



APPALACHIAN STATE UNIVERSITY

BEAVER COLLEGE OF HEALTH SCIENCES
Nursing

FACULTY HANDBOOK

2024-2025

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AppState NURSING DEPARTMENT FACULTY HANDBOOK

FORWARD

This handbook includes information that is essential to faculty orientation to AppState and the Nursing Department. It is designed to provide faculty with general and some specific knowledge germane to the academic tripartite roles of teaching, research/scholarship, and service. In addition to this faculty handbook, each faculty member is responsible for accessing the **latest edition** of all required nursing program documents (e.g. *AppState Faculty Handbook*, *AppState Undergraduate Bulletin*, AACN's *The Essentials: Core Competencies for Professional Nursing Education*, and the *Department of Nursing Student Handbooks*). Please refer to Appendix A-1 for the New Faculty Orientation Checklist.

Faculty members should be aware that the *AppState Faculty Handbook* provides access to information pertaining to the operation of the University. Policies, procedures, and operational guidelines are contained within this document. This publication is available on the Web pages. Faculty members are encouraged to check the Web frequently for any changes regarding policies, procedures, and operating guidelines.

INTRODUCTION

Appalachian State University (Appalachian) is a comprehensive public university located in Boone North Carolina. It is nestled in the Blue Ridge Mountains of North Carolina in the northwestern part of the state. Appalachian is part of the Appalachian Learning Alliance which is a partnership between ten community colleges in western North Carolina and Appalachian State University. The alliance is designed to offer baccalaureate and graduate degrees to students on community college campuses who are unable to attend on-campus classes at Appalachian. Appalachian State University is charged with the delivery of upper-division undergraduate and graduate courses while the community colleges determine availability of physical resources such as space and technology to meet the needs of the academic programs. The Department of Nursing is in the Beaver College of Health Sciences at Appalachian. The Department of Nursing offers the Bachelor of Science degree (BSN) for both pre-licensure students and via the RN to BSN program for registered nurses who do not yet possess the baccalaureate degree in Nursing. The BSN pre-licensure program is offered on the Boone, NC campus and the RN-BSN program is offered on-line. A Master of Science in Nursing (MSN) degree is offered online.

HISTORY AND OVERVIEW OF APPALACHIAN STATE UNIVERSITY

Appalachian State University was founded in 1899 as Watauga Academy. It later became a state teacher's college, acquired status as a regional university, and in 1971 became a part of The University of North Carolina System. Appalachian offers undergraduate majors and graduate majors to more than 20,000 students. In addition, it offers majors leading to an educational specialist degree, a specialist in school psychology, and a doctorate of education. (For more information see: <https://www.appstate.edu/about/>).

A vital component of the Appalachian mission is its commitment to fostering an understanding of Appalachian regional culture and the protection of the natural environment. The people in this region are made up of many unique backgrounds including Native Americans, Irish, English, Scots, Germans, and Poles. Appalachian culture is evidenced through its arts and crafts, music, foods, customs, and traditions. The culture has been mostly preserved by families and churches in the region. People native to this region display a strong sense of right and wrong, independence, a desire to help each other, and a closeness to nature (<http://www.arministry.org/appalachianculture.asp>).

The nursing program is committed to the residents of this region through: improving health care delivery; addressing the potential shortage of professional nurses with a Bachelor of Science in Nursing (BSN) degree; and responding to increasing demands for nurses in advanced roles including the MSN. The BSN program is approved by the North Carolina Board of Nursing. Qualified graduates of both hospital diploma and associate degree nursing programs are admitted to the RN to BSN program.

Appalachian is a constituent institution of the 17 state campuses that comprise the University of North Carolina (UNC) System and is the sixth largest institution in the UNC System. Sixteen of these institutions are four-year universities and one is a public residential high school added in 2007 (the NC School of Science and Mathematics).

The University of North Carolina (UNC) was chartered by the North Carolina General Assembly in 1789 and was the first public university in the United States. It was the only public university to graduate students in the eighteenth century with the first class admitted in Chapel Hill in 1795.

The University of North Carolina System was created in 1931 by the NC General Assembly as a cost savings approach during the Depression. At that time, there were only three institutions under the leadership of one Chancellor and a Board of Trustees. In 1971, the General Assembly passed legislation which consolidated 16 institutions; they became part of one system in 1972.

The policy-making body is the UNC Board of Governors. This board is "legally charged with 'the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.' It elects the president, who administers the University". (<http://www.northcarolina.edu/content.php/bog/index.htm>) The General Assembly elects 32 voting members to the Board of Governors for four-year terms.

The Board of Governors elects a chancellor as the chief executive officer for each constituent institution. In addition, the Board of Governors elects eight members to the Board of Trustees. Of the remaining members of the Board of Trustees, four are appointed by the governor. The president of the student body serves in an ex-officio capacity.

The Chancellor is responsible for the daily operation of the University. Several vice-chancellors participate in the administrative duties of the University. In addition, these administrative officers receive advice from the Faculty Senate, Staff Council, and Student Government Association.

Appalachian is committed to excellence in all its endeavors with instruction its primary focus. Scholarship and community service are complementary components of its mission. Appalachian State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award undergraduate and graduate degrees. The most recent accreditation was 2023. Additionally, Appalachian is accredited by other state and national associations and organizations.

The Department of Nursing is committed to the tripartite roles of teaching, scholarship, and professional service that contribute to the cultural, intellectual, and social development of professional nurses in the Appalachian region. Students are afforded the opportunity to obtain a liberal education that incorporates professional nursing standards and prepares them for lifelong learning, professional development, and service. The Nursing Department holds membership in the American Association of Colleges of Nursing (AACN) and nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

I. MISSION & GOVERNANCE

**Appalachian State University
Beaver College of Health Sciences
Department of Nursing**

VISION, MISSION, VALUES and PHILOSOPHY

VISION

To be regionally (nationally) recognized as a higher education organization that is innovative, inquiry-based and inclusive. Our focus is on the healthcare needs of society and of underserved populations.

MISSION

To prepare nurse leaders and providers advancing the nursing profession through education, scholarship and practice in service to the community.

VALUES

- Leadership - Inspire, influence, shape
- Integrity - Authentic, trusted, credible
- Diversity - Variability, inclusivity
- Excellence - Distinctive, notable
- Innovation - Creative, visionary, agile

Adopted April 4, 2007; Revised October 2008; Revised February 2009; Revised January 2013; Reviewed January 2014; Revised April 2016; Revised August 2018; Reviewed June 2020; Reviewed 8/2021; Reviewed 04/2022; Mission, Vision revised August 22; Values revised 01/23

PHILOSOPHY

- A strong educational foundation is the basis (grounding) for excellence in nursing scholarship, teaching practices, clinical work, and community engagement.
- Nursing education is a lifelong process that encompasses degree programs, professional development, and reflective practices toward continued growth and resilience.
- Excellence in nursing science and care advancing the health and well-being of all people, our communities, our state, the region, and beyond.
- Nursing practice is based in compassion, respect, and value for the dignity and unique attributes of all people.

Revised January, 2013 Reviewed January, 2014, Revised April 2020, Reviewed 8/2021; Reviewed 04/2022; Revised 01/2023

DEPARTMENT OF NURSING GOALS

The goals of the BSN program are to:

1. Provide a quality program in nursing based on a liberal education and professional nursing values, competencies, and knowledge.
2. Facilitate the development and implementation of professional nursing roles in caring for individuals, families, groups, and communities from diverse geographical and cultural backgrounds through the application of knowledge, theory, and research from nursing as well as other related disciplines.
3. Instill in students an appreciation for and commitments to lifelong learning, scholarship, and service in order to promote their personal growth, advance the profession of nursing, and meet the health needs of society.
4. Prepare nurses who can practice as generalists in any health care setting.
5. Provide a foundation for graduate nursing education.

The goals of the MSN program are to:

1. Provide nurse educators with a foundation in relevant theories, methodologies, knowledge and skills.
2. Prepare nurse educators with skills to utilize scientific inquiry related to safe, evidence-based, quality nursing care.
3. Educate nurses to employ effective communication strategies and technologies as a leader in collaboration with the interdisciplinary healthcare team.
4. Develop nurse educators for leadership roles in teaching diverse audiences.

DEPARTMENT OF NURSING EXPECTED PROGRAM OUTCOMES

BSN Program Outcomes:

The following educational outcomes are based on the mission, goals, and philosophy of Appalachian State University's Department of Nursing. They will:

1. Utilize clinical judgment and foundational knowledge of the liberal arts and sciences to provide nursing care that is holistic, equitable and evidence-based to diverse individuals and populations across the lifespan.
2. Exhibit a person-centered approach respecting diversity, values, beliefs, needs, preferences, resources and determinants of health unique to healthcare consumers and stakeholders.
3. Collaborate with consumers, stakeholders, and healthcare team members to coordinate a continuum of care that focuses on wellness and prevention, restorative care, chronic disease management, and palliative care.
4. Communicate through personal interaction and use of information technologies in a manner that demonstrates respect, authenticity, confidentiality, while ensuring safety and quality care.
5. Promote personal and professional growth through participation in self-care modalities, educational offerings, and civic partnerships that lead to healthier lifestyles and equitable care for consumers and communities.
6. Demonstrate leadership and accountability in accordance with ethical, legal, and professional standards in nursing practice.

MSN Program Outcomes:

The following educational outcomes are based on the mission, goals and philosophy of Appalachian State University's Department of Nursing. They will:

1. Integrate evidence-based, person-centered practices into educational offerings for individuals and groups in academic, patient care and staff development settings.
2. Develop a distinct nursing perspective through scientific inquiry, reflection, and ethical practices.
3. Integrate nursing, caring, related sciences and humanities required for solving practice problems as an educator, practitioner or nursing leader in a variety of practice environments.

4. Apply information, communication and emerging technologies and teaching-learning principles in collaboration with the interprofessional patient care team for the improvement of health outcomes and disease management.
5. Apply professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care quality and safety.
6. Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.
7. Model respect for diversity, equity and inclusion in delivering appropriate educational offerings to individuals, families, communities, and special populations.
8. Demonstrate advocacy related to rural health and other emergent issues impacting nursing care provision including education, practice and administration.

Mission, Goals, and Outcomes: Adopted April 4, 2007
Revised April 2016
Philosophy: Adopted April 25, 2007
Revised: October, 2008
Revised: February 2009
Revised January, 2013
Revised April 2015
Vision, Mission and Philosophy Revised 4/16
Vision, Mission and Philosophy Adopted August, 2018
Vision, Mission and Philosophy Revised September, 2019
Revised September, 2022

**Appalachian State University
Beaver College of Health Sciences
Department of Nursing**

GOVERNANCE

The Department of Nursing functions as a Committee of the Whole with ad hoc committees appointed as needed. The By- Laws of the Department follow:

BY-LAWS

These by-laws exist to guide the governance and operations of the Department of Nursing. The Department of Nursing administers a BSN program with an RN to BSN track, an MSN program, and a Graduate Certificate in Nursing Education.

Article I. Administration:

The Department of Nursing is led by a Chairperson, who reports to the Dean of the Beaver College of Health Sciences.

Article II. Membership:

The Faculty Organization, hereafter called the Nursing Faculty, consists of all nursing full-time (tenure-track and clinical) and part-time faculty. All full-time faculty members are voting members. The faculty governs as a Committee of the Whole.

Article III. Officers:

The Chair of the Department of Nursing acts as the chief officer and is responsible for calling faculty meetings. All full-time faculty members are to attend these meetings unless excused by the Chair. The Recorder is designated by the Chair.

Article IV. Responsibilities of the Nursing Faculty:

The responsibilities include:

1. information sharing
2. decision making
3. problem solving
4. course development and organization
5. evaluation of all Departmental functions
6. continually revise and develop curriculum
7. ensure accreditation of nursing program by all accrediting bodies (CCNE, SACSCOC, etc.)
8. promote the scholarly activities of the faculty and students
9. receive reports of ad hoc committees
10. give budgetary input to Chair
11. relate to other university departments as appropriate
12. contribute to the greater good of the university

Article V. Meetings of the Faculty:

Meetings will be held at the discretion of the Chair but will occur no less than one time per month. An agenda will be circulated to faculty by the Chair prior to each meeting; however, this agenda may be altered by the Chair or a majority of the faculty in attendance at the meeting. Minutes of the meeting will be taken as assigned by the Chair.

Article VI. Quorum:

A simple majority of faculty eligible to vote and present at a meeting constitutes a quorum.

Article VII. Committees:

Committee of the Whole: The Department functions as the Committee of the Whole. Ad hoc committees are formed as needed. Standing Committees bring recommendations to the Committee of the Whole for consideration.

1. Admissions Committee - Undergraduate Nursing Program**Purpose**

Review applications to the BSN program and make admission decisions based upon published criteria approved by faculty.

Functions

- a. Maintain knowledge of current trends, research, and other pertinent information regarding admission, retention, progression, and graduation in BSN nursing education.
- b. Coordinate and monitor the nursing program's admission policies and procedures as they relate to:
 - Attrition trends and characteristics
 - North Carolina Board of Nursing Education Rules
 - Commission on Collegiate Nursing Education accreditation criteria
- c. Collaborate with other nursing faculty committees as appropriate
- d. Serve as a study and resource committee regarding admission matters and make recommendations to nursing faculty for final approval as indicated.
- e. Work with Admissions Office and Advising Center regarding admission criteria and nursing student applications.
- f. Communicate appropriately to accepted and non-accepted applicants.
- g. In collaboration with the Director of Compliance and Student Support, review applicant health records and other required admission items for completeness, and conduct appropriate follow-up for questionable records.

Membership

The Committee shall be composed of a minimum of three full-time nursing faculty members. The Director of Undergraduate Programs and the Director of Compliance and Student Support will serve as ex-officio members. The Admissions Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.

2. Curriculum Committee

Purpose

Oversee curriculum issues related to the nursing programs. Ensure the integrity of the total curriculum according to professional and regulatory guidelines and accreditation criteria.

Functions

- a. Periodically evaluate non-nursing, prerequisite and support courses and suggest changes as warranted to the Faculty Organization.
- b. Review all course syllabi as scheduled for consistency with philosophy, program outcomes, level objectives and conceptual frameworks and suggest changes as warranted to the Faculty Organization.
- c. Review course evaluation instruments and processes to ensure standards for measuring educational quality are being met.
- d. Collect and review data related to curriculum outcome measures.
Propose recommendations for continuing quality improvement of curricula to the Faculty Organization.

Membership

The committee shall be comprised of four (4) faculty members, from different specialty areas when possible, and three (3) student representatives. Students are voting members of the committee. All part time faculty are invited and encouraged to attend but will have no voting rights. The Curriculum Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.

3. Program Evaluation Committee

Purpose

To oversee the comprehensive program evaluation for the Department of Nursing.

Functions

- a. Review and revise the program evaluation plan considering CCNE, NCBON, and SACSCOC criteria.
- b. Monitor the evaluation process to ensure that individuals/committees/groups responsible for the plan are implementing the plan as designated.
- c. Ensure that outcome data as indicated in the plan are being obtained, trended, and results used for continuing quality improvement.

Membership

The committee shall be composed of three faculty members. All faculty are invited to attend but will not have voting rights. The Director of Compliance and Student Support serves as an ex officio, non-voting member. The Program Evaluation Committee shall meet a minimum of once per semester with other meetings scheduled as needed.

4. Admissions Committee – Graduate Nursing Programs

Purpose

Review applications to the MSN program and make admission decisions based upon published criteria approved by faculty. Responsibilities include activities related to the MSN program.

Functions

- a. Maintain knowledge of current trends, research, and other pertinent information regarding admission, retention, progression, and graduation in MSN nursing education.
- b. Coordinate and monitor the nursing program's admission policies and procedures as they relate to:
 - Attrition trends and characteristics.
 - Commission on Collegiate Nursing Education accreditation criteria
- c. Collaborate with other nursing faculty committees as appropriate.
- d. Serve as a study and resource committee regarding admission matters and making recommendations to nursing faculty for final approval as indicated.
- e. Work with Admissions Office, Distance Education, Graduate School, and Advising Center regarding admission criteria and student applications.
- f. Communicate appropriately to accepted and non-accepted applicants.
- g. Review applicant health records and other required admission items for completeness, and conduct appropriate follow-up for as needed.
- h. Other duties as needed.

Membership

The Committee shall be composed of a minimum of four full-time nursing faculty members. The Director of Graduate Programs will serve as an ex-officio member. The MSN Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.

5. Student Affairs Committee

Purpose

Functions as a liaison for communication between and among students and faculty and facilitates activities related to opportunities for scholarship, honors, and awards for nursing students.

Functions

- a. Review applications and recommend to faculty undergraduate or graduate students for scholarships and awards.
- b. Facilitate and encourage student membership in professional nursing organizations.
- c. Coordinate the planning for pinning and other special ceremonies for nursing students.
- d. Organize focus group interviews for all nursing students.
- e. Work with the Program Directors and Director of Compliance and Student Support to support the coordination of open houses and recruiting events.
- f. Secure student representation for designated committees.

- g. Report to the Faculty Organization matters related to student affairs and make recommendations as appropriate.
- h. Monitor and update the Program Evaluation Plan for outcomes related to student affairs.
- i. Provide input to the Student Handbooks.

Membership

The committee shall be composed of three (3) faculty members, one (1) student representative from the BSN program, one (1) student representative from the RN to BSN program, and (1) student from the MSN program. Students are voting members of the committee. The Student Affairs Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.

6. Faculty Development and Wellness Committee

Purpose

Informs faculty members of opportunities to continue their professional development, ensures adequacy of library holdings, contributes information to the AppState nursing website.

Functions

- a. Conduct periodic review of library holdings to determine adequacy and make recommendations to library for new acquisitions.
- b. Contribute information to the nursing website.
- c. Disseminate to faculty information regarding faculty development offerings.
- d. Collect, monitor and update the Program Evaluation Plan for outcomes related to faculty development instructional resources.
- e. Contribute information to the Faculty Handbook.

Membership

The committee shall be composed of two faculty members. The Faculty Development and Wellness Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.

Article VIII. Adoption, Review, or Change of the By-Laws:

Articles or portions of the articles of the By-Laws may be adopted, reviewed, or changed by a two-thirds vote of the faculty eligible to vote and present at the meeting. If a motion to change the By-Laws comes before the Committee of the Whole, there must first be a discussion of the proposed changes and then the vote cannot be taken until the meeting after the proposed changes are read.

Adopted: June 11, 2007
Amended: June 28, 2011
Amended: October, 2012
Amended: October 2013
Amended April 2015
Amended September 2017
Amended August 2022

II. FACULTY: POSITION DESCRIPTIONS, RANK, PROMOTION & TENURE

NEW FACULTY ORIENTATION

New faculty members receive an orientation to Appalachian conducted at the beginning of fall semester by Academic Affairs. Faculty are also oriented to the Department and complete the New Faculty Orientation Checklist (see Appendix A-1). In addition, they are responsible for reviewing the *AppState Faculty Handbook* and being familiar with the policies therein.

FACULTY RETENTION AND PROMOTION

An annual performance evaluation of each full-time and part-time faculty member is conducted in accordance with the *AppState Faculty Handbook* (see Appendix A-2 for Faculty Evaluation Form and Appendix A-3 for Criteria for Reappointment, Promotion and Tenure Faculty Annual Evaluation). Part-time faculty members are evaluated by the Department Chair and/or the Director of the BSN Program and/or the Director of the MSN Program at the completion of their contracts. The Department Chair, as part of the faculty orientation process, will review the faculty tripartite role, tenure, promotion in rank, and salary increases/adjustments. Members of the faculty serve as the Departmental Tenure and Promotion Committee in reviewing promotion/tenure applications. Faculty also have the opportunity to evaluate the Department Chair annually (Appendix A-4).

PEER REVIEW

The Department of Nursing adopted a peer review process of teaching in order to improve faculty teaching performance as well as to provide information necessary for tenure, promotion, and merit increases. This process was approved during the Fall semester of 2007 and implemented in the Spring semester of 2008. The process was modified to a satisfactory/unsatisfactory rating with peer discussion in spring 2014. The peer review results are used for both formative and summative reviews of teaching by faculty members. The information collected is a part of the faculty personnel file (Appendix A-6).

FACULTY REQUIREMENTS

All faculty members are responsible for insuring that documentation of the following requirements are submitted on an annual and as needed basis to the Director of Compliance and Student Support for the maintenance of complete and up to date records. The items delineated below may be requested by and shared with clinical facilities/agencies.

1. North Carolina Registered Nurse License

Each faculty member is responsible for validation of her/his North Carolina (or compact state) license as a Registered Nurse. This includes a print out of the current validation from the NC Board of Nursing website. This must be submitted to the Nursing Department Chair prior to employment and upon renewal.

2. Professional Liability Insurance

Each faculty member is responsible for securing and maintaining professional liability insurance coverage (minimum 1,000,000/3,000,000).

3. Current AHA Healthcare Provider CPR certification

4. Immunizations

- a. MMR: 2 doses or positive titer,
- b. PPD: verification of completion of two step PPD and subsequent annual testing. Submission of results of a current QuantiFERON Gold Blood test is accepted. For those with a positive PPD, the completed TB questionnaire and supporting documentation is acceptable.
- c. DPT; 3 doses and a booster Tdap administered after the release date of 2005. A TD booster is required if the Tdap is ≥ 10 years unless required sooner due to injury,
- d. Hepatitis B: a series of 3 vaccines and a positive blood titer. Should the titer be negative or equivocal the faculty must repeat the three does series (according to the CDC schedule and titer). Faculty may sign a declination form.
- e. Varicella: 2 doses of the vaccine or a positive titer
- f. Flu vaccination annually

Immunizations Revised 5/11/17

5. Criminal Background Check

Required on all new hires by the University. Employee needs to request a copy of the report be sent to the Director of Academic Support and Program Compliance (DASPC) for his/her file and submitted to agencies/facilities upon request. In addition, agencies may require a more recent background check (e.g. within 6 months).

