (Summer)				
NRSG 8410	Epidemiology	2-0-2		Summer
NRSG 9400	Evidenced-Based Practice III: Evaluation and Outcomes	3-4-4	60	Summer
YEAR TWO				
Semester 4 (Fall)				
NRSG 8420	Applied Statistical Methods for Healthcare Research	3-0-3		Fall
NRSG 9310	Translational and Clinical Research I – Implementation	1-8-3	120	Fall
Semester 5 (Spring)				
NRSG 9100	Role Transitions and Leadership	2-4-3	60	Spring
NRSG 9320	Translational and Clinical Research II: Evaluation and Dissemination	1-8-3	120	Spring
TOTAL HOURS		37 credit hours	540 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Georgia College School of Nursing

Doctor of Nursing Practice

Part-Time Program of Study—8 Semesters

By typing my name in this highlighted section, I agree that: 1. This serves as my electronic signature for my program of study (POS). 2. I have reviewed and understand my POS and agree to follow it. 3. If a change is needed, I am also agreeing to contact my advisor for a revised POS.		Student Signature: Date:		
Course Number and Title		Contact hours	Clinical Hours	Semester
YEAR ONE				
Semester 1 (Fall)				
NRS 8510	Informatics: Analytic Tools for Clinical Decision Making	2-0-2		Fall
NRS 8540	Addressing Health Needs of Vulnerable Populations	2-0-2		Fall
Semester 2 (Spring)				
NRS 8520	Healthcare Finance and Economics for the DNP	3-0-3		Spring
NRS 8530	Healthcare Policy, Ethics, and Politics	3-4-4	60	Spring
Semester 3 (Summer)				
NRS 8410	Epidemiology	2-0-2		Summer
YEAR TWO				
Semester 4 (Fall)				
NRS 8300	Evidenced-Based Practice I: Foundations	3-4-4	60	Fall
Semester 5 (Spring)				
NRS 9300	Evidenced-Based Practice II: Methods and Measures	3-4-4	60	Spring
Semester 6 (Summer)				
NRS 9400	Evidenced-Based Practice III: Evaluation and Outcomes	3-4-4	60	Summer
YEAR THREE				
Semester 7 (Fall)				
NRS 8420	Applied Statistical Methods for Healthcare Research	3-0-3		Fall
NRS 9310	Translational and Clinical Research I – Implementation	1-8-3	120	Fall
Semester 8 (Spring)				
NRS 9100	Role Transitions and Leadership	2-4-3	60	Spring
NRS 9320	Translational and Clinical Research II: Evaluation and Dissemination	1-8-3	120	Spring
TOTAL HOURS		37 credit hours	540 clinical hours	

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Appendix H

Georgia College and State University

Bachelor's of Science in Nursing

BSN Program Outcomes Curricular Map

BSN PROGRAM OUTCOMES	Semester 1			Semester 2			Semester 3			Semester 4		
	NRSG 3140/L	NRSG 3240/L	NRSG 3345	NRSG 3440/L	NRSG 3540/L	NRSG 3560/L	NRSG 4580/L	NRSG 4665/L	NRSG 4140	NRSG 4780	NRSG 4980/L	NRSG 4981
1 Provide leadership within the healthcare team to ensure safe, effective, patient-centered care in a variety of settings.		CO 1	CO 4	CO 1	CO 1	CO 1,3,4	CO 1	CO 1		CO 1,4	CO 1,2,3,4,5,6	CO 1,2
2 Integrate liberal arts foundation, scientific evidence, and clinical reasoning into nursing care delivery for diverse individuals, families, and populations.	CO 1	CO 2,4	CO 3	CO 2	CO 2	CO 1,3,4	CO 2	CO 2	CO 1	CO 2	CO 1,2,3,4,5,6	CO 1,2
3 Incorporate life-long learning, ethical principles, health policy, and professional standards into socially responsible care for individuals, communities and populations.	CO 2	CO 3	CO 2	CO 3	CO 3	CO 1,5	CO 3	CO 3	CO 2	CO 3	CO 1,2,3,4,5,6	CO 1,2
4 Provide compassionate, competent, holistic nursing care across the lifespan.	CO 3	CO 4	CO 1,4	CO 4	CO 4	CO 2,3,4	CO 4	CO 4	CO 3	CO 1	CO 1,2,3,4,5,6	CO 1,2
5 Demonstrate effective communication through writing, speaking, listening, and using technology necessary for collaboration and quality nursing care.	CO 4	CO 5	CO 3	CO 5	CO 5	CO 4,5	CO 5	CO 5	CO 4	CO 4	CO 1,2,3,4,5,6	CO 1,2
6 Advocate for improved population health initiatives and systems of health care delivery locally, nationally, and globally.		CO 6		CO 6	CO 6	CO 5	CO 6	CO 6		CO 3	CO 1,2,3,4,5,6	CO 1,2