6. Drug Screen

If required by the facilities. Some agencies enforce a “within the last 30 days” regulation. A 12-panel drug screen is required by some affiliated facilities. If applicable, individual faculty members will be advised by the DASPC.

7. Annual HIPAA and Bloodborne Pathogens Education

Updated education regarding HIPAA and Bloodborne Pathogens will be provided to the faculty upon hiring and will be renewed annually as part of the department compliance program. Documentation of completion will be placed in the employee’s departmental personnel file.

8. Office Hours/Weekly Schedule/Off Campus

Full-time faculty members are expected to maintain a minimum of 7 (virtual or actual) office hours per week. The office hours and weekly schedule for the semester are to be posted on the faculty member’s office door with a copy given to the Department Chair. Office hours are to be convenient for students. Recognizing the characteristics of the RN to BSN and MSN students who are mostly working full-time and living off campus, faculty will make every effort to accommodate these students with virtual office hours.

9. Student Advising and Mentoring

Every student who is accepted into an Appalachian nursing program is assigned a faculty advisor by the Department Chair, according to academic cohorts. The faculty member will

be available to the student for guidance. The advisor will serve as a mentor and as a source of information regarding the policies of the Department of Nursing.

Students are ultimately responsible for appropriate registration and for the completion of all graduation requirements, including applying for graduation.

PROFESSIONAL DEVELOPMENT

Non-doctoral faculty members are encouraged to complete a terminal degree. All faculty members are allocated funds for continuing education to meet program and/or individual professional development needs. Each faculty member has the responsibility to stay abreast of development in her/his area of faculty responsibility. Plans for Professional Development are submitted in early fall to the Department Chair. Each faculty member is responsible for arranging coverage for class and/or clinical responsibilities. Upon return from the development activity, the faculty member has the responsibility to share the information with other colleagues.

Appalachian encourages all faculty members to attend seminars, conferences, and meetings as part of their professional growth and development. Additionally, faculty members are encouraged to make professional presentations.

STATE VEHICLE USE

Faculty may request the use of a state car when traveling off campus for teaching or other business. If faculty members prefer to drive their own car, they will be reimbursed according to the current university mileage rate. Travel will also be compensated for special travel as designated and/or approved by the Department Chair.

PARTICIPATION IN UNIVERSITY AND NURSING DEPARTMENT FUNCTIONS

All full-time faculty members are expected to participate in graduation, convocation, pinning ceremonies, faculty retreats, and other relevant University, College, and Departmental activities. Faculty members are required to wear full academic regalia for graduation. All faculty members serve on the departmental committees, as well as BCHS and University committees as assigned.

POSITION DESCRIPTION

DEPARTMENTAL CHAIR

Departments are integrally related to their colleges and to the total University and at the same time are separate units with viable and justifiable functions all their own. A given department must, therefore, be well organized to function properly within the full life of the academic community and within its own special commitment.

Each department must provide the setting in which competent persons are able to realize their professional capabilities and make their most creative contributions to their students, colleagues, and society. Members of the department should experience freedom, have the power to

articulate goals, and accept accountability to themselves, to others, and to the scholarly discipline in which they work.

Description:

The Nursing Department Chairperson is a registered professional nurse who is responsible for developing, coordinating, and administering the BSN and MSN programs. In addition, this person will provide leadership in developing and managing additional new programs as directed. The Chair reports to the Dean, Beaver College of Health Sciences.

Qualifications:

A doctorate in Nursing or closely related field and an unencumbered RN License in North Carolina or a compact state is required. A department chair must provide evidence of effective teaching and high-quality scholarship with a minimum of two years' experience in direct patient care and two years' experience in full time teaching in a baccalaureate nursing program.

Responsibilities:

1. Participate in the development of University policies and be responsible for their communication and implementation at the department level.
2. Communicate the needs of the department (personnel, space, fiscal) to the appropriate administrative units.
3. Serve as an advocate for the department and represent the department in the University, the community, to appropriate external agencies, and at meetings of learned and professional societies.
4. Prepare an annual report to the Chancellor in consultation with the faculty of the department.
5. Provide leadership in the recruitment and appointment of faculty members.
6. Arrange effective and equitable distribution of faculty responsibilities, including teaching duties and committee assignments within the department.
7. Evaluate and counsel with all departmental faculty members concerning the performance of their duties.
8. Encourage and support good teaching, scholarly activity, and professional development with the department.
9. Initiate, in consultation with the departmental personnel committee, recommendations for appointment, reappointment, promotion, tenure, and dismissal in accordance with the University and college policy.
10. Endeavor to maintain faculty morale by reducing, resolving, or preventing conflicts.
11. Make salary recommendations in accordance with University and college guidelines.
12. Organize and coordinate the departmental faculty and staff in developing, implementing, and evaluating short and long-range departmental goals, objectives, standards and programs.
13. Work with the faculty to develop standards, curricula, and procedures which provide adequate preparation of graduates for professional or further academic endeavor.
14. Provide for appropriate advisement of students majoring in the department.
15. Provide leadership in supporting equality of opportunity and the protections available to members of the University community under all applicable laws.

16. Manage the departmental resources, including the budget, in accordance with the college and University guidelines.
17. Participate in planning capital improvements and maintenance of physical facilities.
18. Endeavor to secure and maintain adequate supplies, materials, and equipment for the department.
19. Supervise the departmental support staff.
20. Engages in other appropriate professional activities
21. Develops and maintains productive relationships with external constituencies
22. Provides administration of facilities, personnel, and budget
23. Provides leadership in consonance with the University's mission
24. Advocates for Nursing in the academic environment
25. Cooperates in the development of other health related degrees and programming
26. Coordinates and monitors continuous program quality improvement (along with faculty) according to the Southern Association of Colleges and Schools (SACSCOC) and the Commission on Collegiate Nursing Education (CCNE) guidelines
27. Conducts annual performance evaluation for faculty and administrative assistant
28. Negotiates with clinical agencies to prepare students to meet program outcomes and advance the mission of the University and Department of Nursing
29. Participates in the recruitment and advising of students
30. Develops and implements (along with faculty) new programs in nursing
31. Schedules and chairs departmental meetings

DEPARTMENTAL ASSISTANT CHAIR

If a department has an assistant chair, that person will receive an initial term of up to three years in accordance with the Departmental Assistant Chair policy. Subsequent terms may be approved in accordance with the Departmental Assistant Chair policy. Review of the assistant chair will follow the Departmental Assistant Chair policy. Every department with an assistant chair must develop a departmental assistant chair policy, approved by the department (see Article II, Section 2 of the Faculty Constitution). It is the general responsibility of the assistant chair to work with the department chair to guide the department toward its goals. It is the specific responsibility of the assistant chair to:

1. Represent the departmental chair in the chair's absence.
2. Serve as the departmental representative on University Committees as needed.
3. Provide faculty with another level of administrative communication.
4. Communicate with the departmental chair concerning departmental business and the assistant chair's responsibilities.
5. The departmental chair, as determined by the departmental assistant chair policy, may assign other duties.

Adopted: October 24, 2007
Amended: June 29, 2011
Reviewed: September 25, 2013
Amended: April 2015

UNDERGRADUATE PROGRAM DIRECTOR

General Description:

This position will fulfill responsibilities related to the Undergraduate Nursing Program (traditional BSN; RN to BSN) and works collaboratively with the Chair of Nursing, faculty, advisors, and administrative support personnel in the Nursing Department. This position also includes instructional responsibilities; teaching in the undergraduate program.

Responsible To:

Chair of Nursing

Requirements:

Doctoral or MSN degree in nursing with current licensure as a registered nurse in North Carolina.

Responsibilities:

The Undergraduate Program Director collaborates with the faculty and administration of the Department of Nursing and the Beaver College of Health Sciences to achieve the goals of the Department of Nursing. At the discretion of the Chair of Nursing the Undergraduate Director carries out the following functions:

1. Provides leadership for program and curriculum development, implementation, and evaluation of the undergraduate programs.
2. Provides leadership in advisement, recruitment, and retention activities.
3. Initiates or oversees documentation of curricular information and policy changes related to the undergraduate programs.
4. Serves on standing committees in the Department (such as curriculum; program evaluation) and task forces as assigned.
5. Coordinates activities of levels and course coordinators in the nursing major.
6. Collaborates with the Chair of Nursing regarding class schedule for UG program each academic term.
7. Collaborates closely with admissions and advisement offices to assure seamless admissions/ progression in the nursing major.
8. Implements BCHS and university policies and procedures with registration, enrollment, and graduation.
9. Assumes a leadership role in addressing student issues, requests, concerns, and appeals.
10. Assures that experiential and other learning requirements are correctly communicated to students.
11. Facilitates use of technology and best practices in course offerings.
12. Refers faculty, student, and clinical agency concerns to the Chair of Nursing.
13. Maintains current knowledge of nursing and other accreditation requirements and standards; assures faculty and staff are well informed of requirements.
14. In conjunction with departmental faculty and Chair, assures that the UG program maintains compliance with accreditation standards.
15. Prepares accreditation documentation (including self-study) accurately and on time.

16. Fosters public relations within the AppState community, the nursing community, and among healthcare stakeholders including providers, consumers, and organizations.
17. Represents the program to nursing education and other communities at local, state, and national professional meetings/ functions.
18. Performs other duties as assigned by the Chair of Nursing.

Adopted: April 2016

GRADUATE PROGRAM DIRECTOR

General Description:

This position will fulfill responsibilities related to the MSN in Nursing Program and works collaboratively with the Chair of Nursing, faculty, advisors, and administrative support personnel in the Department of Nursing. This position also includes instructional responsibilities; teaching in the MSN program.

Responsible To:

Chair of Nursing

Requirements:

Doctoral degree in nursing or a related discipline with current licensure as a registered nurse in North Carolina.

Responsibilities:

The Graduate Program Director collaborates with the faculty and administration of the Department of Nursing and the Beaver College of Health Sciences to achieve the goals of the Department of Nursing. At the discretion of the Chair of Nursing, the Graduate Program Director carries out the following functions:

1. Provides leadership for program and curriculum development, implementation, and evaluation of the MSN program.
2. Provides leadership in advisement, recruitment, and retention activities.
3. Initiates or oversees documentation of curricular information and policy changes related to the MSN program.
4. Serves on standing committees in the Department (such as curriculum; program evaluation) and task forces as assigned.
5. Coordinates activities of course coordinators in the nursing major.
6. Collaborates with the Chair of Nursing regarding class schedule for MSN program each academic term.
7. Collaborates closely with admissions and advisement offices to assure seamless admissions/ progression in the nursing major.
8. Implements BCHS and university policies and procedures with registration, enrollment, and graduation.
9. Assumes a leadership role in addressing student issues, requests, concerns, and appeals.
10. Assures that experiential and other learning requirements are correctly communicated to students.
11. Facilitates use of technology and best practices in course offerings.

12. Refers faculty, student, and clinical agency concerns to the Chair of Nursing.
13. Maintains current knowledge of nursing and other accreditation requirements and standards; assures faculty and staff are well informed of requirements.
14. In conjunction with departmental faculty and Chair, assures that the MSN program maintains compliance with accreditation standards.
15. Prepares accreditation documentation (including self-study) accurately and on time.
16. Fosters public relations within the AppState university community, the nursing community, and among healthcare stakeholders including providers, consumers, and organizations.
17. Represents the program to nursing education and other communities at local, state, and national professional meetings/ functions.
18. Performs other duties as assigned by the Chair of Nursing.

Adopted: April 2016

ADMINISTRATIVE ASSISTANT

1. Reports directly to the Chair and provides services to faculty, Advisory Committees, and task forces associated with the department
2. Responsible for program support for face to face and online programming
3. Compiles and disseminates data related to the BSN program, MSN program and the department, including policies, procedures, and other program resources
4. Is knowledgeable of all Banner Student Services
5. Responsible for all personnel actions, including but not limited to personnel requisitions, time sheets, contracts, payroll, and employment forms.
6. Record management for entire department, i.e., electronic databases
7. Serves as liaison between Department of Nursing Chair and faculty, students, clients, federal/state authorities, university departments and administration, and the community, including but not limited to healthcare providers, agencies, and organizations
8. Responsible for establishing, posting, tracking, and reporting all budgets associated with the department, including state budgets, grants and contracts; will monitor accounts and provide Chair with up-to-date information
9. Responsible for travel requests and reimbursements
10. Responsible for purchase requisitions and reconciliations
11. Responsible for assisting with grant applications
12. Responsible for maintaining calendar of activities for the department.
13. Organizes and implements the administrative support for the department.
14. Performs as office manager for the BSN and MSN program
15. An active participant in project planning for the program
16. Responsible for scheduling conferences, workshops, and meetings
17. Responsible for development and organization of administrative functions
18. Responsible for frequent review of data, extensive computer records, faxes and other documents
19. Provides accurate information on all facets of Appalachian State University operations
20. Ensures a high level of visual attention to details and the ability to mentally focus on multiple tasks simultaneously
21. Responsible for maintaining a safe work environment, in accordance with University Policies and Procedures

Amended April 2015

PROFESSOR

Description:

Professors within the Department of Nursing assist the Department Chairperson in the development and continuous program quality improvement of the BSN and/or MSN programs. This includes student recruitment, advising, curriculum development, program evaluation and revision, and other matters that support the mission of the University and Department of Nursing.

Qualifications:

1. A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred.
2. At least ten years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: outstanding accomplishment in research or outstanding accomplishment in professional service to the University and/or to the public.
3. Willingness to participate in institutional affairs. Must hold an unencumbered RN license in North Carolina or a compact state.

Responsibilities:

1. Teaching
 - a. Assumes responsibility for classroom and clinical instruction
 - b. Serves as an academic advisor as assigned by the Department Chairperson
 - c. Maintains a minimum of seven office hours per week
 - d. Utilizes appropriate modes of educational delivery
 - e. Assists in the development and ongoing evaluation of the nursing curriculum
 - f. Maintains knowledge in the discipline
 - g. Measures appropriately student performance
 - h. Elicits student feedback through course evaluation and focus group discussion in order to improve teaching effectiveness
2. Scholarship
 - a. Engages in scholarly, creative activities that promote professional growth
 - b. Participates in continuing education workshops that enhance teaching/professional competence
 - c. Applies research findings as well as existing knowledge for evidence-based practice for self and student
3. Service
 - a. Assists in new program development and evaluation
 - b. Participates in accreditation process (CCNE)
 - c. Serves on Nursing Department and University committees
 - d. Serves as a member of the AppState Department of Nursing Advisory Board
 - e. Participates in service activities in the department, University, profession, and community

ASSOCIATE PROFESSOR

Description:

Associate Professors within the Department of Nursing assist the Department Chairperson in the development and continuous program quality improvement of the BSN and or MSN programs. This includes student recruitment, advising, curriculum development, program evaluation and revision, and other matters that support the mission of the University and Department of Nursing.

Qualifications:

1. A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred.
2. At least five years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: recognized accomplishment in research or recognized accomplishment in professional service to the University and/or to the public.
3. Willingness to participate in institutional affairs.
4. Must hold an unencumbered RN license in North Carolina or a compact state.

Responsibilities:

1. Teaching
 - a. Assumes responsibility for classroom and clinical instruction
 - b. Serves as an academic advisor as assigned by the Department Chairperson
 - c. Maintains a minimum of seven office hours per week
 - d. Utilizes appropriate modes of educational delivery
 - e. Assists in the development and ongoing evaluation of the nursing curriculum
 - f. Maintains knowledge in the discipline
 - g. Measures appropriately student performance
 - h. Elicits student feedback through course evaluation and focus group discussion in order to improve teaching effectiveness
2. Scholarship
 - a. Engages in scholarly, creative activities that promote professional growth
 - b. Participates in continuing education workshops that enhance teaching/professional competence
 - c. Applies research findings as well as existing knowledge for evidence-based practice for self and student
3. Service
 - a. Assists in new program development and evaluation
 - b. Participates in accreditation process (CCNE)
 - c. Serves on Nursing Department and University committees
 - d. Serves as a member of the AppState Department of Nursing Advisory Board
 - e. Participates in service activities in the department, University, profession, and community.

Adopted 12/3/07
Reviewed September 25, 2013
April 2015

ASSISTANT PROFESSOR

Description:

Assistant Professors within the Department of Nursing assist the Department Chairperson in the development and continuous program quality improvement of the BSN and/or MSN program. This includes student recruitment, advising, curriculum development, program evaluation and revision, and other matters that support the mission of the University and Department of Nursing.

Qualifications:

1. A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred.
2. A minimum of two years teaching experience is desirable.
3. Demonstrated ability in teaching.
4. Evidence of ability in at least one of the following: research or professional service to the University and/or public.
5. Willingness to participate in institutional affairs. Must hold an unencumbered RN license in North Carolina or a compact state.
6. A minimum of two years' experience in direct patient care.

Responsibilities:

1. Teaching
 - a. Assumes responsibility for classroom and clinical instruction
 - b. Serves as an academic advisor as assigned by the Department Chairperson
 - c. Maintains a minimum of seven office hours per week
 - d. Utilizes appropriate modes of educational delivery
 - e. Assists in the development and ongoing evaluation of the nursing curriculum
 - f. Maintains knowledge in the discipline. Measures appropriately student performance
 - g. Elicits student feedback through course evaluation and focus group discussion in order to improve teaching effectiveness
2. Scholarship
 - a. Engages in scholarly, creative activities that promote professional growth
 - b. Participates in continuing education workshops that enhance teaching/professional competence
 - c. Applies research findings as well as existing knowledge for evidence-based practice for self and student
4. Service
 - a. Assists in new program development and evaluation
 - b. Participates in accreditation process (CCNE)
 - c. Serves on Nursing Department and University committees
 - d. Serves as a member of the AppState Department of Nursing Advisory Board
 - e. Participates in service activities in the department, University, profession, and community

CLINICAL FACULTY

Description:

The primary responsibilities of clinical faculty are clinical education and service. Clinical faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned, and must maintain appropriate professional credentials. Clinical faculty have the opportunity to advance in rank based on a combination of length of service and meritorious service. However, advancement in rank is not required for reappointment. Such appointments are eligible for benefits as allowed by the State of North Carolina. Appointments of special faculty members shall be recommended by search committees or DPCs as determined by the departmental faculty. Recommendations for promotions for special faculty members shall be the responsibility of DPCs.

Qualifications:

1. A master's degree from an accredited institution in an appropriate field and appropriate field and appropriate licensures and certifications; and
2. Demonstrated ability in clinical/professional practice; and
3. Demonstrated ability to perform teaching duties associated with the position; and
4. Demonstrated willingness to assist the unit in meeting its needs for clinical/professional services.

Responsibilities:

1. Teaching
 - a. Assumes responsibility for classroom and clinical instruction.
 - b. Serves as an academic advisor as assigned by the Department Chairperson.
 - c. Maintains a minimum of seven office hours per week.
 - d. Involved in curriculum development and evaluation.
 - e. Develops instructional material for assigned courses.
 - f. Maintains knowledge in the discipline.
 - g. Measures appropriately student performance.
 - h. Elicits student feedback through course evaluations and focus group discussion in order to improve teaching effectiveness.
2. Scholarship
 - a. Engages in scholarly, creative activities that promote professional growth.
 - b. Participates in continuing education workshops that enhance teaching/professional competence.
 - c. Applies research findings as well as existing knowledge for evidence-based practice.
3. Service
 - a. Assists in new program development and evaluation.
 - b. Participates in accreditation process (CCNE).
 - c. Serves on Nursing Department and University Committees.
 - d. Serves as a member of the AppState Department of Nursing Advisory Board.

- e. Participates in service activities in the department, University, profession, and community.
- f. Participates in student recruitment activities.

Adopted 12/3/07,
Reviewed 9/25/13, April 2015

PART-TIME CLINICAL NURSING FACULTY

Description:

Adjunct Clinical Faculty in the Department of Nursing at Appalachian State University work under the guidance and direction of the course coordinator, Director of the BSN Program, and Department Chairperson. Part-time Clinical Faculty create positive learning environments for students in accordance with the educational objectives of the course and implement the policies identified in the course syllabus to ensure the successful achievement of course objectives.

Qualifications:

A professional nurse with a master's degree in nursing from an accredited institution is preferred. A BSN degree is required. Prior to, or within the first three years of employment, have preparation in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation. Possess, at a minimum, two calendar years or the equivalent of full-time clinical experience as a registered nurse. Clinical expertise or education in a specialty area – maternal/child, medical/surgical, mental health, critical care. Excellent clinical and communication skills. Teaching experience preferred. Current unrestricted and unencumbered RN license in North Carolina or compact state.

Responsibilities:

1. Knowledgeable about the goals and outcomes of the BSN program as well as specific course(s) being taught.
2. Directs the learning of students in clinical settings.
3. Plans student assignments in accordance with clinical agency representatives.
4. Reviews written assignments and provides appropriate, timely, written feedback.
5. Documents student progress on appropriate forms.
6. Conducts formative and summative evaluations according to program policies and guidelines.
7. Completes a formal, written midterm and final evaluation on a designated form for each student.
8. Notifies course coordinator of at-risk students, unusual occurrences, and student performance issues impacting patient safety, in the clinical setting, as soon as identified.
9. Attends BSN faculty meetings as appropriate to provide input and feedback for curriculum evaluation and/or revision.
10. Maintains required competencies as determined by Appalachian State University, the Department of Nursing and North Carolina (or compact state) Board of Nursing.

Approved: 4/1/09

DIRECTOR OF COMPLIANCE AND STUDENT SUPPORT

Description:

The Director of Academic Support and Program Compliance at Appalachian State University is a 12-month, fulltime, EPA professional position. This individual works under the guidance and direction of the Chair of the Department of Nursing. Primary responsibilities for this position will include coordination and administration of both the on and off campus clinical sites and affiliation agreements with facilities/agencies and will function as liaison with the AppState Department of the Office of Legal Counsel for these and program policy matters; coordination and evaluation of nursing programs and student /faculty compliance with facility/agency, regulatory and accrediting bodies (SACSCOC, CCNE, Joint Commission, NC BON, individual facilities/agencies) requirements; coordination and direction of program application/advising process, and coordination/provision of recruitment, orientation and transfer advisement for pre-licensure BSN students; designs and delivers marketing materials, recruitment events, professional certification workshops and seminars for faculty, current and prospective students in all majors.

Qualifications:

1. A registered nurse with an unrestricted and unencumbered RN license in North Carolina or compact state;
2. A minimum of ten years of nursing/management experience with knowledge and experience with regulatory (NC Board of Nursing) and accreditation (SACSCOC, CCNE, and Joint Commission) requirements; is a certified instructor for American Heart Association Basic Life Support for Healthcare Provider (AHA HCP-BLS).
3. A Bachelor of Science in Nursing degree.
4. Demonstrated success in working effectively with nursing education, clinical agencies, community and public health, and other related health care providers and agencies.
5. Excellent communication skills.

Responsibilities and Duties:

1. Develop and deliver professional development/certification workshops and seminars to nursing faculty and students in areas including, but not limited to: AHA HCP-BLS, HIPAA, OSHA and Bloodborne Pathogens, and De-Escalation of Disruptive Behaviors and compliance issues
2. Develop policies to support compliance with current guidelines from above mentioned regulatory and accreditation bodies.
3. Ensure that all nursing student/faculty records comply with accreditation and clinical agency guidelines, including, but not limited to, criminal background checks, drug screens and immunizations. Counsel students who have positive or questionable results in those areas.
4. Serve as an ex-officio member of the BSN Admissions Committee and audit records of prospective and continuing students in all programs to ensure that they meet NC BON, CCNE, and Department of Nursing requirements.
5. Develop, establish and monitor new and existing nursing clinical education sites; negotiate education placements with external agencies for nursing students.
6. Develop and maintain processes and tools to elicit and analyze data related to matters of compliance and work directly with clinical agencies to provide required information/documentation to verify student/clinical faculty compliance with agency regulations.

7. Provide program evaluation support by eliciting, monitoring, evaluating and reporting program outcomes through student, alumni and employer surveys.
8. Provide direction and leadership for BSN student (prelicensure and RN-BSN) services, including recruitment, admissions, orientation, advisement and compliance issues.
9. Provide compliance oversight for graduate students (AppState students and those from other graduate Nursing programs precepting with AppState faculty).
10. Provide compliance oversight for faculty and staff.
11. Develops and delivers marketing materials in print and at recruiting events.

10/3/11

Amended 4/15/15

CLINICAL PRECEPTOR

Description:

A preceptorship is a planned experience for a specific nursing clinical course. Preceptor is defined as a registered nurse, who functions in a role which enhances nursing students' learning experience; and is not a substitute or replacement for nurse faculty. The preceptor is an experienced professional and practitioner with an interest in and commitment to teaching. The nursing faculty member or members are responsible for facilitating the accomplishment of course and program objectives. The preceptorship is incorporated into a student's clinical experience and occurs in a clinical agency with which the Department of Nursing has a clinical agreement. The goal is to use education, clinical experiences, and expertise to facilitate the achievement of student learning outcomes. (Appendix G).

Qualifications:

1. Be an employee of an agency with a clinical agreement with the AppState Department of Nursing.
2. Not be the direct supervisor of the student in an employed position
3. Hold a **BSN** or higher degree for at least two years or RN with a strong clinical background.
4. Express a willingness to serve in the role of preceptor.
5. Collaborate with the student to arrange coordinated schedules for the learning experience
6. Serve as a resource for clinical activities.
7. Serve as a role model for professional nursing practice.

Preceptor Responsibilities:

1. Provide the Department of Nursing evidence that she/he is an RN with a current unrestricted North Carolina RN license and has been in their current position for a minimum of two years.
2. Agree to serve as a role model, resource person, and to provide direct supervision and guidance for a preceptee for the entire clinical experiences.
3. Complete a preceptor orientation provided by AppState Department of Nursing.
4. Collaborate with nursing faculty and student based on course objectives and course requirements to ensure there is a quality learning experience.

5. Plan and/or schedule the learning experiences guided by the specific clinical objectives and overall nursing course objectives and agency policies and procedures.
6. Guide, supervise and instruct the student as appropriate in the learning setting.
7. Participate with nursing faculty in providing the student with formative and summative evaluation recognizing that faculty retains final authority and responsibility.
8. Encourage increasing levels of responsibility by the student in providing patient care as appropriate.
9. Coordinate with course faculty the resources and support deemed appropriate for the learning experience.

III. CURRICULUM & TEACHING- LEARNING PRACTICES

DEGREES OFFERED

The Department of Nursing offers two degrees the Bachelor of Science of Nursing (BSN) and the Master of Science in Nursing (MSN). There are two avenues to achieving the BSN degree: the BSN prelicensure nursing program and the Registered Nurse (RN) to BSN program.

BACHELOR OF SCIENCE IN NURSING (BSN)

(Pre-licensure program)

CURRICULUM

The Bachelor of Science in Nursing (BSN) program is for students who have the educational goal of obtaining the BSN degree in order to be eligible to sit for the National Council Licensing Examination (NCLEX) to become a registered nurse (RN). The Appalachian State University Bachelor of Science in Nursing degree (Pre-licensure program) is accredited by the Commission on Collegiate Nursing Education (CCNE). The Pre-licensure BSN program is designed to provide an undergraduate student the opportunity to earn a Bachelor of Science degree in Nursing (BSN), leading to licensure as a Registered nurse.

The curriculum is derived from the mission, philosophy, values, and expected outcomes of the Appalachian State University Department of Nursing. Program outcomes are consistent with professional nursing standards and guidelines. The mission, philosophy, goals and expected program outcomes were developed, revised, and implemented by the entire nursing faculty; they were officially adopted in April 2007 and have been revised as needed since then.

From its inception, the program incorporated concepts from four professional nursing standards and guidelines (*The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998); *Scope and Standards of Clinical Practice* (ANA, 2004); the *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015); and the *Nursing Practice Act, State of North Carolina* (2009) to provide the foundation and direction for the overall curriculum including the mission, philosophy, goals, and expected program outcomes.

The BSN program is structured from the simple to the complex, from wellness to complex alterations in health, and from caring for the individual to caring for families, groups, and communities. Each semester and level builds on knowledge gained in the previous semester and level.

Updated January 23, 2013

ADMISSION TO THE BSN PROGRAM:

Students must be admitted to the University prior to applying for admission to the Bachelor of Science (BSN) degree program. Students may declare a major upon completion of 30 semester hours, including credit for ENG 1000 and UCO 1200 or equivalent courses; however, students are not eligible to apply for admission to the upper division nursing major until 45 semester hours have been completed. The application deadline for admission is the first day of the Spring semester. Acceptance into the Pre-licensure BSN program is based on the student's application, earned GPA, and academic performance on selected preliminary course work. Scores from standardized tests may also be considered when evaluating applicants.

Specific guidelines on admission requirements and application form are available on the Department of Nursing website.

Acceptance to the University and completion of preliminary course work, GPA, and standardized test scores do not guarantee admission to the BSN program. Admission of students is a competitive process. Not all applicants who meet the requirements can be accommodated; therefore, applicants whose credentials present the best qualifications for those meeting the requirements will be selected.

BSN MAJOR: ADMISSION, PROGRESSION AND GRADUATION POLICIES

The Bachelor of Science in Nursing (BSN)

The purpose of this degree and accredited baccalaureate program is to prepare students who do not yet possess a registered nursing license to practice as a generalist in a variety of healthcare settings. In this pre-licensure program, students develop academic knowledge and skills for care of individuals, families, and communities while also building a foundation for graduate nursing education.

Admission Criteria

- Students must be admitted to the University and complete 44 semester hours of pre-requisite (general education) coursework prior to applying for admission to the Bachelor of Science (BSN) degree program.
- Students apply for admission between fall and spring semester of the sophomore year with the deadline for application submission by the first day of Spring Semester.
- Acceptance into the pre-licensure BSN program is competitive and based on the student's application, interview process, and science and overall GPA. Specific guidelines on admission requirements and application form are available on the Department of Nursing website. Not all applicants who meet the requirements can be accommodated; therefore, applicants whose credentials present the best qualifications for those meeting the requirements will be selected.

Transfer Credit:

- All baccalaureate degrees granted by Appalachian require the completion of a minimum of 50 semester hours at a senior college or university. (Note that credit awarded for credit by exam, military service, or "Life Experience" does not count as part of the required 50 hours.)
- All nursing courses must be taken at Appalachian. The Comprehensive Articulation Agreement (CAA) with NC community colleges will be followed in evaluating non-nursing credits from NC community colleges.

Progression Requirements

- Upon admittance, students must maintain:
 - current CPR certification at the healthcare provider level, American Heart Association.
 - yearly tuberculosis screening
 - all immunization requirements (annual flu vaccine, Tdap (every 10 years))

- negative Drug Screen
- approved Criminal Background Check
- To progress from one semester to the next, a student must:
 - achieve a grade of 77% or higher in each nursing didactic course.
 - achieve a grade of “satisfactory” in each nursing clinical course.
 - maintain a cumulative nursing GPA at least 2.5 at the end of the fall, junior semester and each semester thereafter.

Incomplete Courses

- If a student receives a grade of “incomplete” for a nursing course (didactic or clinical), the “incomplete” must be satisfied with a grade of 77% or higher before a student may progress to the next semester of nursing courses.
- Satisfaction of the incomplete coursework must occur no later than the end of the final grading period for the current term as noted on the official academic calendar (For example, incomplete grades for Spring and Summer terms are due by the last day to submit final grades in the following Fall term. Incomplete grades for Fall terms are due by the last day to submit final grades in the following Spring term)

Withdrawals

- *Students who need to withdraw (i.e., discontinue all classes) for the current term or a future term must complete the online Enrollment Discontinuation Form (available in AppalNET/Web Self-Service under the Student tab). Completed form will automatically be forwarded to the Registrar's Office for withdrawal processing. For withdrawal process questions, please contact the Registrar's Office at (828) 262-2050 or registrar@appstate.edu.*
- *New undergraduate students who no longer plan to attend Appalachian, must also notify the [Office of Admissions](#).*
- *Starting the first day of classes, discontinuing enrollment in all your classes is considered a withdrawal for the term. If the withdrawal occurs after the official last day to withdraw from the term (9th week of classes), there will be no refund and grade(s) will be recorded as "Withdrawal Failure" or "WF." To find the last day to withdraw from the term, please refer to the academic calendar for that term.*
- *The [Withdrawal Checklist](#) [PDF] provides students with detailed information about necessary steps they need to take in the withdrawal process.*
- *Courses in the nursing program are taught only once a year and are sequential. Students who withdraw must communicate via email with the Chair of the Department of Nursing (raymankm@appstate.edu), Program Director (bernardjs@appstate.edu), Director of Academic Support and Program Compliance (turpinrl@appstate.edu), and advisor (carlisleee@appstate.edu).*
- *AppState Student Health Service must approve medical withdrawals and readmissions. The student may need to provide supporting documentation from healthcare provider.*
- *Students who plan to return after withdrawing, must follow the university and Department of Nursing readmission policies.*

Refund Policy

Information and/or questions regarding refunds can be found on the [Office of Student Accounts website](#) (or email them at studentaccounts.appstate.edu.)

Reduction of Class Schedule

- If students reduce their class schedules (drop some but not all courses) during the Drop/Add period (defined as the first five days of classes for a fall or spring term or the first two days of classes in a summer term), 100% of the difference in tuition and fees between the original and revised schedules will be credited to their accounts.
- Students who reduce their schedules (drop some but not all courses) after the Drop/Add period (defined as the first five days of classes for a fall or spring term or the first two days of classes in a summer term), will not be eligible for a refund.

Graduation Requirements

- **The Bachelor of Science in Nursing (BSN) pre-licensure program** consists of 126 semester hours. Of these, 44 semester hours are general education requirements. Major courses that are foundational and also satisfy the general education requirement include: CHE 1101, CHE 1110, CHE 1102, CHE 1120, NUT 2202, PHL 2000 or PHL 3015, PSY 1200 and SOC 1000.
- The remaining hours include the following courses: ES 2031, ES 2032, BIO 2200, PSY 2301, NUR 3121, NUR 3123, NUR 3300, NUR 3302, NUR 3040, NUR 3115, NUR 3400, NUR 3100, NUR 3110, NUR 3102, NUR 3112, NUR 3050, NUR 3450, NUR 3452, NUR 4110, NUR 4112, NUR 4124, NUR 4127, NUR 4128, NUR 4130, NUR 4145, NUR 4200, NUR 4210 and STT 1810.
- *GPA Requirements: A grade of C or above is required for each course in the major. A grade of B- or higher is required in the Chemistry foundation courses, both Anatomy and Physiology courses, and Microbiology, and a grade of C or higher is required in the rest of the foundations courses.*
- *An overall GPA of 2.50 is required in nursing courses at the end of the junior year and every semester thereafter.*
- The university does not specify time limits for completion of undergraduate degrees. However, nursing students who fail to achieve a “C (77%)” or higher in a nursing course cannot progress in the program, must reapply, and will be required to meet all admission standards. Readmission is a competitive process and is not guaranteed.
- Coursework is defined as “in residence” when registration is through the University. To graduate from Appalachian, an undergraduate student must complete the following in residence:
 - a minimum of eighteen (18) semester hours in the major and (if applicable) nine (9) semester hours in the minor
 - at least 25% of the credit hours required for the degree

Dismissal Policy

Students may be sanctioned or dismissed from the University for Just Cause (Appalachian State University Student Handbook: https://policy.appstate.edu/Policy_Manual). Students dismissed from the Nursing Department will receive notification via a formal letter from the

Chair of the Department of Nursing with discussion of dismissal reason and eligibility for readmission, if applicable. Students may be disciplined or dismissed from the nursing program for:

- Non-compliance and/or violations of Appalachian State University and Department of Nursing policies and procedures.
- Non-compliance and/or violations of clinical agency policies and procedures.
- Non-compliance and/or violations of the North Carolina Nurse Practice Act and ANA's *Code of Ethics*.
- Failure to achieve a grade of at least "C" (77% or >) in a nursing (NUR) course and/or a summative grade of "Unsatisfactory" in a clinical course.
- Failure to pass a medication calculation test on the third attempt.
- Physical or emotional problems that interfere with the ability to safely practice nursing and do not respond to treatment within a reasonable time frame.
- Use of substances that interfere with the ability to practice safe nursing.

Dismissal Policy (Continued)

Students may be disciplined or dismissed from the nursing program for:

- Denial by the clinical agency for access due to criminal background results, positive drug screen or other outcomes that impact safe nursing practice.
- Clinical behavior that is unsafe, unprofessional, unethical and/or beyond student's scope of practice (actions for which student has not been educated or authorized to perform).
- Uncivil behavior in classroom, lab, clinical or online settings directed toward patients, family members, significant others, visitors, students, faculty or other healthcare providers.
- Behavior that threatens the physical, emotional, mental or environmental safety of patients, family members or significant others, visitors, students, faculty or other healthcare providers.
- Excessive absences, tardies and/or incomplete assignments.

Permanent Dismissal

Students are NOT eligible for readmission if they:

- Receive a grade of **lower than C- (74-76.99)** in any **one** nursing course (D+, D, D-, or F)
- Receive a grade of **C- (74-76.99) or lower in more than one** nursing course.
- Have been readmitted to the nursing program previously.
- Do not comply with university, department of nursing, and clinical agency policies and procedures.
- Engage in unsafe nursing practice.

Readmission

- Students may seek readmission once if they:
 - Receive a grade of C- (74-76.99) in one nursing course one time.
 - Receive a clinical grade of "Unsatisfactory" in one clinical course, one time.
- Application for readmission does not guarantee readmission.

- Students requesting readmission must submit a Letter of Appeal via email to the Chair of the Department of Nursing within four weeks of dismissal notification.
- Letter of Appeal must include:
 - Request for readmission
 - Factors that contributed to dismissal
 - Attempted remediation actions to prevent failure and/or dismissal.
 - Action plan for success including specific behaviors that will enhance learning if readmitted (decreased workhours, study group, testing accommodations).
- The Chair of the Department of Nursing and the Admissions Committee will review the Letter of Appeal with consideration of:
 - Student's accountability for lack of success
 - Plans for future success
 - Nursing GPA, coursework and clinical performance
 - Number of absences/ tardy episodes in nursing courses over the semester
- The Admissions Committee may request a conference with the student.
- Recommendation of the Admission Committee regarding readmission will be forwarded to the Chair of the Department of Nursing for final approval.
- The Chair of the Nursing Department will inform the student in writing of a readmission decision, rationale, and instruction for next steps.
- Students readmitted will receive a developmental plan for success formulated by the Admissions Committee with input from faculty and advisor.
- This plan may include focused content review, auditing of nursing courses, and scheduled meetings with faculty and/or program director.
- The student must agree with and sign the developmental plan. This plan will be forwarded to the Program Director, academic advisor, and faculty mentor.
- Students who are not readmitted will be advised regarding options for change of major and directed to proper departments for new advising.

Revised 5/11/17, reviewed 7.19 jzv, jzv

BSN CURRICULUM PLAN

Freshman Year:

FALL

SPRING

COURSE	S. H.	COURSE	S. H.
CHE 1101 Introductory Chemistry I	3	CHE 1102 Introductory Chemistry II	3
CHE 1110 Introductory Chemistry I Lab	1	CHE 1120 Introductory Chemistry II Lab	1
RC 1000 Expository Writing	3	STT 1810 Basic Statistics	3
Quantitative Literacy	4	PSY 1200 Psychology Foundations (SS)*	3
UCO 1200	3	Integrative Learning Experience (ILE) theme course*	3
Integrative Learning Experience (ILE) theme course*	3	Integrative Learning Experience (ILE) theme course*	3
TOTAL:	17	TOTAL:	16

* ILE and LSE courses must include at least one Fine Arts (FA), one Historical Studies (HS), one Literary Studies (LS), and one Social Science (SS) designation course.

Sophomore Year:

FALL

SPRING

COURSE	S. H.	COURSE	S. H.
ES 2040 Human Anatomy	4	ES 2050 Human Physiology	4
RC 2001 Writing Across the Curriculum	3	BIO 2200 Human Microbiology	4
PSY 2210 Psychology of Human Growth and Development	3	NUT 2202 Nutrition & Health	3
PHL 2000 Philosophy, Society and Ethics (SS) OR PHL 3015 Medical Ethics (SS)*	3	Liberal Studies Experience (LSE) course*	3
SOC 1000 The Sociological Perspective (SS)*	3	Free Elective (if needed) to meet university requirement	2
TOTAL:	16	TOTAL:	16

Courses requiring a 'B-' or better: CHE 1101, CHE 1110, CHE 1102, CHE 1120, ES 2040, ES 2050, BIO 2200.