CO = Course Outcomes

NRSG 3140/L	Therapeutic Health Assessment
NRSG 3240/L	Foundations of Nursing Practice
NRSG 3345	Nursing Patho-pharmacology
NRSG 3440/L	Integrated Nursing Management of Adult and Geriatric Clients I
NRSG 3540/L	Psychiatric Mental Health Nursing
NRSG 3560/L	Community and Population Based Nursing
NRSG 4580/L	Integrated Nursing Management of Adult and Geriatric Clients II
NRSG 4665/L	Nursing Care of the Family
NRSG 4140	Discovery & Evidence-Based Practice in Nursing
NRSG 4780	Leadership & Management in Nursing
NRSG 4980/L	Transition to Professional Nursing Practice
NRSG 4981	Synthesis of Clinical Reasoning

Appendix I

Georgia College and State University

Doctorate in Nursing Practice

DNP Program Outcomes Curricular Map

DNP PROGRAM OUTCOMES	Semester 1			Semester 2			Semester 3		Semester 4		Semester 5	
	NRSG 8300	NRSG 8510	NRSG 8540	NRSG 8520	NRSG 8530	NRSG 9300	NRSG 8410	NRGS 9400	NRSG 8420	NRSG 9310	NRSG 9100	NRSG 9320
1 Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.	CO 3,4	CO 3,4	CO 4,5	CO 1	CO 1	CO 1			CO 3	CO 2,3,4	CO 2	CO 2,3,4
2 Transform healthcare outcomes through evidence and scholarly inquiry.	CO 1,2,3	CO 4	CO 3,6	CO 1,2,3,4		CO 1,7	CO 1	CO 1,4	CO 1,2	CO 1,3,4,6	CO 1	CO 1,3,4,6
3 Exhibit leadership to create effective healthcare delivery systems.	CO 4	CO 2	CO 1,5	CO 1,2,3,4	CO 1	CO 2,6	CO 2			CO 4	CO 1	CO 4
4 Exemplify ethics as a foundation for practice and risk management.	CO 5		CO 1,4,5	CO 1,2,3,4	CO 3	CO 4				CO 4	CO 3	CO 4
5 Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.			CO 2,5					CO 3		CO 1,2,4,5	CO 1,2	CO 1,2,4,5
6 Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.	CO 6		CO 1,5,6	CO 1		CO 5	CO 3			CO 4	CO 4	CO 4
7 Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.			CO 2,3,6		CO 4,5					CO 1,2,4	CO 3	CO 2,4
8 Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.		CO 2	CO 5,6		CO 5					CO 4,6	CO 2	CO 4,6
9 Use informatics for the improvement and transformation of healthcare.		CO 1,2,3,4	CO 3,4,5,6				CO 4	CO 2			CO 4	
10 Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.		CO 4	CO 3,4,6	CO 1,2,3,4	CO 6					CO 6	CO 4	CO 6

CO = Course Outcomes

EBP = Evidence-Based Practice

NRSG 8300	EBP I: Foundations (60 clinical hrs)
NRSG 8510	Informatics: Analytic Tools for Clinical Decision Making
NRSG 8540	Addressing Health Needs of Vulnerable Populations
NRSG 8520	Health Care Finance and Economics for the DNP
NRSG 8530	Health Care Policy, Ethics and Politics (60 clinical hrs)
NRSG 9300	EBP II: Methods and Measures (60 clinical hrs)
NRSG 8410	Epidemiology
NRGS 9400	EBP III: Evaluation and Outcomes (60 hr clinical)
NRSG 8420	Applied Statistical Methods for Healthcare Research
NRSG 9310	Translational and Clinical Research I (120 clinical hrs)
NRSG 9100	Role Transitions and Leadership (60 clinical hrs)
NRSG 9320	Translational and Clinical Research II (120 clinical hrs)

Georgia College & State University
School of Nursing
Nursing Faculty Organization Bylaws

ARTICLE I: PURPOSE

The Nursing Faculty Organization (NFO) is structured to provide a means of shared governance in promoting the implementation of the mission of the School of Nursing (SON).