Courses requiring a "C" or better: NUT 2202, STT 1810, PSY 1200, PSY 2210, SOC 1000, PHL 2000 or 3015

Appalachian State University
UPPER DIVISION NURSING COURSES
(BSN Admission Required)

Summer Term- 1st Five Weeks	Fall Junior Year	Spring Junior Year	Fall Senior Year	Spring Senior Year
Health Assessment Across the Lifespan (3 sh) NUR 3121	Fundamentals of Nursing Practice (3 sh) NUR 3300	Adult Health I (3 sh) *community emphasis NUR 3100	Adult Health II (3 sh) *community emphasis NUR 3102	Adult Health III (3 sh) *community emphasis NUR 4110
Health Assessment Across the Lifespan Lab/Clinical (1 sh) NUR 3123	Fundamentals of Nursing Practice Lab/Clinical (3 sh) NUR 3302	Adult Health I Clinical (3 sh) *community emphasis NUR 3110	Adult Health II Clinical (3 sh) *community emphasis NUR 3112	Adult Health III Clinical (3 sh) *community emphasis NUR 4112
	Pharmacology I (2 sh) NUR 3040	Mental Health and Nursing Care of Communities (5 sh) NUR 3450	Nursing Care of Women, Children and Childbearing Families (5 sh) NUR 4124	Leadership and Management in Nursing (3 sh) NUR 4128
	Pathophysiology in Nursing (3 sh) NUR 3115	Mental Health and Nursing Care of Communities Clinical (3 sh) NUR 3452	Nursing Care of Women, Children and Childbearing Families Clinical (3 sh) NUR 4127	Nursing Research Application (1 sh) NUR 4210
	Socialization to Professional Nursing (2 sh) NUR 3400	Pharmacology II (2 sh) NUR 3050	Introduction to Nursing Research (2 sh) NUR 4200	Professional Nursing Capstone (Clinical) (3 sh) NUR 4130
				Professional Nursing Synthesis (1 sh) NUR 4145
(4 sh)	(13 sh)	(16 sh)	(16 sh)	(14 sh) = 63 hours

BSN COURSES OF INSTRUCTION IN NURSING

- NUR 3121 Health Assessment Across the Lifespan (3); SS.**
This course provides the knowledge and concepts necessary to obtain a client history, perform a focused and comprehensive physical exam, document findings and initiate the nursing process. Emphasis is on the identification of patient problems using a focused history and exam. Content includes identification of normal and abnormal physical and psychosocial findings, health promotion across the lifespan, evidence-based assessment instruments, and cultural factors that influence health. Lecture: 3 hours. *Prerequisite: Admission to BSN Program*
- NUR 3123 Health Assessment Across the Lifespan Clinical (1); SS.**
This course allows the student to perform comprehensive health assessment including history taking and physical examination while integrating health promotion and the nursing process. In the lab and clinical setting students practice identification and accurate documentation of normal and abnormal physical and psychosocial findings in individuals. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 42 laboratory/clinical hours. *Prerequisite: Admission to BSN program.*
- NUR 3115 Pathophysiology (3); F.**
This course focuses on pathophysiology resulting in acute and chronic alterations in health across the life span. Environmental, lifestyle and human factors contributing to altered health states and pathophysiological principles underlying therapeutic interventions are examined. *Prerequisite: Admission to BSN Nursing Program*
- NUR 3300 Fundamentals of Nursing Practice (3); F.**
This course introduces essential functions of the nurse across healthcare settings, integrating strategic components of theory, critical thinking and problem-solving processes, application and caring. Coursework emphasizes basic principles and critical therapeutic interventions necessary in the care of individuals with common health problems. Lecture: 3 hours. *Prerequisites: NUR 3121, NUR 3123*
- NUR 3302 Fundamentals of Nursing Practice Lab/Clinical (3); F.**
This course focuses on the practice of essential skills and critical therapeutic interventions for basic nursing care of individuals with common health problems across a variety of healthcare settings. Specific client situations and scenarios during simulation, lab and clinical experiences are used to emphasize strategic components of theory, critical thinking and problem-solving processes. Throughout the course critical therapeutic interventions necessary in the care of individuals with common health problems are addressed. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. *Prerequisites: NUR 3121, NUR 3123*
- NUR 3400 Socialization to Nursing Practice (2); F.**
This course explores the roles of professional nurses and the profession of nursing. Nursing history, theory, practice, and research concepts are explored. Evidence-based practice, research, critical thinking, and ethical/ legal principles are introduced. (Writing in the Discipline). Lecture: 2 semester hours. *Prerequisites: NUR 3121, NUR 3530*

- NUR 3040 Pharmacology I (2); F.**
This course introduces principles of basic pharmacology for nursing care. Emphasis is placed on drug action and therapeutic application on major pharmacological classifications of drugs including: drugs used to treat infection, cardiovascular drugs, drugs affecting the blood, respiratory drugs, drugs used to manage pain, and drugs used to treat mental health disorders. For each of these, nursing implications and drug therapy are examined. Lecture: 2 hours. *Prerequisites: NUR 3121, NUR 3123*
- NUR 3100 Adult Health Nursing I (3); S.**
This course explores the nursing problems clients encounter with alterations in oxygenation, perfusion, hematological function, cellular growth and proliferation, and structural integrity. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Lecture: 3 hours. *Prerequisites: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.*
- NUR 3110 Adult Health Nursing I Clinical. (3); S.**
Adult Health Nursing I focuses on clinical practice, assimilation and application of knowledge to the nursing care of clients experiencing alterations with alterations in oxygenation, perfusion, hematological function, cellular growth and proliferation, and structural integrity. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Course graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. *Prerequisites: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.*
- NUR 3050 Pharmacology II (2); S.**
This course examines nursing medication management of complex patients across the life span. Emphasis is placed on understanding the route, dosage, purpose, and mechanism of action for medications used to treat inflammation, infectious diseases, pain, pulmonary, and cardiovascular disorders. The professional nursing roles involving patient safety, patient monitoring, patient teaching, and legal and ethical considerations are further explored. Nurse medication management in the roles of Manager of Care, Coordinator of Care, and provider of care are further developed. *Prerequisite: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.*
- NUR 3450 Mental Health and Nursing Care of Communities (5); S.**
This course provides the theoretical base for identification and provision of mental health care for individuals and community health care for families and small groups. Communication skills with individuals, families and communities as well as the therapeutic nurse-client relationship are emphasized. This course examines the interrelationship among health promotion, health maintenance, and health restoration across the lifespan. Lecture: 5 hours. *Prerequisites: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.*
- NUR 3452 Mental Health and Nursing Care of Communities Clinical (3); S.**
This course offers opportunities to identify and provide mental health care for individuals and community health care for families and small groups. Communication skills with individuals, families and communities as well as therapeutic nurse-client encounters are practiced. Students will participate in health promotion, health maintenance, and health restoration activities across the life span. Course graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. *Prerequisites: NUR 3300, NUR 3302, NUR 3040, NUR 3115, NUR 3400*

Senior Level

- NUR 4127 Nursing Care of Childbearing Families, Women, & Children (5); F.**
This course focuses on the role of the professional nurse in caring for diverse families, women during childbearing years, and children through adolescence. Students learn to provide nursing care that is patient-centered, holistic, evidence based, and culturally competent. Nursing and family theory as well as communication theory is examined in the context of caring for childbearing families, women, and children. Lecture: 5 hours. *Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050*
- NUR 4127 Nursing Care of Childbearing Families, Women, & Children Clinical (3); F**
This course focuses on the role of the professional nurse in planning and providing direct patient care. Students provide patient-centered, holistic, culturally competent and evidence-based care to childbearing families and children. Culturally and developmentally appropriate therapeutic communication techniques are emphasized. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. *Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050*
- NUR 3102 Adult Health Nursing II (3); F.**
This course explores the nursing problems clients encounter with alterations in neuro-sensorial and immunological function, metabolism, alimentation and elimination. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Lecture: 3 Hours. *Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050*
- NUR 3112 Adult Health Nursing II Clinical (3); F.**
This course focuses on clinical practice, assimilation, and application of knowledge to the nursing care of clients experiencing alterations in neuro-sensorial and immunological function, metabolism, alimentation and elimination. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. *Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050*
- NUR 4200 Introduction to Nursing Research (2); F.**
This course examines the role of research and theory in nursing practice and health care. In addition, it provides an overview and an analysis of research methodologies and the theoretical approaches with a continued look at evidence-based nursing practice. Lecture: 2 hours. *Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050*
- NUR 4110 Adult Health Nursing III (3); S.**
This course focuses on clinical practice, assimilation, and application of knowledge to the nursing care of clients experiencing complex health alterations related to acute disorders of cardiovascular dysfunction and collapse, impaired oxygenation and ventilation, trauma, sepsis, and multi-system failure. The nursing process related to care of these

clients with their multiple physiological and psychological needs is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Course graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours.
Prerequisites: NUR 3102, NUR 3112, NUR4124, NUR 4127 and NUR 4200

NUR 4112 Adult Health III Clinical (3); S.

This course focuses on clinical practice, assimilation, and application of knowledge to the nursing care of clients experiencing complex health alterations related to acute disorders of cardiovascular dysfunction and collapse, impaired oxygenation and ventilation, trauma, sepsis, and multi-system failure. The nursing process related to care of these clients with their multiple physiological and psychosocial needs is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, and NUR 4200

NUR 4210 Nursing Research Application (1); S.

This course applies research and theory in nursing practice and health care. Students will apply and disseminate research and evidence-based nursing practice into a healthcare project. Lecture: 1 hour. *Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050*

NUR 4128 Leadership and Management in Nursing (3); S.

This course emphasizes professional practice in the leadership and management of nursing care, and as a member of the nursing profession. The focus includes theories, research, and issues related to leadership, change, and management of nursing practice in the context of healthcare delivery. Lecture: 3 hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, NUR 4200

NUR 4130 Professional Nursing Capstone Clinical; (3). S.

This clinical course is designed to prepare students for professional nursing practice through refinement of clinical and leadership nursing skills within the clinical setting. Students will integrate knowledge and skills from previous coursework and experiences in order to demonstrate achievement of course and program student learning outcomes. Students will complete precepted hours with a Registered Nurse in the clinical setting to gain experience and apply knowledge in the role of a professional nurse. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, and NUR 4200

NUR 4140 Professional Nursing Synthesis (1); S.

This course is designed to prepare students for professional nursing practice through synthesis of didactic content from previous coursework. Students integrate knowledge, skills and experiences to demonstrate achievement of course and program outcomes. This course provides drill and practice to prepare participants for success on the RN licensing examination (RN-NCLEX). Students review selected content from the nursing curriculum. Lecture: 1 hour. *Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, NUR 4200*

RN TO BSN COURSE OF STUDY

The RN to BSN nursing program is offered over three semesters. The table below shows how courses are sequenced and the semester allocation for each course. Following the table is a table providing course descriptions for each course within the RN to BSN curriculum.

TERM	COURSES	SEMESTER HOURS
1 st term	NUR 3000. Nursing Informatics NUR 3011. Concepts of Professional Nursing NUR 3021. Health Assessment	3 4 4
2 nd term	NUR 4021. Nursing Care of Communities NUR 4029. Nursing Leadership and Management NUR 4033. Nursing Research	4 4 3
3 rd term	NUR 3031. Nursing Care of Older Adults NUR 4032. Professional Nursing Synthesis (Capstone)	3 5
TOTAL HOURS		30

RN TO BSN COURSE DESCRIPTIONS

[RN-BSN Program of Study, AY 22-23](#)

CURRICULUM PLAN: MSN PROGRAM

Program of Study for MSN with a Concentration in Nursing Education

Semester	Courses	Credit Hours	Course Description
Fall First Year	NUR 5040 NUR 5250	3 3	Theories for Advanced Nursing Practice Nursing Research and Evidence-Based Practice
Spring First Year	NUR 5150 NUR 5200	3 3	Advanced Health Assessment for Adults Pathophysiology for Advanced Nursing
Summer First Year	NUR 5901 NUR 5800	3 3	Advanced Clinical Practicum Advanced Pharmacology for Nursing
Fall Second Year	NUR 5050 NUR 5820 NUR 5999* NUR 5600*	3 3 1	Educational Theories for Nursing Academic and Practice Settings Nursing Program Development and Evaluation Thesis or Project*
Spring Second Year	NUR 5810 NUR 5715 NUR 5999* NUR 5600*	3 3 1	Educational Tests and Measurement for Nursing Instructional Strategies for Nursing and Informatics Thesis or Project*
Summer Second Year	NUR 5070 NUR 5900 NUR 5999* NUR 5600*	3 3 1	Contemporary Issues in Nursing Nursing Education Practicum Thesis or Project*

*Students will select either NUR 5999 (Thesis) or NUR 5600 (Project). 3 credit hours must be completed in the selected course over three semesters.

MSN COURSE DESCRIPTIONS

[MSN program of Study, AY 24-25](#)

CURRICULUM PLAN: GRADUATE CERTIFICATE IN NURSING EDUCATION

- Completion time: two semesters, fall and spring
- Coursework will be delivered primarily in an asynchronous format
- Attractive option for **Appalachian's MHA** students

Required Courses (6 Hours)

NUR 5050 - Educational Theories for Nursing Academic and Practice Settings (3)

NUR 5900 - Nursing Education Practicum (1-3)

Choose Two of the Following Courses (6 Hours)

NUR 5810 - Educational Tests and Measurement in Nursing (3)

NUR 5715 - Instructional Strategies for Nursing and Informatics (3)

NUR 5820 - Nursing Program Development and Evaluation (3)

GRADUATE CERTIFICATE COURSE DESCRIPTIONS

NUR 5050 - Educational Theories for Nursing Academic and Practice Settings (3) Fall

This course explores foundational knowledge required for the application of educational theories for the nursing profession. Major research based theories of adult learning, health communication, health literacy, simulation and technology, and knowledge development in nursing will be investigated. Students will assess the implications of these theories in academic and practice settings. *Prerequisite: NUR 5040 or permission from instructor.*

NUR 5900 - Nursing Education Practicum (1-3) Fall/Spring/Summer

This course provides nurse educators with 120 hours of practical experiences in a teaching role. Students, under the guidance of a mentor/preceptor, design educational offerings based on identified learning outcomes. Best practices regarding instruction and evaluation for culturally diverse audiences are examined. Students may enroll in 1-3 hours per semester any semester they choose. A total of 3 semester credit hours (for a total of 120 clinical hours) are required. Graded on an S/U basis.

NUR 5810 - Educational Tests and Measurement in Nursing (3) Spring

This course is designed to provide nurse educators with the necessary knowledge and skills to measure and evaluate learning outcomes in a variety of settings. Audiences may include nursing students, patients, or other nursing personnel. The concepts of testing, measurement, and evaluation are studied from a nursing perspective. Social, ethical, and legal issues associated with testing and measurement are explored along with continuous quality improvement for program evaluation. *Prerequisites: NUR 5040, NUR 5050, NUR 5250 or permission from instructor.*

NUR 5715 - Instructional Strategies for Nursing and Informatics (3) Spring

This course builds on the educational theories by developing classroom and clinical instructional strategies. Advanced technological knowledge and skills such as use of simulation are emphasized to enhance student learning in numerous settings. The course will include examination of a variety of instructional strategies for creating positive learning environments and evaluating pedagogical strategies. Emphasis is placed on the development and use of creative, interactive strategies and technology supported strategies that challenge and engage the learner.

Prerequisite: NUR 5810 or permission from instructor.

NUR 5820 - Nursing Program Development and Evaluation (3) Fall

This course is designed to introduce the student to the ongoing process of development and evaluation of nursing curricula. The teaching, learning, and evaluation processes are examined from the standpoint of education and nursing research and the effect on various curriculum patterns with emphasis placed on the context-relevant curriculum. The course provides opportunities for examination of factors that influence curriculum development, implementation, and evaluation, as well as consideration of the integration of rural and global health concepts and use of technological strategies. *Prerequisite: NUR 5050 or permission from instructor.*

CLINICAL AGENCIES

The Nursing program uses a wide variety of clinical agencies to provide a broad scope of clinical experiences for student clinical learning. Faculty are responsible for being knowledgeable regarding the stipulations of the contracts of the agencies in which their students are placed and to ensure that students (as well as the faculty member) are in compliance with the requirements. The following table provides representative examples of agencies. The current listing available from Director of Compliance and Student Support.

Agency	Types of placement
Appalachian District Health Department	Public/Community Health
Ashe County Board of Education Ashe County School System	School Nursing
Ashe County Health Department	Public/Community Health
Carolina Health Care Facilities Blue Ridge	Medical Surgical Critical Care Obstetrics Surgical Services Wound Care and Infection Control Pain and Cancer Centers
Grace Heights Long Term Care and Rehabilitation	Long term care/rehab Memory Care
Broughton Hospital	Mental Health Acute Adult Admissions: Adult Extended Treatment Services: Deaf Services Geropsychiatric Services Medical Unit
Burke County Health Department	Public/Community Health
Burke Hospice and Palliative Care	End of life care
Caldwell County Health Department	Public/Community Health
Caldwell Hospice and Palliative Care	Hospice Inpatient Care Unit Home Care Patients
Caldwell UNC Healthcare	ICU ED Med-Surg/Peds Family Birth Place
Catawba Valley Medical Center	Medical-Surgical Critical Care OB Outpatient Services

Forsyth Medical Center	Critical care Obstetrics
Frye Duke Lifepoint Medical Center	Medical-Surgical Critical Care Outpatient Services
Glenbridge Health and Rehabilitation Center	LTC and Rehab
Watauga County Board of Education	School Nursing
Watauga Regional Medical Center	Medical Surgical Critical Care Outpatient Services
Wake Forest Baptist Medical Center	Medical Surgical Critical care PEDS
Wilkes County Health Department	Community Health
Wilkes County Schools	School Nursing

MEASUREMENT OF PROGRAM OUTCOMES AND PROFESSIONAL NURSING KNOWLEDGE AND SKILLS

PROGRAM OUTCOMES: RN TO BSN STUDENTS

The EBI instrument is used to measure program outcomes for the RN to BSN student as well as the core values, core knowledge, core competencies, and role development found in *The Essentials of Baccalaureate Education* (AACN, 2008)

PROGRAM OUTCOMES: BSN STUDENTS

To aid in the evaluation of BSN student competencies, the Assessment Technologies Institute (ATI) tests will be utilized throughout the curriculum.

The ATI Self-Assessment Inventory and Critical Thinking Skills Test will be administered at the end of the first term of enrollment. Having data early in the course of the program is helpful in identifying learning style characteristics, thinking processes, work values, and professionalism, and students who may be at risk for academic difficulty.

Content Mastery exams are administered throughout the program (refer to current **AppState Department of Nursing Student Handbook**). Students will receive comprehensive feedback including their individual performance on each test and areas of identified weaknesses. Individualized educational, advisement, and remediation plans (Appendix B-2) will be developed for students. A comprehensive NCLEX-RN readiness examination will be administered in the senior year, prior to graduation. A second ATI Critical Thinking Skills Test will be used for program outcome evaluation.

COURSE AND FACULTY EVALUATIONS

Appalachian students will receive online course evaluations in the second half of each semester from the AppState Office of Institutional Research and Planning. The course evaluation form is found in Appendix D. The benchmark for faculty evaluations by students is an average score of 3.5 per course.

COMMUNITY OF INTEREST

The Beaver College of Health Sciences and Department of Nursing are committed to meeting the health and educational needs of the communities they serve through academic programs, health services and research. The DON defines the Community of Interest as current students, alumni, employers/ major clinical sites, regulatory bodies, Appalachian administration and a Community Advisory Council. The Community Advisory Council includes community leaders, representatives of regional health care institutions and community college program representatives, among others. The Community Advisory Council provides advice to the DON on programs, policies, curricula, clinical experiences, standards of professional nursing and contributes to plans for the future directions of the Department. There will be at least one annual meeting with the Community Advisory Council.

IV. PROGRAM EFFECTIVENESS

PROGRAM EVALUATION

The Department of Nursing is committed to continuous quality improvement of the programs. To ensure that all elements of the program were included in a comprehensive evaluation system, the Program Evaluation Plan was developed. This plan enumerates the specific elements of the program to be evaluated according to CCNE standards along with the expected level of achievement, time frames, assessment methods, persons responsible for the assessment, and the frequency of data analysis. The plan was initiated in March of 2007 and has been updated regularly since then to include relevant additions and revisions.

FORMAL COMPLAINTS

The Department of Nursing utilizes the University policies and guidelines to address formal complaints. Employees or students at Appalachian State University (AppState) who believe that they have been treated unfairly by a member of the AppState community can contact the Equity Office at AppState to help with resolving the problem. Issues might include any type of discrimination (racial, age, sexual), sexual harassment, affirmative action issues, pay inequities, promotion concerns and so forth. Equity Office staff are trained to problem solve, facilitate communications, conduct mediations, and direct investigations, if indicated. The phone number of the Equity Office is provided to students in the student handbooks as well as in the *Appalachian State University Undergraduate and Graduate Bulletins*.

In the event that a complaint has been made regarding student misconduct, every attempt is made to ensure that students' rights to a fair process are upheld. This process is detailed in the *Appalachian State University Code of Student Conduct*, (<http://studentconduct.appstate.edu>). Also found within the Code of Student Conduct is a *Bill of Students' Rights* as well as information related to disciplinary policies, Conduct Boards, and procedures for conduct reviews. Misconduct may result in expulsion, suspension, reprimand, general probation, specific probation, community service, and restitution. In addition, the Code of Student Conduct specifies guidelines for determining appropriate sanctions, rights of an accused student during a hearing, and guidelines for making an appeal.

Formal complaints related to academic dishonesty are addressed in the *Appalachian State University: Academic Integrity Code* (<http://studentconduct.appstate.edu>). According to this document, violations of the Academic Integrity Code are addressed on a case-by-case basis. Faculty assume responsible for discussing the Code during the orientation to their courses as well and including a statement concerning academic dishonesty in their syllabi.

ADDITIONAL POLICIES

Several miscellaneous policies complete the Faculty Handbook. Appendix H-2 is the Accident and Injury Policy and Reporting Form. Appendix H-3 is the Social Media Policy. Appendix G is the Clinical Preceptor Policy and Forms and Appendix H-4 is the Inclement Weather Policy and Delay Cancellation Form. Other additional policies can be found under Appendix H.

APPENDICES

APPENDIX A: FACULTY FORMS

APPENDIX A-1: NEW FACULTY ORIENTATION CHECKLIST

NURSING DEPARTMENT ORIENTATION ITEMS	Date Completed Initials
AACN's <i>The Essentials: Core Competencies for Professional Nursing Education</i>	
ANA Standards, Social Policy Statement	
AppState Faculty Evaluation Process	
AppState Faculty Handbook Nursing Department Faculty Handbook	
AppState and Nursing Department Committee Assignments AppState Undergraduate Bulletin	
North Carolina Nurse Practice Act	
Nursing Department Curriculum	
Nursing Student Handbook	
Nursing Preceptorship Handbook	
Annual Nursing Faculty Requirements <ul style="list-style-type: none"> ● NC RN License ● Professional Liability Insurance ● Curriculum Vita and MBOs ● Immunizations ● CPR ● Criminal Background Check 	
Classroom Equipment Use/Request	
Clinical Orientation (as appropriate)	
Computer Technology Orientation Confidentiality	
Conflicts of Interests and Commitment	
Course Evaluations, Didactic and Clinical	
Employment Dispute Resolution and Grievance Policy	
Faculty Workload, Schedule and Office Hours	
Grading and Attendance Policies	
Human Resources/Personnel Policies	
Keys, Name Badge, Library Card, Business Cards, and Parking	
Leave of Absence and Travel Requests	
Professional Development	
Staff Support	
Student Advisement and Mentoring Process	
Tenure and Promotion in Academic Rank: Tripartite Roles of Teaching, Scholarship, and Professional Service	
University and Department Support Services	
University (SACSCOC) and Nursing Accreditation (CCNE) Process	
Validation and Transfer of Credit	

Signature: New Nursing Faculty Member Date

Signature: Nursing Department Chair Date

Revised 9/14/13; Updated 8/1/2024

APPENDIX A-2: FACULTY ANNUAL PERFORMANCE EVALUATION

(Provisions and content outlined in section 4.3.2 of the *Faculty Handbook*)

Faculty Name	
Current Rank	
Department	
Year	

The faculty annual performance evaluations will be done on a calendar year basis from January 1 to December 31. The rating system has three points: “exceeds expectations,” “meets expectations,” and “fails to meet expectations.” The normal rating is “meets expectations.” This rating describes a faculty member who performs the dimension of his or her job with skill, producing the results expected of a highly educated professional. The rating of “meets expectations” also describes a faculty member whose performance on a dimension is essentially comparable to the performance of a broad range of faculty members within the unit. “Exceeds expectations” should be reserved for faculty who had truly outstanding contributions in the evaluation year.

Please review *Faculty Handbook* 4.3 for the statement on Evaluation of Faculty. The faculty member’s self-evaluation should go beyond a list of accomplishments and provide reflections on strengths and areas for growth or improvement.

I. Instruction

A. Self-Evaluation

B. Chair's Assessment

Dimension: Instruction	
	Exceeds Expectations
	Meets Expectations
	Fails to Meet Expectations

II. Research and Creative Activities

A. Self-Evaluation

B. Chair's Assessment

Dimension: Research and Creative Activities	
	Exceeds Expectations
	Meets Expectations
	Fails to Meet Expectations

III. Service

A. Self-Evaluation

B. Chair's Assessment

Dimension: Service	
	Exceeds Expectations
	Meets Expectations
	Fails to Meet Expectations

IV. Progress Toward Associate Professor/Tenure, Professor or Post-Tenure Review

A. Self-Evaluation

B. Chair's Assessment

V. Goal-Setting for the Next Calendar Year

Some colleges and departments may be using a Distribution of Effort model in relation to setting goals. If so, the faculty member and chair should include percentage of effort among teaching, research/creative activity, and service.

A. Faculty Member's Goals (Instruction, research/creative activity, and service)

B. Chair Comments

Optional Comments: The faculty member may attach an additional page of comments in response to the assessments of the department chair.

Faculty Member: I have reviewed this document and discussed the contents with the department chairperson. My signature means that I have been advised of my performance evaluation and does not necessarily imply that I agree with the evaluation. Failure to return a signed copy of this form to the department chair within thirty days of its receipt constitutes acknowledgement of receipt and refusal to return the form.

Faculty Member's Signature _____ Date: _____

Chairperson's Signature _____ Date: _____

Dean's Signature _____ Date: _____

APPENDIX A-3: CRITERIA FOR REAPPOINTMENT, TENURE & PROMOTION FACULTY ANNUAL EVALUATION

See [*ASU Faculty Handbook*](#) Chapter 3 for Reappointment, Tenure, and Promotion policies.

Faculty are evaluated annually in the spring in accordance with Section 3.7 of the *Faculty Handbook*. In addition, they are reviewed for reappointment, tenure, and promotion based on the mission of AppState. The mission statement of AppState indicates that the propagation of scholarship is a part of its mission and that this is accomplished through instruction, research, creating, and service activities. It further states that instruction is the primary mission. Therefore “Instruction” is more heavily weighted than the other areas. Please refer to Table 1 for differentiation of expectations by rank. Faculty must demonstrate effectiveness in the following areas:

1. Instruction

Sources of evaluative data include:

- a. Peer evaluations *
- b. Chair evaluation *
- c. Student evaluations *
- d. Self-evaluation *

Examples may include but are not limited to:

- a. Evidence of knowledge in the discipline
- b. Syllabi
- c. Exams
- d. Assignments
- e. Handouts
- f. Graded student work
- g. Student Evaluations

*Refer to peer, chair, student, and self-evaluation forms for specific evaluation criteria

2. Scholarly Activities:

Sources of evaluative data include:

- a. Chair evaluation *
- b. Self-evaluation *

Examples may include but are not limited to:

- a. Research – conducting or participating in a study, using existing knowledge to solve a problem (EBP),
- b. Publications in scholarly journals
- c. Presentations of original work at professional regional, state, national, or international conferences
- d. Citations by others of one’s research and scholarship
- e. Grant applications
- f. Editor

- g. Reviewer
- h. Leader and/or collaborator in designing and managing an EBP with external clinical partners.

*Refer to chair and self-evaluation forms for specific evaluation criteria

3. **Service** (may work in one or all three areas)

Sources of evaluative data include:

- a. Chair evaluation *
- b. Self-evaluation *

Service to the Academic Department/University

Examples may include but are not limited to:

- Grant proposals
- Accreditation (self-study) work
- Student Advising
- Recruitment of students
- Membership on faculty committees at department, college, and University levels
- Involvement in student activities, organizations, and programs

Service to the Profession

- Member of Professional committees/governing boards
- Professional memberships/activities

Service to the Community

- Governing boards
- Advisory boards
- Government agencies
- Speaking to civic groups
- Community health related activities
- Support groups
- Professional consultation to schools, agencies, or consumers

*Refer to chair and self-evaluation forms for specific evaluation criteria

The above criteria provide structure for the faculty review process as well as a guide for faculty self-evaluation. **It is the responsibility of faculty to validate activities in each area at the time of their review.**

Reappointment, Promotion, and Tenure

Reappointment, promotion, and tenure are based upon an individual's achievements in teaching, scholarship, and service. Some years, a faculty member may elect to focus primarily on either scholarship or service-related activities in addition to teaching. Reappointment, promotion, and tenure shall be considered by the Appointment, Promotion, and Tenure committee (APT). The recommendations of the APT are sent to the Dean who then sends his or her recommendations to the Provost and Executive Vice Chancellor. In the case of retention (for the rank of Instructor), if the Provost and Executive Vice Chancellor concurs, a notice of reappointment will be sent to the faculty member. If the decision involves promotion or tenure, the Provost and Executive Vice Chancellor sends his or her recommendation to the Chancellor.

Table 1. Differentiation of Tenured Positions

Assistant Professor	Associate Professor	Professor
<p>A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. A minimum of two years teaching experience is desirable. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.</p>	<p>A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. At least five years of appropriate experience, recognized skill in teaching, and evidence of at least one of the following: recognized accomplishment in research or recognized accomplishment in professional service to the University and/or to the public. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.</p>	<p>A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. At least ten years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: outstanding accomplishment in research or outstanding accomplishment in professional service to the University and/or to the public. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.</p>

Department of Nursing
Beaver College of Health Sciences
Appalachian State University

**Guidelines for Promotion and Tenure
and
Reappointment and Promotion of Clinical Faculty**

The Department of Nursing (DON) at Appalachian State has as its mission *to prepare nurse leaders and providers advancing the nursing profession through education, scholarship, and practice in service to the community*. The DON holds the values of *leadership (inspire, influence, shape), integrity (authentic, trusted, credible), diversity (variability, inclusivity), excellence (distinctive, notable), and innovation (creative, visionary, agile)*.

The DON grounds its work of educating students, creating and producing scholarship, modeling clinical best practices, and providing a diverse array of services to the University and community based on its mission and values. In this way, we form a community of scholars and practitioners who integrate diverse perspectives and backgrounds in our work to prepare nurses and advance the science in *meeting the healthcare needs of society and underserved populations* (DON Vision, 2022).

The DON embraces the Boyer Model (1990) of scholarship as foundational to clinical and didactic education, and to scholarship. In this model, the traditional definition of scholarship is broadened beyond the discovery of new knowledge, and includes application or engagement, integration, and teaching. The DON supports the following statements with respect to its philosophy and expectations for all faculty:

The ***Scholarship of Discovery*** includes scholarly activities that extend beyond creating new knowledge through the research or collection of new information, and contributes to the intellectual climate of the department, college, university, and community.

The ***Scholarship of Application*** includes scholarly activities that involve engagement and direct application of content expertise or knowledge for the betterment or in service of the discipline and society. Academic and clinical scholars further investigate and extend knowledge. With each application, theory and practice interact and inform one another. Nursing and healthcare innovations, interdisciplinary development, and intellectual work that enhances human health are highly valued.

The ***Scholarship of Integration*** includes interdisciplinary or interpretive activities or writing, and working across disciplines to support the larger context of knowledge development. The purpose is active and intentional synthesis of isolated facts to provide meaning. Collaborative activities within the BCHS and with other scholars are essential to foster enhanced pragmatic meaning.

The ***Scholarship of Teaching*** includes activities designed to improve teaching and advise students, the development and dissemination of materials to use in teaching, and theoretical and practical works that extend the range of knowledge about the pedagogical process. The process of lifelong learning is supported to reciprocally enhance knowledge and practice.

Specific requirements for tenure track faculty to achieve tenure and promotion, and for clinical faculty to achieve reappointment and promotion follow. Faculty must meet all criteria listed for each rank, including the criteria required for previous ranks. The evidence listings are representative, rather than exhaustive. Faculty should submit evidence that best reflects and documents their achievements. Sources of evidence may be determined in consultation with the Department Chair, and/ or by recommendations of the APT Committee.

Faculty with an Academic Focus

The Appalachian State Faculty handbook indicates that the primary responsibilities of faculty include contributions in the areas of teaching, scholarship, and service. The responsibilities of faculty in the Department of Nursing may include academic teaching, clinical teaching, research and scholarship, clinical service delivery, academic and professional service and/or administration. Further, the distribution of assigned effort across these areas may vary considerably across individuals.

The Appalachian State Faculty Handbook provides the minimum qualifications for Tenure Eligible Appointments by rank. Candidates who are hired at the rank of Associate Professor may be hired with tenure or evaluated for tenure at a later date (see *Faculty Handbook*). To be granted tenure, all candidates must meet the criteria for Associate Professor.

Specific requirements for tenure track faculty to achieve tenure and promotion follow. *Faculty must meet all criteria listed for each rank, including the criteria required for previous ranks.* Criteria are numbered for ease of aggregation. The evidence listings are representative, rather than exhaustive. Faculty should submit evidence that best reflects and documents their achievements. Sources of evidence may be determined in consultation with the Department Chair, and/ or by recommendations of the APT Committee.

Requirements for Teaching

Instructor		
Core Competency Areas	Criteria	Evidence
Teaching Performance Course, Clinical, or Simulation Development, Revision, Support Student Mentorship/ Academic Support Professional Development	1. Instructs students in the care of patients in varied settings. 2. Employs current evidence-based teaching strategies that support the needs of diverse learners. 3. Demonstrates collaborative practice with other faculty. 4. Collaborates with senior faculty in implementation of assigned teaching. 5. Models professionalism and ethical comportment for students. 6. Demonstrates inclusive practices in classroom/ clinical settings. 7. Participates in professional development activities to enhance teaching effectiveness.	Faculty Annual Reviews Student Evaluations Peer Evaluations (including interdisciplinary team member, if appropriate) Teaching changes based on standardized test scores/NCLEX scores or NCLEX test-plan Personal Narrative of Teaching Philosophy Syllabi/ Course Materials/ Assignments/ Learning Modules Continuing Education Certificates

Assistant Professor		
Core Competency Areas	Criteria	Evidence
Teaching Performance	8. Demonstrates appropriate pedagogical approaches for diverse learners.	Faculty Annual Reviews Student Evaluations Peer Evaluations
Course Development, Revision, Support Student Mentorship/ Academic Support	9. Develops and modifies courses based on integration of accreditation standards, departmental policies, current research, best practice, evaluation data.	Personal Narrative of Teaching Philosophy Syllabi/ Course Materials/ Assignments/Learning Modules
Curriculum Development, Modification, Integration	10. Participates in curriculum evaluation and revision. 11. Contributes to assessment of student learning outcomes (Xitracs, EBI, others).	Course Summaries Optional Evidence: Certifications Continuing Education Professional Organization Office or Membership Educational Presentations Curriculum or Course Proposals
Faculty Instructional Development	12. Participates in instructional development activities to enhance teaching effectiveness.	
Instructional Mentoring Interdisciplinary Efforts	13. Serves on thesis/ project committees of assigned advisees. 14. Mentors assigned graduate advisees as committee chair; successful project completion and presentation.	
Must include two of the following categories:		
Interdisciplinary Efforts	15. and 16. (Select 2). Works effectively with colleagues in interdisciplinary/ interprofessional efforts	Documents or products reflecting interdisciplinary contributions
Awards	Nominated for college or higher teaching award Other institutional recognition	Award Letters Proposal and Outcome Report
Credentialing	Maintains appropriate credential to teach in area of expertise	Syllabi, Link to module, webinar, activity
University Strategic Focus Global/ Service Learning Innovative Educational Strategies	Expands university focus or global/ service learning through curricular or extra-curricular activities to support QEP	
Other Activities	Incorporates new technology or pedagogy into course or educational offering.	

Associate Professor		
Core Competency Areas	Criteria	Evidence
Teaching Performance	17. Evaluates effective pedagogical approaches that are inclusive, current in the discipline, informed by scholarship, and address needs of diverse learners.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy
Course Development, Revision, Support	18. Redesigns courses across levels to meet curricular needs based on accreditation standards, departmental policies, evaluation data, current research, best practices. 19. Creates program or departmental evaluation/ revision of curriculum.	Syllabi/ Course Materials/ Assignments/ Learning Modules Course Summaries
Student Mentorship/ Educational Support	20. Proposes solutions based on assessment of student learning outcomes from program metrics.	
Professional Development	21. Promotes faculty instructional development activities to enhance teaching effectiveness.	
Professor		
Core Competency Areas	Criteria	Evidence
Teaching Performance	21. Models effective pedagogical approaches that are inclusive, current in the discipline, informed by scholarship, and address the needs of diverse learners.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy and Aligned Pedagogy
Course, Clinical or Simulation Development and/ or Revision	22. Leads course redesign to meet curricular needs of the program based on accreditation standards, departmental policies, evaluation, current research, and best practices.	Evaluation Tools Syllabi/ Course Materials/ Assignments/ Learning Modules Course Summaries
Student Mentoring/ Educational Support	23. Directs program or departmental evaluation/ revision of curriculum.	
Professional Development		
<p>Optional Evidence may be included to support teaching at any listed rank. This includes but is not limited to: Graded Student Work, Examples of Formative/ Summative Work, Remediation Documentation, Student Letters, Certifications, Continuing Education, Professional Organization Office or Membership, Educational Presentations, Curriculum or Course Proposals, Certifications, Correspondence or Materials r/t Self Directed Learning Activities, Proposed Program of Study, Peer Institution Analyses, Curriculum/ Faculty Meeting Minutes, Annual Reports Standardized Test Results, Other documentation as appropriate.</p>		

Requirements for Scholarship

The DON embraces the Boyer Model (1990) of scholarship as foundational to clinical and didactic education, and to scholarship. In this model, the traditional definition of scholarship is broadened beyond the discovery of new knowledge, and includes application or engagement, integration, and teaching.

Dissemination of scholarly work, that includes peer-reviewed publications, is an expectation in the Department of Nursing. Based on the established Department of Nursing faculty outcomes it is expected that faculty, on average, will contribute to the scholarship of the discipline with a minimum of 2 scholarly products each year per doctorally prepared faculty. This may include peer-reviewed publications, presentations, and/or grant proposals. Internal and external grants may be considered. As grant writing varies widely from complex to simple, depending on the grantor, impact and use of the grant to advance programs of scholarship or departmental need will be considered in the review process in lieu of the grant type.

Academic Rank	Criteria	Evidence
Instructor	1. Exemplifies to students evidence-based practice for care of patients, families, and populations, or the pedagogical process. 2. Summarizes evidence-based practices in class/ clinical settings. 3. Participates in dissemination of scholarship.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy Poster, publication, panel member Textbook chapter
Assistant Professor	4. Disseminates scholarship through publications and presentations. 5. Submits grants related to research trajectory or programmatic needs.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Poster, presentation panel documentation or acceptance Journal article pdf/ url Textbook url Grant Review Documentation Grant Award Letters
Associate Professor	6. Collaborates with other disciplines to integrate evidence-based practice for care of patients, families, populations. 7. Applies evidence-based practices in class/ clinical settings.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Poster, presentation panel documentation or acceptance Journal article pdf/ url Textbook url Grant Review Documentation Grant Award Letters
Professor	8. Proposes initiatives to incorporate evidence-based practice for care of patients, families, populations. 9. Disseminates research through national/ international venues. 10. Mentors early and mid-career faculty in scholarship.	All evidence types listed above as appropriate for rank Products of Scholarship Documentation of citations/ journal impact factor Graduate advisee project list

Requirements for Service

In the Department of Nursing service may include service to the Department, College, University, as well as Clinical and Professional service.

Academic Rank	Criteria	Evidence
Instructor	<ol style="list-style-type: none"> 1. Participates in service to the department, college, university or community. 2. Member of at least one DON committee. 3. Participates in accreditation process. 4. Member of at least one professional organization. 5. Participates in collaborative practice with an interdisciplinary, academic, and/ or research team. 	Faculty Annual Reviews Student Evaluations Peer Evaluations Committee Minutes/ Work Product Documentation of Organizational Membership Other documentation as appropriate
Assistant Professor	<ol style="list-style-type: none"> 6. Serves as preceptor/ mentor for graduate or honors students. 7. Contributes to problem solving and decision making for positive change in the profession, department, college, university or community. 8. Participates in ongoing service to the profession and community. 9. Participates in orientation and mentorship for new and continuing faculty. 	Faculty Annual Reviews Peer Evaluations Evidence of Mentorship Other documentation as appropriate
Associate Professor	<ol style="list-style-type: none"> 10. Serves as committee chair, co-chair, or other defined leadership role in academic focused committee. 11. Holds a leadership role in at least one professional organization. 12. Organizes collaborative practice with an interdisciplinary, academic, and/ or research team. 	Faculty Annual Reviews Peer Evaluations Committee Annual Reports CEU Certificate of Attendance Other documentation as appropriate
Professor	<ol style="list-style-type: none"> 13. Leads positive change in the profession, department, college, university or community. 14. Directs collaborative practice with an interdisciplinary, academic, and/or research team. 	Faculty Annual Reviews Peer Evaluations; CEU Certificate of Attendance; Documentation of Organizational Leadership Other documentation as appropriate

Clinical Assistant Professor		
Core Competency Areas	Criteria	Evidence
Teaching Performance Course, Clinical, or Simulation Development, Revision, Support Student Mentorship/ Academic Support Professional Development	14. Creates clinical experiences/ assignments to assist students to meet course and program objectives. 15. Develops innovative teaching practices. 16. Coordinates at least one course. 17. Develops and/ or modifies clinical courses, assignments, and simulation based on evaluation data to meet curricular needs of program and accreditation standards. 18. Contributes to additional clinical opportunities/ partnerships. 19. Initiates clinical remediation and enhanced learning. 20. Attains/ maintains national certification in specialty or advanced practice.	Faculty Annual Reviews; Student Evaluations; Peer Evaluations; Personal Narrative of Teaching Philosophy; Teaching Portfolio (including syllabi/ course materials/ assignments/ learning modules); Course Summaries; Clinical Course Coordination; Clinical Site Development Examples of Student Work; Examples of Student Evaluations; Certification
Clinical Associate Professor		
Core Competency Areas	Criteria	Evidence
Teaching Performance Course, Clinical, or Simulation Development, Revision, Support Student Mentorship/ Academic Support Professional Development	21. Contributes to collaborative clinical practice with an interdisciplinary team. 22. Mentors junior and faculty colleagues in implementation of assigned teaching. 23. Evaluates effective pedagogical approaches in clinical instruction current in the discipline and informed by scholarship. 24. Develops new or revises existing clinical opportunities or partnerships 25. Redesigns clinical courses to meet curricular needs of the program based on accreditation standards, departmental policies, evaluation data, current research, best practices. 26. Maintains national certification in specialty/ advanced practice.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy Teaching Portfolio (including syllabi/ course materials/ assignments/ learning modules) Course Summaries Clinical Course Coordination Clinical Site Development Certification
Clinical Professor		
Core Competency Areas	Criteria	Evidence
Teaching Performance Course, Clinical, or Simulation Development, Revision, Support Student Mentorship Professional Development	27. Models effective pedagogical approaches that are inclusive, current in the discipline, informed by scholarship, and address the needs of diverse learners. 28. Provides oversight and/ or coordination of clinical programs or courses. 29. Directs program or departmental evaluation/ revision of clinical and simulation experiences.	Faculty Annual Reviews Student Evaluations; Peer Evaluations; Personal Narrative of Teaching Philosophy; Teaching Portfolio (including syllabi/ course materials/ assignments/ learning modules); Course Summaries; Clinical Course Coordination; Clinical Site Development Certification; Evaluative Data

Requirements for Scholarship

The DON embraces the Boyer Model (1990) of scholarship as foundational to clinical and didactic education, and to scholarship. In this model, the traditional definition of scholarship is broadened beyond the discovery of new knowledge, and includes application or engagement, integration, and teaching. Clinical Scholarship is an approach that enables evidence-based nursing and development of best practices to meet the needs of clients efficiently and effectively. In conducting this work, clinical scholarship teams are commonly formed that are discipline specific or interdisciplinary in nature.

Academic Rank	Criteria	Evidence
Clinical Instructor	1. Demonstrates to students evidence-based practice for care of patients, families, and populations in class and clinical settings. 2. Summarizes evidence-based practices in class/ clinical settings.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Teaching Philosophy
Clinical Assistant Professor	3. Participates in a discipline-related clinical scholarship team. 4. Participates in dissemination activities of scholarly activities (poster, panel discussion, journal article, textbook production). 5. Integrates evidence-based practices in class/ clinical settings.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Products of Scholarship Graduate Advisee Project List
Clinical Associate Professor	6. Translates evidence-based research to practice in class/ clinical settings. 7. Leads a discipline-related clinical scholarship team	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Products of Scholarship Grant Award Letter Grant Review Documentation Graduate Advisee Project List
Clinical Professor	8. Creates collaborative interprofessional scholarly activities 9. Disseminates scholarship nationally/ internationally 10. Mentors early and mid -career faculty and students in clinical scholarship	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative of Scholarship Trajectory Products of Scholarship Graduate Advisee Project List

Requirements for Service

In the Department of Nursing service may include service to the Department, College, University, as well as Clinical and Professional service.