These Bylaws will govern the procedures of and establish committees and duties of committees in the NFO. These Bylaws shall not be in conflict with those of the College of Health Sciences (COHS), the Georgia College & State University (GCSU) Statutes, or the policies of the Board of Regents of the University System of Georgia.

ARTICLE II: MEMBERSHIP AND MEETINGS OF THE NFO

Section 1a.

All full-time GCSU nursing faculty and staff comprise the membership of this organization and are eligible to vote on school-wide issues. Only full-time faculty may vote on academic policies. A quorum shall consist of a simple majority of full-time nursing faculty. Individuals not holding full-time faculty rank shall be entitled to be present at the meetings and shall have the right to be heard; however, voting rights are reserved for full-time faculty. A simple majority shall prevail.

Section 1b.

The Director of the School of Nursing shall set the agenda for the NFO meetings. This agenda shall be distributed to all NFO members no fewer than five calendar days prior to the NFO meetings. The Director shall include as part of this agenda the statements of any motions that are to be considered at the NFO meeting including any information necessary to access supporting documentation for these motions.

Section 2.

The NFO shall meet a minimum one time each academic term. Meetings will be set at the beginning of each academic term. Additional meetings may be called at the discretion of the Director of the School of Nursing or at the request of two-thirds of the voting members.

Section 3.

The nursing student body shall be represented at NFO meetings. Students in each undergraduate cohort will elect a representative during their first semester of their first year in the nursing program. The cohorts represented include:

1. fall, 1st year
2. spring, 1st year

3. fall, 2nd year
4. spring, 2nd year

Representatives from the RN/BSN cohort, MSN cohort, and DNP cohort will be appointed by the faculty. Student nursing organization groups may also be represented at NFO meetings.

Students have the right to present appropriate issues and concerns; however, voting rights are reserved for full-time faculty.

Section 4a.

Standing committees may present issues for discussion and make recommendations for a vote to the committee of the whole. No “second” is needed for matters recommended by standing committees.

Section 4b.

The statement of a motion and all supporting documentation shall be provided to the Director of the School of Nursing six calendar days prior to that meeting.

Section 5.

Unless faculty, by a two-thirds majority vote, act to suspend a standing or ad hoc committee review of a matter of substance and act as a committee of the whole, all matters of substance related to undergraduate and graduate student admission, progression, recognitions, and graduation; curriculum; or program evaluation shall be handled by committee review.

Section 6.

Any full-time faculty member may present new business for consideration by the committee of the whole.

ARTICLE III: OFFICERS

Section 1.

The officers of the NFO shall be:

1. **NFO Chairperson** – the Director of the School of Nursing.
2. **NFO Secretary** – administrative assistant assigned to the nursing program appointed annually by the NFO Chairperson.

Parliamentarian – a member of the NFO appointed annually by the NFO Chairperson.

Section 2.

The duties of the officers shall be:

NFO Chairperson

1. Call all meetings of the NFO.
2. Preside at all meetings, or, in his/her absence, designate another faculty member to serve as acting chairperson.
3. Appoint NFO committees and designate chairpersons of committees annually.
4. Prepare the meeting agenda.
5. Assure that minutes are stored electronically and as hard copy.
6. Serve as a liaison between the nursing faculty and the administration of the College of Health Sciences and the administration of GCSU.

NFO Secretary

1. Keep minutes of all NFO meetings and distribute them to members prior to the next meeting. Within 10 days after acceptance, post a copy electronically to the GCSU minutes website, and file a hard copy in the permanent record.
2. Distribute an agenda for each meeting.
3. Notify student representatives of meetings as scheduled.
4. Perform other duties incidental to the office as may be assigned by the Chair or members.