Academic Rank	Criteria	Evidence
Clinical Instructor	15. Participates in service to the department. May include service to college, university, or community. 16. Member of at least one Nursing departmental committee. 17. Participates in accreditation process. 18. Member of at least one professional organization. 19. Maintains clinical practice as appropriate.	Faculty Annual Reviews Student Evaluations Peer Evaluations Committee Minutes/ Work Product Documentation of Organizational Membership Other documentation as appropriate
Clinical Assistant Professor	20. Serve as preceptor/ mentor for graduate students. 21. Participates in orientation/ mentorship for new clinical faculty. 22. Participates in ongoing service to the profession and community.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative Minutes/ Work Product Summary of Service Activities
Clinical Associate Professor	23. Collaborates in service to the department, college and university. 24. Serves as committee chair, co-chair, or other defined leadership role in academic or clinically focused committee. 25. Oversees orientation/ mentorship of new clinical faculty or graduate students.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative Committee Minutes/ Work Product Summary of Service Activities Evidence of Collaborative Work
Clinical Professor	26. Holds a leadership role in at least one professional organization. 27. Leads ongoing service to the profession and community.	Faculty Annual Reviews Student Evaluations Peer Evaluations Personal Narrative Documentation of Organizational Leadership Summary of Service Activities

Adopted: 4/2024

APPENDIX A-4: FACULTY EVALUATION OF CHAIR

Please check the number you feel is appropriate for each comment, 1 being strongly disagree and 5 being strongly agree.

Item #	Item	5	4	3	2	1
1	Knowledgeable in the area of nursing curriculum and education					
2	Current on nursing					
3	Able to listen to feedback					
4	Gives both positive and negative criticism appropriately					
5	Is conscientious about her duties					
6	Meets deadlines from other departments					
7	Has a positive image on campus					
8	Is available to help faculty and staff with difficult work					
9	Is fair in assigning of course loads and tasks					
10	Is polite and diplomatic					
11	Represents the department well					

Comments related to departmental evaluation of Chair:

APPENDIX A-5: PEER REVIEW GUIDELINES

BACKGROUND

The Department of Nursing adopted a peer review process of teaching in order to improve faculty teaching performance as well as to provide information necessary for tenure, promotion, and merit increases. This process was approved during the Fall semester of 2007 to be implemented in the Spring semester of 2008 and amended in summer of 2014. The peer review results are to be used for both formative and summative reviews of teaching by all faculty. The information collected is a part of the faculty personnel file. The peer-review for teaching process is attached as a reminder that all non-tenured faculty need to schedule a peer-review once per annual review period (prior to the last 3 weeks of class). Tenured faculty need only be reviewed once every three years.

The 2014 amendment included the following changes: The forms do not need to be submitted for the personnel file, but will be used as a guide for the evaluation. A *summary* of the evaluation should be sent to the department chair within one week of the review via email, and will be included in the personnel file.

GENERAL GUIDELINES

1. Peer reviews will be conducted for each non-tenured and part-time faculty on an annual basis, and every three years for tenured faculty.
2. Reviews should be scheduled prior to the last three weeks of the semester.
3. Observers are to be unobtrusive during the observation.
4. Each faculty member must select two peers to observe his/her teaching environment. Peers do not have to attend at the same time, but each should make a minimum of one visit. Reviewers should remain in the learning environment for the entire duration of the class or a pre-determined amount of time in other settings.
5. Each observer will make one visit to the teaching environment and use the Observation Report form as a guide.
6. The faculty member and peer reviewer will discuss the teaching experience in the week following the observation.
7. The reviewer will send a paragraph summary of the review electronically to the Chair within one week of the observation. This review should include whether the faculty member had overall satisfactory or unsatisfactory performance with rationale. Forms used in this process are intended to guide the review.

PEER REVIEW PROCEDURE

1. The faculty member to be observed will request up to two peer reviewers for the evaluation.
2. The faculty member will provide the reviewers a course syllabus or objectives for the observation. A verbal conference will also be held to discuss the goals.
3. The reviewer is to be a silent observer. Detailed observations should be kept.
4. A discussion will be held with the faculty member immediately following the observation in order to review teaching strengths and identify areas for improvement.
5. A paragraph summary will be electronically sent to the Chair within one week of the observation.

APPENDIX A-6: PEER REVIEW EVALUATION FORM

Person Being Evaluated _____ Date: _____

Course: _____ Number of students: _____ Evaluator: _____

Please rank each item with a check mark in the appropriate column on the 5-point Likert scale listed below with 5 being the highest score and 1 being the lowest score. Place a check mark in the last column if the item is not applicable (NA).

ITEM	Highest 5	4	Satisfactory 3	2	Lowest 1	NA
Objectives/goals were defined.						
Methods of instruction were appropriate to meet goals/objectives.						
Material was presented in a clear and well-organized format.						
Demonstrated mastery of course content.						
Student participation was encouraged.						
Time was used effectively.						
Used supplementary instructional material.						
Responded appropriately to student comments/questions						
Encouraged critical thinking						
Used appropriate communication skills – netiquette, eye contact, voice quality, no distracting mannerisms, etc.						
Provided examples or resources to emphasize and clarify ideas.						
Cited authorities/sources for information.						
Provided conflicting points of view when appropriate.						
Used a variety of instructional activities.						
Theoretical information is related to the “real world”.						
The educational atmosphere fosters student participation (doesn’t embarrass student, uses student names, etc.)						
Key points were emphasized						

REVIEWER COMMENTS:

1. What do you see as the strength of this faculty member?
2. What specific suggestions would you make to improve this instructor's teaching?

COMMENTS BY FACULTY MEMBER BEING EVALUATED:

SIGNATURES:

Faculty being evaluated: _____

Peer Reviewer: _____

Date: _____

APPENDIX A-7: FACULTY SELF-APPRAISAL FORM

Faculty name: _____

Date: _____

Course: _____

Peer Evaluator: _____

1. Did the teaching experience proceed in the manner in which you had planned? Why or why not?
2. Were your teaching strategies effective in meeting your objectives? Why or why not?
3. Did you feel satisfied or disappointed in the teaching experience?
4. What was the most effective part of the teaching experience? Least effective?
5. What would you change before teaching this content again?
6. What evidence did you see that students learned?
7. Did students participate in the way you had thought they would? If not, why do you think they did not?

SIGNED: _____

Adopted: 9/9/14

APPENDIX A-8: SURVEY OF CAMPUS FACILITIES BY NURSING FACULTY

Confidential Page 1 of 3

Survey of Campus Facilities by Nursing Faculty

Please complete the survey below.
Thank you!

1) Academic Year: 2017-2018
 2018-2019
 2019-2020
 2020-2021

Faculty/ASU Office and Departmental Resources

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2) Faculty offices are clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Offices are comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Offices have: appropriate/necessary/functional furniture and equipment: desks, bookcases, computer, printer, filing cabinets, telephone, desk chair, guest chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Temperature is comfortable/controllable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Furniture is in good condition and gives good impression to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Offices are conducive to productivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Noise from hallway is minimal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Desk and office furniture setup are functional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Computer works well and is up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Computer support services are quick, competent and friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Telephone system (messages, transferring calls) meets faculty needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Lighting in offices is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Office supplies (paper, pens, folders, paper clips, etc.) are readily available and adequate for meeting needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15)					

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- Cafeteria/food services are nearby.
- 16) Food is tasty and reasonably priced.
- 17) Parking is convenient to offices.
- 18) Parking is available and safe
- 19) Building has adequate security, even for evening and weekends.
- 20) Office copier makes good quality copies.
- 21) There is adequate space for teaching materials and furnishings.

22) Please provide any additional comments related to faculty/ASU offices and departmental resources.

Classroom and Facilities in Edwin Duncan

- | | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--|-------------------|----------|----------------------------|-------|----------------|
|--|-------------------|----------|----------------------------|-------|----------------|

28) Please provide any additional comments related to classroom and facilities in Edwin Duncan.

Library Resources

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
29) Library resources are adequate to meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) Types of resources (books, journals, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) Quality of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) Assistance from librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) Please provide any additional comments related to library resources.					

APPENDIX A-9: FACULTY CLINICAL AGENCY EVALUATION

Agency _____ Term _____

Course # _____ Faculty _____

No. of Students at Site: _____ Population served by agency: _____

Please rate the clinical agency using the following scale:

SA = Strongly Agree A= Agree D = Disagree SD = Strongly Disagree

Please check (√) the following:	S	A	D	S
	A			D
The clinical agency provides students with learning experiences necessary to meet course and program objectives				
The clinical agency provides opportunities for students' personal learning objectives when possible.				
The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.				
The clinical environment is supportive of and conducive to student learning.				
Equipment and space for instructional activities are adequate and accessible to implement the education experience.				
The clinical agency personnel supports a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.				
The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and wellbeing.				

COMMENTS:

Adopted 11/13 Revised 7/17/14, 2015

APPENDIX A-10: UNIVERSAL CONFIDENTIALITY POLICY

General

The Department of Nursing (“Department”) at Appalachian State University (“University”) maintains strict compliance with all legal, regulatory, and policy requirements addressing confidentiality of patient, research subject, and student records. This departmental policy and the related Universal Confidentiality Agreement describe departmental expectations in this regard.

For purposes of this document, the term “students” includes undergraduate and graduate University Nursing students and students from other institutions who are completing graduate preceptorships with the University’s Department of Nursing Faculty.

Policy

It is the Department’s policy that students, faculty, staff, visiting professionals, and general visitors of the University comply with the requirements and regulations of this policy regardless of the agency or venue to which they are assigned. Such individuals may be involved in clinical placements and/or other activities, such as classes, labs, or conferences that involve indirect or direct contact with professional peers, clients, their families and/or significant others. This level of involvement requires the utmost level of professional behavior and responsibility.

Members of the aforementioned groups are provided access to placements/activities via a contractual agreement or Memorandum of Understanding between the University, the Beaver College of Health Sciences, the Department, and the agencies/facilities providing learning/clinical opportunities. Access to confidential information is permitted only on a need-to-know basis and limited to the minimum amount of information necessary to accomplish the intended purpose of the interaction.

Appalachian State University maintains strict confidentiality requirements and regulations in compliance with the Gramm-Leach-Bliley Act (GLBA), Family Educational Rights and Privacy Act of 1974 as amended (FERPA), and the Health Insurance Portability and Accountability Act (HIPPA) in addition to other federal and state laws. These principles of confidentiality must be strictly adhered to without exception so that the privacy of the privileged information is totally safeguarded.

Clinical or case materials prepared or used for classroom, lab, community/professional presentations, assignments, or written materials must be altered so that there is no possibility that the persons involved can be identified. This requirement includes specific details and circumstances as well as names.

The classroom itself is to be considered an area of confidentiality. Information shared, clinical and otherwise, and the reactions of classmates are not to be discussed with anyone other than the Faculty Member of record.

Any person who knows or has reason to believe that a breach of confidentiality has occurred in violation of this policy is required to report that information to the Department Chair and to the Director of Academic Support and Program Compliance.

Breaches of Confidentiality

Violations of this policy include, but are not limited to, the following:

1. Failure to be knowledgeable of, adhere to and protect the policies of the University and assigned agencies/facilities.
2. Accessing or sharing of confidential/sensitive information that is not within the scope of the role/assignment.
3. Misuse, disclosure, or alteration of any confidential/sensitive information, electronic access or restricted areas.
4. Use of any electronic/social media means to convey any confidential/sensitive information related to clinical, student or faculty interactions.

The information below provides examples of mishandling of confidential information. **These examples are not exhaustive, and individuals with questions about the applicability of this policy are expected to err on the side of protecting confidentiality until clarification can be provided.** Questions about the proper handling, use, or disclosure of confidential information should be discussed with appropriate personnel.

<p>Accessing information that is not within the scope of your job/role as student, staff or faculty member: Unauthorized reading of client/employee/student/subject account information. Unauthorized reading of a client/employee/student/subject's chart/file. Unauthorized access of personnel file or business/operational information. Accessing information that you do not "need-to-know" for proper execution of your job or educational functions.</p>	<p>Misusing, disclosing without proper authorization, or altering patient or personnel information: Making unauthorized marks on a medical record. Making unauthorized changes to a personnel file or research data files. Sharing or reproducing information in a client / employee / student /subject's chart or personnel file with unauthorized personnel. Discussing confidential information in a public area such as a waiting room, cafeteria or elevator.</p>
<p>Disclosing to another person your sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas: Telling an unauthorized person your password so that he or she can log in to your work. Telling an unauthorized person, the access codes for personnel files or patient accounts.</p>	<p>Using another person's sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas: Using another's password to log in to a hospital, agency, university, or other computer system. Unauthorized use of a login code for access to personnel files or student/client/subject's information, or restricted areas.</p>
<p>Leaving a secured application unattended while signed on: Being away from an electronic device while logged into a secure application. Allowing another person to use your secured application for which he or she does not have access after you have logged in.</p>	<p>Attempting to access a secured application or restricted area without proper authorization or for purposes other than official business: Trying passwords and login codes to gain access to an unauthorized area of the computer system or restricted area. Using a co-worker's application for which you do not have access after he or she is logged in. Using badge or login codes to gain access to facility for purposes other than assigned clinicals/orientations.</p>

<p>Intentional or negligent mishandling or destruction of confidential information: Failure to properly secure confidential information. Taking confidential information to areas outside your work area, e. g. out of the facility/agency, off campus, or to your home. Disposing of confidential information in a non-approved container, such as a trash can.</p>	<p>Unintentional disclosure of personal information: Failure to take necessary precautions to properly prevent unauthorized viewing of displayed or printed confidential information in all areas. Discussing confidential information in public areas. Inappropriate removal of documents containing confidential information from clinical/departmental areas. Using an email account <i>other than</i> an official University email account for conveying course/clinical/research/other University related business.</p>
<p>Intentional dissemination of confidential information: Distributing sensitive information via text, email, Facebook, blogs, etc. (See AppState Department of Nursing Handbook Social Media Policy). Electronic or digital transmission of unauthorized pictures or audio/video recordings.</p>	<p>Intentional and unauthorized securement, distribution, dissemination, modification or copying of photographs, videos or digital course materials. The AppState Release For Use of Photograph must be completed prior to securing any photos or videos.</p>

Violations of Policy

Violation of this policy may constitute grounds for corrective action up to and including loss of agency privileges, academic or employment suspension, or termination from the Nursing Department in accordance with applicable agency/facility, Department or University procedures. Allegations of student violations will be addressed as academic integrity matters and considered according to the procedures set forth in the University’s Code of Academic Integrity. Allegations of violations by University faculty or staff, or by visitors, will be addressed by Department and Beaver College of Health Sciences administration consistent with applicable policies and procedures.

Violation of this policy by any member of the University’s student body, faculty or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the University and the agency.

Unauthorized release of confidential information may also subject the violator to personal, civil, and/or criminal liability and legal penalties.

References:

- <http://www.hhs.gov/ocr/privacy/>
- http://www.jointcommission.org/standards_information/tjc_requirements.aspx
- UNC-CH School of Nursing
- ASU Department of Social Work
- ASU Department of Communication Sciences and Disorders

APPENDIX A-11: UNIVERSAL CONFIDENTIALITY AGREEMENT FORM

I have read, understand and agree to comply with the Appalachian State University Department of Nursing Universal Confidentiality Policy. Further, I will read and comply with all University, Department and agency/facility policies and standards relative to confidentiality and information security.

I understand and agree that violation of the Universal Confidentiality Policy may constitute grounds for corrective action up to and including loss of agency privileges, academic or employment suspension, or termination from the Nursing Department in accordance with applicable agency/facility, Department or University procedures, as set forth in the Policy. I also understand and agree that unauthorized release of confidential information may subject me to personal, civil, and/or criminal liability and legal penalties.

I further understand that violation of this policy by any member of the University’s student body, faculty or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the University and the agency.

Please check one:

- BSN student RN-BSN student MSN student Student from other institution
- Faculty Staff Visitor

Printed Name

Signature

Date

**APPENDIX A-12: RELEASE FOR USE OF PHOTOGRAPHIC IMAGES
APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF NURSING**

I hereby grant to _____ and Appalachian State University (hereafter referred to as "ASU"), its legal representatives and assigns, and those acting with its permission or its employees, the right and permission to use and/or copyright, reuse and/or publish, display (including PowerPoint and other presentation formats), and republish photographic or digital pictures or images of me, or in which I may be distorted in character, or form, in conjunction with my own or a fictitious name, or reproductions thereof, color or black and white, made through any media by _____ and/or ASU, for display and other purposes, including the use of any printed material in conjunction therewith.

I hereby release, discharge and agree to save harmless _____, the State of North Carolina, The University of North Carolina, ASU, and their respective representatives, assigns, employees, agents or any person or persons, corporation or corporations, acting under its permission or authority, or any person, persons, corporation or corporations, for whom it might be acting, including any firm publishing and/or distributing the finished product, in whole or part, from and against any liability as a result of any distortion, blurring, or alteration, optical illusion, or use in composite form, either intentionally or otherwise, that may occur or be produced in the taking, processing or reproduction of the finished product, its publication or distribution of the same, even should the same subject me to ridicule scandal, reproach, scorn or indignity.

I hereby warrant that I am over eighteen years of age, and competent to contract in my own name insofar as the above is concerned.

I HAVE READ THE FOREGOING RELEASE, AUTHORIZATION AND AGREEMENT, BEFORE AFFIXING MY SIGNATURE BELOW, AND WARRANT THAT I FULLY UNDERSTAND THE CONTENTS THEREOF.

Signature

Printed Name

Address

Date

If under the age of eighteen, the parent must sign below:

I hereby certify that I am the parent and/or guardian of _____, a student under the age of eighteen years, and I hereby consent that any photographs which have been or are about to be taken may be used by the parties for the purposes set forth in the release hereinabove, signed by the student with the same force and effect as if executed by me.

Signature

Printed Name

Address

Date

APPENDIX B.

ADVISING

FORMS

APPENDIX B-1: PROGRAM OF SUDY

BACHELOR OF SCIENCE IN NURISNG (BSN) [Program of Study, AY 22-23](#)

BACHELOR OF SCIENCE IN NURISNG (RN-BSN) [Program of Study, AY 22-23](#)

MASTER OF SCIENCE IN NURSING (MSN) [Program of Study, AY 22-23](#)

GRADUATE CERTIFICATE IN NURSING EDUCATION [Program of Study, AY 22-23](#)

APPENDIX B-2: REMEDIATION FORMS (ACADEMIC AND CLINICAL)

REMEDICATION FOR ACADEMIC ISSUES

GENERAL INFORMATION			
Student name		Date:	
Report Prepared by:		Class:	
REASON FOR REMEDIATION		ACTIONS TAKEN	
<input type="checkbox"/> Level one or below ATI testing (state test _____)		<input type="checkbox"/> Conference with student: date	
<input type="checkbox"/> Score below 77 on unit exam		<input type="checkbox"/> Review of test	
<input type="checkbox"/> Writing problems		<input type="checkbox"/> Suggest study skills	
<input type="checkbox"/> Critical thinking problems		<input type="checkbox"/> Discuss stress reduction strategies	
<input type="checkbox"/> Stress / anxiety		<input type="checkbox"/> Review test taking principles	
<input type="checkbox"/> Classroom behavior problems		<input type="checkbox"/> Suggest decreasing amount of time working	
<input type="checkbox"/> Other: (Explain) _____		<input type="checkbox"/> Suggest balance of college activities/ academics	
<input type="checkbox"/>		<input type="checkbox"/> Discuss testing accommodations	
<input type="checkbox"/>		<input type="checkbox"/> Referral to university services (e.g. counseling, etc.)	
<input type="checkbox"/>		<input type="checkbox"/>	
Detailed Description of student need:			
OTHER ACTION(S)			
<input type="checkbox"/> Note on advising record: (date/s): _____		<input type="checkbox"/> Team meeting (date/s): _____	
<input type="checkbox"/> Contacted course coordinator: (date/s): _____		<input type="checkbox"/> Other action(s):	
<input type="checkbox"/> Contact undergraduate director: (Date/s): _____		<input type="checkbox"/>	
<input type="checkbox"/> Conference with Chair: Date(s): _____		<input type="checkbox"/>	
ASSIGNMENTS OR REQUIREMENT(S) FOR STUDENT IF APPLICABLE			
RESULTS (INCLUDE DATE):			
STUDENT SIGNATURE: _____		DATE: _____	
INITIATING INSTRUCTOR SIGNATURE: _____		DATE: _____	
SIGNATURE OF FACULTY MEMBER(S) INVOLVED IN ASSESSING RESULTS OF ACTION:			
DATE:			

REMIEDIATION FORM FOR CLINICAL ISSUES

GENERAL INFORMATION	
Student Name:	Course:
Report Prepared by:	Date:
Clinical facility	Unit:
REASON FOR REFERRAL (CHECK ALL THAT APPLY)	
<input type="checkbox"/> Lack of familiarity with clinical skill	<input type="checkbox"/> Urinary catheterization
<input type="checkbox"/> Needs increase in confidence with skill	<input type="checkbox"/> Tube feedings
<input type="checkbox"/> Needs practice with procedure: see below	<input type="checkbox"/> Fundamental skills (bedmaking/ hygiene)
<input type="checkbox"/> IV insertion/ IV therapy	<input type="checkbox"/> Vital signs
<input type="checkbox"/> Sterile technique	<input type="checkbox"/> Trache care/ suctioning
<input type="checkbox"/> Dressing change	<input type="checkbox"/> Transfer techniques
<input type="checkbox"/> NG insertion or care	<input type="checkbox"/> Behavior issues
<input type="checkbox"/> Ostomy care	<input type="checkbox"/> Dress Code Violation
<input type="checkbox"/> Medication administration	<input type="checkbox"/> Communication problems
<input type="checkbox"/> Isolation protocols	<input type="checkbox"/> Other: (Explain) _____
Detailed Description of student need:	
PRIOR ACTION(S) TAKEN BY CLINICAL INSTRUCTOR	
<input type="checkbox"/> Note on anecdotal record: (date/s): _____	<input type="checkbox"/> Verbal consultation (date/s): _____
<input type="checkbox"/> Contacted course coordinator: (date/s): _____	<input type="checkbox"/> Conference with Student: (Date/s): _____
<input type="checkbox"/> Contact undergraduate director: (Date/s): _____	<input type="checkbox"/> Team meeting (date/s): _____
<input type="checkbox"/> Conference with Chair: Date(s): _____	<input type="checkbox"/> Other action(s): _____
REQUIREMENT(S) FOR STUDENT	
<input type="checkbox"/> Referral to skills lab	
<input type="checkbox"/> Referral to administration	
<input type="checkbox"/> Other action (assignment, etc.) explain:	
RESULTS:	
STUDENT SIGNATURE: _____ DATE: _____	
INITIATING INSTRUCTOR SIGNATURE: _____ DATE: _____	
SIGNATURE OF FACULTY MEMBER(S) INVOLVED IN ASSESSING RESULTS OF ACTION: DATE: _____	

**APPENDIX C:
PROGRAM
SATISFACTION
SURVEYS**

APPENDIX C-2: PROGRAM SATISFACTION SURVEY: GRADUATING STUDENTS

Confidential

Page 1 of 5

Program Satisfaction Survey: Graduating Students

Please complete the survey below.

Thank you!

The Program Satisfaction Survey is designed to evaluate the satisfaction level of how well our graduates believe they were prepared to achieve their program's (BSN, RN-BSN, MSN) goals and outcomes. Surveys are a part of our self-study process and are used for continuing quality improvement.

Please indicate your degree of satisfaction with each statement. We would appreciate any additional comments in the space provided.

All comments are confidential and will be summarized as group data.

Please select the program from which you will be graduating:

- BSN, prelicensure
- RN-BSN program
- MSN

Please select your graduating year:

- 2016
- 2017
- 2018
- 2019
- 2020
- 2021

Have you applied for a position or plan to apply for a position that will utilize your MSN?

- Yes
- No

Have you taken the certification exam for nurse educators (CNE)?

- Yes
- No

Did you pass the CNE exam the first time?

- Yes
- No

Which statement most accurately reflects your situation at this time regarding the CNE exam:

- I have not retaken the exam.
- I have retaken and passed.
- I plan to retake in the next year.

Are you planning to take the certification exam for nurse educators (CNE)?

- Yes
- No

When are you planning to take the certification exam for nurse educators?

- Within the next 3 months.
- Within the next 6 months.
- Within the next year.
- I am not sure at this time.

What are your reasons for not taking the certification exam for nurse educators (CNE)?

Do you plan to take any other certifications exams?

- Yes
- No

What other certifications exams are you planning to take? Please list in the space below. Include full name of exam and licensing body.

Are you planning on further academic education?

- Yes
- No

Which degrees are you considering at this time.
Check all that apply.

- MSN
- PhD
- DNP
- EdD
- Other

If other, what degree are you considering?

Please list your professional goals.

Please list factors that led to your choosing the nursing program at App State:

What do you believe are the major strengths of the program?

What recommendations would you make for change in the program?

Please select the professional organizations to which you belong:

- American Nurses Association
- State Nurses Association (e.g., NCNA)
- Sigma Theta Tau
- National Association of Neonatal Nurses
- American Association of Critical Care Nurses
- National Association of School Nurses
- Association of Women's Health, Obstetric and Neonatal Nurses
- Association of PeriOperative Registered Nurses
- Other
- I am not a current member of any professional nursing organization.

If other organization, please list:

Please list any memberships in campus/community/civic organizations and the date joined.

What was your most significant learning experience in the program?

Please check the appropriate column to indicate your degree of satisfaction with how well the App State Nursing Program prepared you to:

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Provide holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in formal and informal experiences that promote both personal and professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ effective communication skills (listening, verbal, nonverbal, and written) with individuals, families, groups, and communities as well as members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify access, evaluate, and disseminate health information resources for self, colleagues, and individuals, families, groups, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate leadership skills in coordinating nursing care as well as in supervising nursing care provided by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empower persons to function at their highest level of ability through mutual goal-setting, advocacy, and education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engage in lifelong learning, scholarship and service in order to promote personal growth advance the profession of nursing, and meet the health needs of society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice as a generalist in health care setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend graduate school (if desired).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for a different position or role in nursing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate holistic best practices into education offerings for individuals and groups in academic, patient care and staff development settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an ongoing professional nursing role through scientific inquiry and lifelong learning and ethical practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate nursing and related sciences and humanities required for solving practice problems as an educator, practitioner or nursing leader in a variety of practice environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply information, communication and emerging technologies and teaching-learning principles in collaboration with the inter-professional patient care teams for the improvement of health outcomes and disease management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care quality and safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.

Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and special populations.

Demonstrate advocacy related to rural health issues impacting nursing care provision including education, practice and administration.

Please provide any additional comments that you feel will be helpful to our program.

We would like to stay in contact with you after graduation. After submitting your survey, you will be asked whether you would like to submit a personal email address and the name of your current work facility. If you agree, you will be directed to another questionnaire where you will be asked to give your email address and facility name. This email address will be used by the Department of Nursing to keep you informed of happenings here at App State Nursing. Your email address and work facility cannot be linked to your answers on this survey.

APPENDIX C-3: PROGRAM SATISFACTION SURVEY: ALUMNI

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Alumni Survey (BSN, RN-BSN, MSN)

Please complete the survey below.

Thank you!

The Program Satisfaction Survey is designed to evaluate how satisfied you are with how well the App State Nursing program prepared you to achieve the program goals and outcomes. Please indicate your degree of satisfaction with each statement. Also, a space is provided for any additional comments. All comments are confidential and will be summarized as group data. Surveys are a part of our self-study process and are used for continuing quality program improvement.

From which program did you graduate?

- RN to BSN
- Prelicensure BSN
- MSN

Please select your graduating year:

- 2015
- 2016
- 2017
- 2018
- 2019
- 2020
- 2021
- 2022
- 2023
- 2025

Setting you are employed

- Inpatient Hospital Facility
- Outpatient Hospital Facility
- Outpatient Clinic
- School Nursing
- Public Health Department
- Outpatient Mental Health Facility
- Inpatient Mental Health Facility
- Community College of Nursing
- University School of Nursing
- Hospital Staff Education
- Other

If other, please describe your employment setting:

Nursing position/title:

- Staff nurse
- Charge Nurse
- Assistant Manager
- Manager
- Clinic nurse
- Clinical Coordinator
- Other

If other, please list position/title

Clinical practice area:

- Inpatient-Med/Surg
- Inpatient-Critical Care
- Emergency room
- Inpatient Pediatrics
- Inpatient Pediatrics Critical Care/neonatal
- Outpatient Mental Health
- Inpatient Mental Health
- Labor and Delivery
- Inpatient Surgical Center
- Ambulatory Surgical Center
- Outpatient Clinic- Adults
- Outpatient Clinic- Adults
- Long-term Care
- Other

If other, please describe:

3. List your reasons for choosing the nursing program at App State:

What do you think are the major strengths of the program?

What recommendations would you make for change in the program?

Select all professional nursing organizations to which you currently belong:

- American Nurses Association
- State Nurses Association (e.g., NCNA)
- Sigma Theta Tau
- National Association of Neonatal Nurses
- American Association of Critical Care Nurses
- National Association of School Nurses
- Association of Women's Health, Obstetric and Neonatal Nurses
- Association of periOperative Registered Nurses
- Other
- I am not a current member of any professional nursing organization.

If other, please list:

List any memberships in civic/community organizations and the date you joined.

What was your most significant learning experience?

List any nursing specialty certifications you have, granting organization and date (e.g., Inpatient Obstetric Nursing, National Certification Corporation, 2016)

Please check the appropriate column to indicate your degree of satisfaction with the program in how well it prepared you to:

	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied
Provide holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in formal and informal experiences that promote both personal and professional growth and lifelong learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ effective communication skills (listening, verbal, nonverbal, and written) with individuals, families, groups, and communities as well as members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify, access, evaluate, and disseminate health information resources for self, colleagues, and individuals, families, groups, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate leadership skills in coordinating nursing care as well as in supervising nursing care provided by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empower persons to function at their highest level of ability through mutual goal-setting, advocacy, and education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fulfill the roles of provider of care; designer, coordinator, and manager of care; and member of a profession appropriately and competently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibit a patient-centered caring approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adhere to economic ethical, legal, and professional nursing standards in nursing practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice as a generalist in health care setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend graduate school (if desired)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for a different position or role in nursing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate holistic best practices into education offerings for individuals and groups in academic, patient care and staff development settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an ongoing professional nursing role through scientific inquiry and lifelong learning and ethical practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate nursing and related sciences and humanities required for solving practice problems as an educator, practitioner or nursing leader in a variety of practice environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply information, communication and emerging technologies and teaching-learning principles in collaboration with the inter-professional patient care teams for the improvement of health outcomes and disease management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

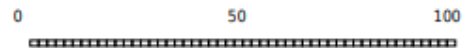
Apply professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care quality and safety.

Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.

Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and special populations.

Demonstrate advocacy related to rural health issues impacting nursing care provision including education, practice and administration.

On a scale of 0 to 100 with 100 being the most satisfied, how satisfied were you with the overall program? (please slide the bar to the appropriate number)



(Place a mark on the scale above)

We would like to stay in contact with you after graduation. After submitting your survey, you will be asked whether you would like to submit a personal email address and the name of your current work facility. If you agree, please click on the "click" button and you will be directed to another questionnaire where you will be asked to give your email address and workplace information. This email address will be used by the Department of Nursing to keep you informed of happenings here at App State Nursing. Your email address and work facility cannot be linked to your answers on this survey.

APPENDIX C-4: PROGRAM EXIT SURVEY

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Program Exit Survey

We would appreciate you taking the time to complete the survey below as a part of our quality improvement process within the Department of Nursing.

Thank you!

The faculty at Appalachian State University is committed to provide a nursing program of quality to our students and to assist them in meeting their educational goals. In keeping with these two goals, we would appreciate very much your completing the brief questionnaire below so that we can address any concerns, questions, or barriers that you encountered while enrolled in the BSN program. We realize that adult students have many responsibilities that sometimes interfere with continuous enrollment. If this has been your experience, we hope that you will return when your situation allows. We value your input as we continually seek ways to make quality improvement in the App State nursing program. Thank you for your time and assistance.

What App State Nursing program are you currently enrolled in?

- Pre-licensure BSN
- RN-BSN
- MSN

What year did you enroll into our program?

What was the last term and year you attended the Nursing Program at App State? Example (Fall, 2016)

Do you plan to apply for readmission to the Nursing Program at App State at a later date?

- Yes
- No

Are you currently enrolled in another nursing program

- Yes
- No

What are your suggestions for improving the Nursing Program at App State?

**APPENDIX C-5: PROGRAM SATISFACTION SURVEY:
EMPLOYERS/SUPERVISORS**

The Program Evaluation Survey is designed to solicit evaluative information from employers/supervisors of AppState BSN graduates. The items within the Likert scale on page 2 reflect the AppState Department of Nursing's program outcomes. Please indicate how well you think our graduate performs in each category. A space is provided on page 3 for any additional comments. All comments are confidential and will be summarized as group data. Surveys are a part of our continuous quality improvement process. Thank you for taking the time to assist us.

Demographic Data:

1. Type of setting in which you are employed _____

2. Facility at which you are employed: _____

3. Type of Nursing Role/Position: _____

4. Clinical practice area: _____

5. How long have you supervised this graduate? _____

Please check the appropriate column to indicate the degree to which our graduate meets each criterion.

Criterion	Excels	Above average	Meets criterion or N/A	Below average	Not Observed
Provides holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.					
Engages in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs.					
Participates in formal and informal experiences that promote both personal and professional growth and lifelong learning.					
Employs effective communication skills (listening, verbal, nonverbal, and written) with individuals, families, groups, and communities as well as members of the health care team.					
Identifies, accesses, evaluates, and disseminates health information resources for self, colleagues, and individuals, families, groups, and communities.					
Demonstrates leadership skills in coordinating nursing care as well as in delegating and supervising nursing care provided by others.					
Empowers persons to function at their highest level of ability through mutual goal-setting, advocacy, and education.					
Fulfill the roles of Provider of care; Designer, Coordinator, and Manager of Care; and Member of a Profession appropriately and competently.					
Exhibit a patient-centered caring approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.					
Adhere to economic, ethical, legal, and professional nursing standards in nursing practice.					

Comments:

**APPENDIX D:
STUDENT
EVALUATION OF
FACULTY &
COURSES**

APPENDIX D-1: STUDENT EVALUATION OF FACULTY AND COURSES

Students are sent an online evaluation each semester for each nursing course in which they are enrolled. They will receive a link to the evaluation page. When the page opens they will be asked to enter their AppState Student ID. This is followed with the purpose for the evaluation, stated as follows:

The purpose of this evaluation is to provide a feedback mechanism so that both teaching effectiveness and student learning may be improved. It also serves to provide evidence of effectiveness in teaching and mentoring for faculty continuation, promotion, and tenure consideration. Honest, thoughtful evaluation from students is essential and appreciated. Responses will be anonymously reported to faculty and administrators.

Please evaluate NUR XXXX_INSTRUCTOR NAME
COURSE TITLE

Q1) Overall, this course was a valuable learning experience for me.

	Strongly agree (14)	Agree (15)	Neutral (16)	Disagree (17)	Strongly disagree (18)
Please select one: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2) The course contributed to my knowledge of/skills in the subject matter.

	Strongly agree (14)	Agree (15)	Neutral (16)	Disagree (17)	Strongly disagree (18)
Please select one: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3) Overall, I consider this individual to be an effective instructor.

	Strongly agree (14)	Agree (15)	Neutral (16)	Disagree (17)	Strongly disagree (18)
Please select one: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4) The instructor provided timely evaluation of student work.

	Strongly agree (14)	Agree (15)	Neutral (16)	Disagree (17)	Strongly disagree (18)
Please select one: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5) The instructor was available to students for help and support.

	Strongly agree (14)	Agree (15)	Neutral (16)	Disagree (17)	Strongly disagree (18)
Please select one: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6) What were your instructor's Strengths?

Q7) How could your instructor improve his/her teaching?

Q8) How did this course contribute to your overall understanding of professional nursing?

**APPENDIX E.
CLINICAL AGENCY
EVALUATIONS**

APPENDIX E-1: FACULTY CLINICAL AGENCY EVALUATION

Agency _____ Term _____

Course # _____ Faculty _____

No. of Students at Site: _____ Population served by agency: _____

Please rate the clinical agency using the following scale:

SA = Strongly Agree A= Agree D = Disagree SD = Strongly Disagree

Please check (√) the following:	S	A	D	S
	A			D
The clinical agency provides students with learning experiences necessary to meet course and program objectives				
The clinical agency provides opportunities for students' personal learning objectives when possible.				
The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.				
The clinical environment is supportive of and conducive to student learning.				
Equipment and space for instructional activities are adequate and accessible to implement the education experience.				
The clinical agency personnel support a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.				
The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well-being.				

COMMENTS:

Adopted 11/13
Revised 7/17/14, 2015

APPENDIX E-2: STUDENT CLINICAL AGENCY EVALUATION

Agency _____ Term _____

Course # _____ Faculty _____

No. of Students at Site: _____ Population served by agency: _____

Preceptor (if applicable): _____

Please rate the clinical agency using the following scale:

SA = Strongly Agree A= Agree D = Disagree SD = Strongly Disagree

Please check (√) the following:	S	A	D	S
	A			D
The clinical agency provides students with learning experiences necessary to meet course and program objectives				
The clinical agency provides opportunities for students' personal learning objectives when possible.				
The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.				
The clinical environment is supportive of and conducive to student learning.				
Equipment and space for instructional activities are adequate and accessible to implement the education experience.				
The clinical agency personnel support a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.				
The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well-being.				

COMMENTS:

Adopted 11/13
Revised 7/17/2014, 2015

APPENDIX E-3: FACILITY EVALUATION OF CLINICAL EXPERIENCE
DEPARTMENT OF NURSING – BSN PROGRAM

Directions: Thank you for your willingness to complete this evaluation. You may mail to Dr. Kathleen Rayman, Chair AppState Department of Nursing AppState Box 32151 Boone NC 28608-2151 (envelope included) or email to her at heavneram@appstate.edu She may be reached by phone at 828-262-8039.

Agency: _____ Semester/Year _____

Course _____ Clinical Instructor: _____

Please provide input regarding the clinical experience using the following scale:

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree NA=Not Applicable

Please check (✓) one of the following for each question	SA	A	D	SD	NA
Prior to the clinical rotation the Clinical Instructor and the Nurse Manager/Educator/or designee reviewed policies, unit/facility focuses, clinical outcomes and expectations. Comments:					
The Clinical Instructor demonstrated competency to perform the expected unit-specific skills. Comments:					
The Clinical Instructor provided direct supervision of the students and was accessible to them in the patient care area at all times. Comments:					
Appropriate communication and input for assignments was sought from the Nurse Manager/ Educator/Team Leader or Charge Nurse. Assignments and other pertinent data for the clinical day's experience was posted. Comments:					

Periodic conversation/conferences were held between the Clinical Instructor, Nurse Manager/Educator/or designee to identify concerns and review expectations regarding the students and/or staff. Comments:					
	SA	A	D	SD	NA
The charge nurses/assigned RNs were kept informed of patient changes and were given a report on pertinent data related to the patient's status and care provided during the shift. Comments:					
Opportunities for students to meet and interact with facility leadership were encouraged and provided. Comments:					
Facility updates and/or on-unit classes were made available to students and/or Clinical Instructor during the semester. Comments:					
Students, under the supervision of the Clinical Instructor, were given opportunities to perform successful medication administration, treatments, and procedures under the direction of the Clinical Instructor and/or appropriate licensed facility personnel. Comments:					
Students, under the supervision of the Clinical Instructor correctly documented pertinent information. Comments:					
The Clinical Instructor and Students demonstrated professional behaviors while in the facility. Comments:					

Nurse Manager or Educator/Designee's summary of comments regarding rotation:

Signature:	Date:
Comments by Clinical Instructor:	
Signature:	Date:
Review by Program Director/Department Chair:	
Signature:	Date:

Adopted: 11/2013
Revised: 7/17/14

**APPENDIX F.
CLINICAL
PRECEPTOR
POLICY & FORMS**

APPENDIX F: CLINICAL PRECEPTOR POLICY & FORMS

The purpose for the precepted clinical experience is to allow a student to experience direct nursing practice with expert guidance and support. Preceptorships can help students examine and apply theory in practice settings, increase personal and professional growth, promote quality nursing care, and ease the transition from student to practicing nurse. Preceptorships can also allow for formal recognition of the clinical competence of the preceptor and strengthen relationships between education and practice.

Definition of Preceptorship

A preceptorship is a planned experience for a specific nursing clinical course. It is incorporated into a student's clinical experience and occurs in a clinical agency with which the Department of Nursing has a clinical agreement. The goal of a preceptorship is for the preceptor, a member of a clinical nursing or health care staff, to use education, clinical experiences, and expertise to facilitate the student (preceptee) within the AppState Department of Nursing to have rich and rewarding clinical experiences in a variety of settings.

Criteria for Selecting a Preceptor

Preceptor is defined as: "A registered nurse, who functions in a role which enhances nursing students' learning experience; and is not a substitute or replacement for nurse faculty."

In order to guide collaborative and/or independent preceptorship experiences, Preceptors must:

1. Be an employee of an agency with a clinical agreement with the AppState Department of Nursing.
2. Not be the direct supervisor of the student in an employed position
3. Hold a BSN or higher degree for at least two years or RN with a strong clinical background.
4. Express a willingness to serve in the role of preceptor.
5. Collaborate with the student to arrange coordinated schedules for the learning experience
6. Serve as a resource for clinical activities.
7. Serve as a role model for professional nursing practice.