Parliamentarian

1. Interpret the Bylaws of the Nursing Faculty Organization and advise the Chairperson on parliamentary procedures according to *Robert's Rules of Order, Revised*.
2. Meet with student representatives at the beginning of each semester to review *Robert's Rules of Order* and the NFO rules of procedure.

ARTICLE IV: STANDING COMMITTEES

Section 1.

It is the expectation of all members to (1) attend regularly called meetings of the standing committees; (2) collaborate with constituencies regarding committee issues, deliberations, and decisions that the committee considers; (3) use due diligence in carrying out the duties and responsibilities of the standing committee; and (4) maintain confidentiality about committee business.

Section 2.

Much of the operation of the nursing program will transpire through the assistance of standing

and ad hoc committees. These committees report first to the NFO which reports, as necessary, through the COHS committee structure.

Faculty shall be appointed to standing committees by the Director of the School of Nursing in the Fall term. Faculty may request membership on particular committees. If vacancies in committees occur, new members shall be appointed by the NFO Chair. The Director of the School of Nursing will appoint chairs and co-chairs for each committee. (Only full time faculty on standing committees shall have voting privileges.)

The term of membership on standing committees shall be three years, with members serving staggered terms. Faculty may serve more than one term at the discretion of the NFO Chair.

Section 3.

Each standing committee shall meet initially at the beginning of the academic term in order to (1) receive the committee charge from the Director of the School of Nursing; (2) organize and elect a recorder, (3) plan possible meeting times in light of COHS and University committee schedules; (4) strategize for the year's assignments. Meetings will be called by the committee chairperson as required to fulfill the committee's responsibilities.

Section 4.

Agenda items may be sent to the chairperson of any standing committee by any nursing faculty member or by the Chair of the NFO. Each standing committee will make recommendations to the nursing faculty at NFO meetings.

Section 5.

Ad hoc committees may be established by any standing committee or the Chair of the NFO. Ad hoc committees will continue until their assignments are completed.

Section 6.

Minutes for all ad hoc and standing committees will be maintained in electronic format and as hard copies in designated minute binders.

All standing committees will submit an annual report to the NFO at the last meeting of the academic year.

Section 7.

Standing committees of the Nursing Faculty Organization are as follows:

1. Undergraduate Admission, Progression, and Student Recognition Committee

The Undergraduate Admission, Progression, and Student Recognition Committee shall consist of at least 3 members.

The Assistant Director of Undergraduate Programs serves as an ex-officio member of this committee.

The committee shall:

- a. define, delineate, and annually review criteria for admission and progression ensuring compliance with applicable University, College, and accrediting organization requirements.
- b. recommend changes in criteria for admission, progression, and recognition of nursing students.
- c. select students for admission to nursing cohorts based on eligibility criteria.
- d. make recommendations related to petitions from students relative to program admission, progression, recognition, or graduation
- e. recommend to NFO, students eligible for honors, scholarships, and awards.
- f. contribute to revisions of the GCSU undergraduate student catalog on an annual basis or with program change.
- g. coordinate new student orientation sessions as needed.
- h. facilitate the review of the student handbook to determine accessibility to students and congruency with policies of COHS and University.
- i. elicit student evaluations on issues related to admission process and adequacy of student support services.

2. Undergraduate Curriculum and Instruction Committee

The Undergraduate Curriculum and Instruction Committee shall consist of at least 3 faculty members. Student representatives will serve in an advisory capacity and include a representative from a junior cohort, a senior cohort, and the RN/BSN students.

The Assistant Director for the Undergraduate Programs will serve as ex-officio member.

The committee shall:

- a. develop and monitor implementation of the prelicensure and RN/BSN curricula.
- b. evaluate annually the curricula's effectiveness in achieving the mission/philosophy and outcomes of the BSN programs.

- c. ensure compliance of the undergraduate curriculum with University, College, and accrediting agency requirements.
- d. formulate proposals for curricular change and submit to NFO.
- e. review proposed course changes and make recommendations to NFO for approval.
- f. assess the instructional resources and practice learning environments to determine their adequacy and appropriateness for meeting the outcomes of the BSN programs.
- g. contribute to the review of the student handbook to determine accessibility to students and congruency with policies of COHS and University.

3. Educational Effectiveness Committee

The Educational Effectiveness Committee shall consist of at least 4 members. The Director of the School of Nursing and the Assistant Directors will serve as ex-officio members of this committee. Student from all programs will serve in an advisory capacity.

The committee shall:

- a. review annually nursing's plan for program evaluation and assessment of outcomes. Make recommendations for change as needed.
- b. gather and analyze the data for all elements of the plan.
- c. oversee evaluation of all parameters of educational effectiveness of the pre-licensure BSN, RN-BSN, MSN, post Masters, and DNP programs to ensure compliance with University, College, and approving/accrediting agency requirements.
- d. aggregate exit program evaluation data for trending and analysis.
- e. evaluate results of assessment data to maintain compliance with University, College, and approving/accrediting agency requirements.
- f. contribute to the review of the student handbook to determine accessibility to students and congruency with policies of COHS and University.

4. Graduate Nursing Committee

The Graduate Committee shall consist of at least 3 members, with the members representing diverse clinical and educational foci. The Assistant Director of the Graduate Program shall serve as chair of this committee. An FNP faculty member will oversee the FNP curriculum. A graduate-student representative from the MSN and the DNP cohorts will serve in an advisory capacity.

The committee shall:

- a. define, delineate, and annually review criteria for admission and progression of graduate nursing students.
- b. recommend changes in criteria for admission, progression, and recognition of graduate

nursing students.

- c. select students for admission to graduate programs based on eligibility criteria.
- d. make recommendations related to petitions from graduate nursing students relative to admission, progression, recognition, or graduation.
- e. recommend to NFO graduate students eligible for honors, scholarships, and awards.
- f. contribute to revisions of the GCSU graduate student catalog on an annual basis or with program change.
- g. coordinate new student orientation sessions as needed.
- h. facilitate the review of the graduate student handbook to determine accessibility to students and congruency with policies of COHS and University.
- i. elicit graduate student evaluations on issues related to admission process and adequacy of graduate student support services.
- j. coordinate the promotion of the graduate program and recruitment of students.
- k. formulate proposals for curricular change and submit to NFO.
- l. review proposed course changes and make recommendations to NFO for approval.
- m. ensure compliance of the Graduate Programs with applicable University, College, and accrediting organization requirements.

5. Bylaws Committee

The Bylaws Committee shall consist of a membership made up of representatives from each of the NFO committees.

The committee shall:

- a. review annually the bylaws for accuracy, consistency, and compliance with University, College and accrediting agency requirements.
- b. recommend changes to the bylaws.

6. Policy Committee

The Policy Committee shall consist of a minimum of 3 faculty members. The Director of the School of Nursing will serve as an ex-officio member of the committee.

The committee shall:

- a. propose areas in need of policy guidance and make recommendations to the NFO for the appropriate committee to draft the policy.
- b. facilitate the review of student/faculty policies to determine congruency of policies with University, College, and current approving/accrediting agency requirements.
- c. maintain and assemble hard copy policy manual of School of Nursing policies, forward to

appropriate personnel for computer entry for online version, and review for accuracy after posted.

- d. ensure compliance of policies with University, College, and accrediting agency requirements.

ARTICLE V: RULES OF PROCEDURE

- a. The order of business as each NFO meeting shall be as follows
- b. call to order by presiding officer.
- c. reports from student representatives, if present.
- d. disposition of minutes of previous meeting.
- e. disposition of business listed on the agenda, including reports from standing and ad hoc committees. Additions or alterations to the agenda may be made with the consent of the assembled faculty.
- f. continuation of old business and presentation of new business.
- g. announcements of communications to nursing faculty not included on the written list of announcements.
- h. adjournments. If a meeting is to continue beyond scheduled time, the faculty will vote to complete the business of the meeting or adjourn.

Should a question of parliamentary procedure arise, the rules set forth in *Robert's Rules of Order, Revised* shall govern.

ARTICLE VI: Amendments to or Repeal of Bylaws

An amendment or repeal of these Bylaws may be proposed by any voting member. Any amendment or repeal must be submitted to all members at least one week in advance of the meeting in which final action will be taken. The advisement or appeal must have a three-fifths vote of members present.