Preceptor Orientation

An orientation will be provided for all preceptors by the respective course coordinator prior to the start of the clinical. It will include the following topics:

1. BSN Program Mission, Purposes, and Philosophy
2. BSN Expected Program Outcomes
3. AppState Curriculum and Evidence-based Nursing Practice
4. Review of documents germane to professional practice and their use in the curriculum and specific course
5. Preceptor Responsibilities
6. Preceptee Responsibilities
7. Nursing Faculty Responsibilities
8. Health Care Agency Role
9. Criteria for Selection of Preceptor

10. North Carolina Board of Nursing Guidelines for Preceptorship Experiences (BON website)
11. Legalities, Policies, and Safeguard Considerations
12. Nursing Course Overview and Clinical Learning Objectives
13. Types of Planned Learning Activities
14. Evaluation Process
15. Discussion, Expectations, Concerns and Questions

Preceptor Responsibilities

The preceptor is an experienced professional and practitioner with an interest in and commitment to teaching. The nursing faculty member or members are responsible for facilitating the accomplishment of course and program objectives. The preceptor will:

1. Provide the Department of Nursing evidence that she/he is an RN with a current unrestricted North Carolina RN license and has been in their current position for a minimum of two years.
2. Agree to serve as a role model, resource person, and to provide direct supervision and guidance for a preceptee for the entire clinical experiences.
3. Complete a preceptor orientation provided by AppState Department of Nursing (This may be in person with AppState faculty member.
4. Collaborate with nursing faculty and student based on course objectives and course requirements to ensure there is a quality learning experience
5. Plan and/or schedule the learning experiences guided by the specific clinical objectives and overall nursing course objectives and agency policies and procedures.
6. Guide, supervise and instruct the student as appropriate in the learning setting.
7. Participate with nursing faculty in providing the student with formative and summative evaluation recognizing that faculty retains final authority and responsibility.
8. Encourage increasing levels of responsibility by the student in providing patient care as appropriate.
9. Coordinate with course faculty the resources and support deemed appropriate for the learning experience.

Preceptee (student) Responsibilities

The preceptee is a student enrolled in the Pre-licensure BSN program who has developed personal and professional learning objectives within the guidelines of the nursing course and clinical objectives. The preceptee will:

1. Receive orientation to the precepted experience from the course coordinator during course orientation.
2. Identify and design a learning contract with specific clinical objectives that relate to the overall nursing course objectives, special learning interest and integration of classroom theory.
3. Share personal and professional learning objectives with the preceptor and revise them as needed.
4. Accept responsibility for own learning in the health care agency.

5. Demonstrate flexibility, willingness, and self-direction throughout the learning process.
6. Wear appropriate professional attire as outlined in the AppState Department of Nursing and health care agency policies.
7. Consistently be on time for, and stay for designated time commitment for the learning experience.
8. Communicate the schedule and any subsequent changes in the agreed upon schedule in a timely way to both the faculty member and the preceptor.
9. Discuss own strengths and areas for improvement with the nursing faculty and preceptor.
10. Assume increasing responsibility for client care working collaboratively and/or under the supervision of the preceptor.
11. Seek assistance from the nursing faculty and/or preceptor when appropriate.

Nursing Faculty Responsibilities

The AppState nursing faculty designed the BSN curriculum and the preceptorship process. The nursing faculty is involved in the nursing course where the preceptee will have a preceptorship. The course faculty member oversees the preceptorship experience in accordance with the nursing course objectives, departmental and university policies. The nursing faculty will:

1. Assess the qualifications of potential preceptors for serving in that capacity.
2. Match agency and preceptor for the optimal student learning experiences.
3. Assist the student and preceptor in identifying and designing specific clinical objectives that relate to the overall nursing course objectives, special learning interests and integration of classroom theory.
4. Approve all student learning contracts and objectives for the experience.
5. Assist the preceptor in the preceptor role and preceptorship process.
6. Communicate with the preceptee on a regular basis to discuss preceptee's progress.
7. Assist the preceptee and preceptor by being available by phone and/or e-mail as a resource, consultant and for support.
8. Initiate necessary action if at any time the nursing program and/or health care agencies policies are not followed and/or client's safety is jeopardized.
9. Complete the final clinical evaluation process with input from the preceptor.
10. Evaluate the experiences of the preceptorship.

Agency Responsibilities

In all preceptorship arrangements, AppState and the agency will enter into a clinical agreement which has been signed by representatives of both institutions. Before a student is placed in the clinical setting, nursing faculty approves the health care agency. The Health Care Agency will:

1. The Agency retains total responsibility for the care of its patients and clients and maintains administrative and professional supervision of students related to their assignments that affects its operations.
2. Insure that the preceptor and preceptee in a working collaborative/cooperatively relationship follow agency policies and guidelines.

3. Provide learning opportunities for students to observe and participate in on agency premises.
4. Facilitate the accomplishment of overall nursing course objectives and specific preceptee clinical objectives by allowing the preceptee access to various agency services.
5. Provide a safe environment for students and faculty in accordance with federal and state laws.
6. Provide faculty and students access to policies and procedures that they are expected to adhere to and follow.
7. Notify faculty of unsatisfactory performance or misconduct of students providing documentation of any charge to faculty. If a student fails to comply with agency policies or procedures, the agency may temporarily suspend student from further participation in that agency pending investigation or hearing.

APPENDIX F-1: CLINICAL PRECEPTOR RESUME

Date: _____
Name: _____
Clinical Agency _____
Work Address: _____
E-mail Address: _____
Work Telephone: _____
Other Contact Number: _____
States currently licensed to practice nursing: _____
Date of nursing license expiration: _____
Certification: _____ Organization: _____
Date of Certification Expiration: _____

Educational Background

Basic Nurse Preparation:

School Attended: _____
Degree Received: _____
Date Received: _____

BSN Degree:

School Attended: _____
Degree Received: _____
Date Received: _____

Masters Degree:

School Attended: _____
Degree Received: _____
Date Received: _____

Work Experience:

Current: _____
Title Date Began

Specialty Area

Previous: _____
Title Date Began

Specialty Area

Previous: _____
Title Date Began

Specialty Area

Have you had previous experience precepting nursing students?

- Yes Types of Students? _____
 No

Comments: _____

How can the Department of Nursing at Appalachian State University better prepare you to assume this responsibility of preceptorship for nursing students?

Departmental Use Only

Clinical Course Associated With: _____

Semesters Used: _____

Date of orientation to preceptorship _____ by whom? _____

Original Date: 6/11/07, revised March 2012

**APPENDIX F-2: PRECEPTOR & CLINICAL FACULTY CLINICAL
EVALUATION TOOL
(Preceptor Evaluation Summary)**

Name: _____
Date: _____ Final evaluation: _____
Preceptor: _____
Clinical Site: _____

Grading Criteria:

Please evaluate the student with examples in the following areas and review evaluation with the student. Each student is to be rated in each area in the following manner:

- 5 Exceeds standard of a BSN student; ** requires specific examples
- 4 Always meets standards; ** requires specific examples
- 3 Usually meets standards
- 2 Satisfactory, with assistance
- 1 Does not always meet standard; * requires specific examples
- 0 Never; * requires specific examples
- N/A Does not apply

Please Note: The student is to share his/her self-evaluation with the preceptor as part of their learning experience and in meeting objectives sited in any professional behavior. Unsafe practice may result from any omission or commission that may endanger a client's safety and well-being.

Evaluation Criteria

Professional Behavior:

The student:

- a) develops and shares with preceptor at the beginning of clinical experience, the learning objectives for the experience;
- b) adheres to the grooming and dress code of Appalachian State University;
- c) is on time for each clinical day and attends clinical days as scheduled;
- d) maintains confidentiality concerning the client;
- e) clarifies areas of knowledge/skill;
- f) prepares for each clinical assignment (reading, skill review, etc.)
- g) is receptive to constructive guidance;
- h) maintains ethical conduct in the care of all clients;
- i) fulfills clinical area obligations;
- j) works effectively with clients and other staff involved in client's care; and
- k) provides meaningful self-evaluation of learning experiences.

Application of Nursing Knowledge Base to Clinical Area of Nursing:

The student:

- a) applies nursing process in a collaborative team effort for the care of individuals, families, groups or communities;
- b) completes health assessment with client participation;
- c) completes physical assessment as appropriate to clinical setting;
- d) establishes health needs priorities with client participation;
- e) includes client in decision making process when addressing health needs;
- f) carries out in a safe, comfortable environment conducive to optimal health and human dignity; and
- g) evaluates effectiveness of interventions in collaboration with all parties involved.

Skills:

The student:

- a) performs complete nursing clinical skills as available in the site assignment and only those under the direction of the preceptor.

Preceptor Self-Evaluation:

Please comment on this Preceptorship experience. Did the AppState Preceptor orientation prepare you to serve as a preceptor? If yes, how? If no, why? Please make any suggestions that would enhance the preceptorship experience for you.

APPENDIX F-3: FACULTY CLINICAL AGENCY EVALUATION

Agency _____ Term _____

Course # _____ Faculty _____

No. of Students at Site: _____ Population served by agency: _____

Please rate the clinical agency using the following scale:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Please check (√) the following:	S A	A	D	S D
The clinical agency provides students with learning experiences necessary to meet course and program objectives				
The clinical agency provides opportunities for students' personal learning objectives when possible.				
The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.				
The clinical environment is supportive of and conducive to student learning.				
Equipment and space for instructional activities are adequate and accessible to implement the education experience.				
The clinical agency personnel supports a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.				
The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well being.				

COMMENTS:

Adopted 11/13
Revised 7/17/14, 2015

APPENDIX F-4: STUDENT CLINICAL AGENCY EVALUATION

Agency _____ Term _____

Course # _____ Faculty _____

No. of Students at Site: _____ Population served by agency: _____

Preceptor (if applicable): _____

Please rate the clinical agency using the following scale:

SA = Strongly Agree A= Agree D = Disagree SD = Strongly Disagree

Please check (√) the following:	S A	A	D	S D
The clinical agency provides students with learning experiences necessary to meet course and program objectives				
The clinical agency provides opportunities for students' personal learning objectives when possible.				
The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.				
The clinical environment is supportive of and conducive to student learning.				
Equipment and space for instructional activities are adequate and accessible to implement the education experience.				
The clinical agency personnel support a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.				
The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well-being.				

COMMENTS:

Adopted 11/13
Revised 7/17/2014, 2015

STUDENT PRECEPTOR EVALUATION

Facility: _____ **Term: SPRING 2015** **Course # 4130** **Preceptor:** _____

Student: _____ **Faculty:** _____

Please rate your preceptor using the following scale: SA = Strongly Agree A= Agree D = Disagree SD = Strongly Disagree

Comments are required for strongly agree or strongly disagree and general comments are encouraged.

Please check (√) the following:	SA	A	D	SD	COMMENTS
My preceptor demonstrates an understanding of the Preceptor role					
My preceptor models professional behaviors with student, patients/families/visitors and members of the healthcare team					
My preceptor demonstrates and encourages communication skills that facilitate student learning:					
a. encourages questions and discussion					
b. leads student through decision making					
c. provides timely and constructive feedback					
d. effectively communicates with other members of the healthcare team					
e. efficiently completes documentation of patient care					
f. suggests and provides additional learning experiences					
My preceptor demonstrates and encourages management and leadership skills that facilitate student learning:					
a. respects the student as an adult learner and participant in the healthcare team					
b. assists student in identifying goals and needs for preceptored experience					
c. identifies and addresses student's knowledge deficits					

d. utilizes student's strengths and knowledge					
e. knowledge of facility's policies, procedures, and quality initiatives and facilitates student's incorporation of same into professional practice					
f. promotes evidence-based practice inquiry and facilitates student's incorporation of same into professional practice incorporation					
My preceptor demonstrates and encourages strong clinical reasoning skills that facilitate student learning:					
a. assists student to enhance problem solving skills					
b. assists student to refine organizational skills					
c. encourages and assists student to assume increasing responsibility during the clinical rotation					

STUDENTS ARE REQUIRED TO LIST 2-3 COMMENTS IN THE FOLLOWING SECTION:

The following are three positive attributes of my preceptor

The following are three areas that I believe my preceptor could improve

STUDENT SIGNATURE: _____ DATE: _____

FACULTY

COMMENTS: _____

FACULTY SIGNATURE: _____ DATE: _____

Student eval_preceptor.docx 4/15

APPENDIX G. POLICIES

APPENDIX G: POLICY FOR EVENT REPORTING

This document is a student education record protected as confidential under the Family Educational Rights and Privacy Act.

Event reports are used for the improvement of the quality of patient care and the reduction of any circumstances which might cause or contribute to the event being repeated. When used in this manner, event reports become a tool for the education of the students/faculty and support the facility's Quality and Safety initiatives. This policy and the accompanying form are to be used only for the purpose of education of involved parties within the Department of Nursing.

An event is any occurrence that is not consistent with the normal, routine operation of a facility and their policies and procedures, **which may result in or have potential** for injury and/or property damage. This definition includes **near-miss situations**. According to the Safe Medical Devices Act, event reports must be filled out if there is a malfunction of a piece of medical equipment. The FDA requires healthcare facilities to report when circumstances "reasonably suggest" that a medical device has caused or contributed to the death, serious injury, or serious illness of a patient. This type of event must be reported to the manufacturer and/or the FDA.

This confidential form is to be completed in conjunction with the clinical facilities' document and according to their policy. The person (student and/or faculty) discovering the event should report the event according to the facility policy and complete the facility document along with this form.

This report should be submitted to the Chair of the Department of Nursing or the Director of Academic Support and Program Compliance within 24 hours of the event. The Chair will keep the form on file in the Chair's office. A copy will not be placed in the student's file. The event will not be recorded on the student clinical evaluation anecdotal note.

If circumstances documented suggest the need, the report will be discussed by the Chair of the Department of Nursing with the Dean (or designee) and the Office of General Counsel.

Reviewed September 2016
Revised 5/11/2017

APPENDIX G-1: CLINICAL EVENT FORM

This document is a student education record protected as confidential under the Family Educational Rights and Privacy Act.

This report is to be completed legibly, in detail and with factual information by student and faculty member. Please use back of form or additional paper if needed. Completed form should be given to the Nursing Department Chair within 24 hours of the event. Due to the nature of the information in the report, copies/scans of the form should not be made. This document is to be used only for the purpose of education of involved parties within the Department of Nursing.

Initial Data:			
Date:	Time: <input type="checkbox"/> AM <input type="checkbox"/> PM	Facility Name and Address:	
Exact location of event:			
Type of Event: Patient <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> (specify) _____			
Witnessed <input type="checkbox"/> Not Witnessed <input type="checkbox"/>			
Name:			DOB:
Address:			Phone Numbers:
Student Name:		Faculty Name:	
Witness(es): use back of form if needed			
Name:		Contact Info:	
Name:		Contact Info:	
Provider(s): use back of form if needed			
Name:		Notified: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: Time:
Name:		Notified: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date: Time:
Description of the Event: (WHO, WHAT, WHEN, WHERE, WHY, HOW) (use additional paper if needed)			
Medication Event: Yes <input type="checkbox"/> No <input type="checkbox"/> Check all that apply below			
Wrong Drug- Yes <input type="checkbox"/> No <input type="checkbox"/>		Wrong Dose- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Wrong Time- Yes <input type="checkbox"/> No <input type="checkbox"/>		Wrong Patient- Yes <input type="checkbox"/> No <input type="checkbox"/>	
High Alert Med- Yes <input type="checkbox"/> No <input type="checkbox"/>		Wrong Route- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Transcription Error- Yes <input type="checkbox"/> No <input type="checkbox"/>		New Medication Order- Yes <input type="checkbox"/> No <input type="checkbox"/>	
MAR Misinterpretation- Yes <input type="checkbox"/> No <input type="checkbox"/>		Misread Order (student)- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Multiple meds simultaneous prepared- Yes <input type="checkbox"/> No <input type="checkbox"/>		Misread Order (faculty)- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Faculty present when med prepared- Yes <input type="checkbox"/> No <input type="checkbox"/>		Abbreviation Error- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Two unique patient identifiers used- Yes <input type="checkbox"/> No <input type="checkbox"/>		Barcoding Error- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Student competency verified- Yes <input type="checkbox"/> No <input type="checkbox"/>		Look/Sound Alike Med- Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Crowded med prep area- Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Omitted Required Assessment Prior to Administration- Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Faculty present when med given- Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Three safety checks omitted- Yes <input type="checkbox"/> No <input type="checkbox"/>	
		Documentation- Yes <input type="checkbox"/> No <input type="checkbox"/>	

OTHER:		
Treatment Management Event: Yes <input type="checkbox"/> No <input type="checkbox"/> Check all that apply below		
Wrong treatment- Yes <input type="checkbox"/> No <input type="checkbox"/>	Wrong Patient- Yes <input type="checkbox"/> No <input type="checkbox"/>	Wrong Time- Yes <input type="checkbox"/> No <input type="checkbox"/>
Treatment order verified- Yes <input type="checkbox"/> No <input type="checkbox"/>	Treatment order difficult to read- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Crowded prep area- Yes <input type="checkbox"/> No <input type="checkbox"/>	Wrong supplies/equipment used- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Omitted/Incorrect Assessment Prior to Treatment- Yes <input type="checkbox"/> No <input type="checkbox"/>	Omitted/Incorrect Assessment Following Treatment- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Competency to perform verified- Yes <input type="checkbox"/> No <input type="checkbox"/>	First time student performed treatment- Yes <input type="checkbox"/> No <input type="checkbox"/>	
Discrepancy between facility policy/procedure and Nursing programs teaching of skill- Yes <input type="checkbox"/> No <input type="checkbox"/>		
OTHER:		
Patient Fall Event: Yes <input type="checkbox"/> No <input type="checkbox"/> Check all that apply below		
Floor conditions- Clean and smooth <input type="checkbox"/> Slippery or wet <input type="checkbox"/> Other <input type="checkbox"/> - describe-		
Identified as at risk for fall- Yes <input type="checkbox"/> No <input type="checkbox"/>	Frame of Bed- High <input type="checkbox"/> Low <input type="checkbox"/>	Night light- Yes <input type="checkbox"/> No <input type="checkbox"/>
Ambulation privilege- <input type="checkbox"/> Unlimited <input type="checkbox"/> Limited with assistance <input type="checkbox"/> Complete bedrest <input type="checkbox"/> Other-		
Status of bed rails- <input type="checkbox"/> No <input type="checkbox"/> 1 up <input type="checkbox"/> 2 up <input type="checkbox"/> 3 up <input type="checkbox"/> 4 up	Patient left in bathroom <input type="checkbox"/> on bedpan <input type="checkbox"/> bedside commode <input type="checkbox"/> in any type of chair <input type="checkbox"/>	
Unlocked wheels on Bed <input type="checkbox"/> Stretcher <input type="checkbox"/> Wheelchair <input type="checkbox"/>		
Other restraints (type and extent)		
Were narcotics, analgesics, hypnotics, sedatives, diuretics, antihypertensives or anticonvulsants given during last 4 hours? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Drug(s)	Dose(s)-	Time(s)-
Other contributing factors:		
Other Safety Management Event: Yes <input type="checkbox"/> No <input type="checkbox"/> Check all that apply below		
Patient/Site Identification compromised- Yes <input type="checkbox"/> No <input type="checkbox"/> Two unique patient identifiers used- Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:		
Patient Hand-off compromised- Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:		
Bloodborne Pathogens Protocol compromised- Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:		
Infection Control compromised- Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:		
Confidentiality/HIPAA breached- Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:		
Other type event- Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:		
Persons notified other than physician: include name, date and time notified		
Nurse Manager:		
Risk Manager:		
Department Chair:		
Director of Academic Support and Program Compliance:		

Additional info from faculty perspective:		Additional info from student perspective:	
Evaluation/Follow-up: Please circle appropriate category(s) and document action/plan below:			
<input type="checkbox"/> Staff discussion <input type="checkbox"/> Policy and procedure review <input type="checkbox"/> Equipment change <input type="checkbox"/> Counseling <input type="checkbox"/> Re-education and return demonstration <input type="checkbox"/> Disciplinary process <input type="checkbox"/> Other _____			
Printed Name and Signature of Faculty Completing Report			Date:
Printed Name and Signature of Student			Date:

Reviewed September 2016
Revised 5/11/2017

APPENDIX G-2: ACCIDENT & INJURY POLICY & PROCEDURE

Purpose:

To be in compliance with Nursing Department and Appalachian State University institutional guidelines for reporting, providing appropriate intervention, and follow-up post-accident or injury.

Policy:

Students are responsible for reporting any accident or injury to their faculty and the Chair of the Department of Nursing immediately. Appropriate intervention/treatment should occur in a timely fashion. The *Event Report for Accident or Injury* located in the FORMS section should be completed and turned in to the Director of Academic Support and Program Compliance within 48 hours of the event. A University Report will be made via <http://hrs.appstate.edu/initial-notification-injury-form>

Definition:

An accident/injury is defined as an undesirable and unexpected event which results in potential or personal harm that impacts the faculty or the student's ability to provide safe and quality patient care. In addition, an accident/injury includes occupational exposure to blood and body fluids and airborne pathogens during clinical/classroom labs. Occupational exposure may be described as a percutaneous (needle stick, cut, or puncture) or mucous membrane (splash to the eyes, nasal mucosa, or mouth) exposure to body fluids (blood or other infectious material), a cutaneous exposure when chapped or abraded skin or otherwise non-intact skin is contaminated with infectious materials, or exposure to infectious airborne agents by way of inhalation or contact. Events related to clinical travel are also included in this policy.

Procedure:

Students must report all accidents/injuries to the faculty, the Program Director or the Chair of the Department of Nursing and the Director of Academic Support and Program Compliance. An assessment of the accident/injury will be made regarding the accident/injury relationship to the Safety and Technical Standards Policy and Procedure.

For events that occur in the clinical or lab setting the student will initially report to the instructor/faculty. Events related to clinical travel are also included in this policy. The student, with the assistance of the faculty, must complete a Department of Nursing accident/injury report and/or agency incident report and seek appropriate medical follow-up according to clinical agency's policy and the Appalachian State University Department of Nursing. Students are responsible for the costs of any tests or treatments due to accident/injuries that occur during clinical/classroom experiences.

When an occupational exposure to blood or body fluids occurs, the clinical facility policy and procedures are initiated. The appropriate facility personnel will inform the individual that is the source of exposure of the incident and individual will be tested for serologic evidence of HIV antibodies and Hepatitis B antigen after consent is obtained. If the source individual has AIDS, is positive for HIV antibody, is positive for Hepatitis B antigen or refuses the test, the student should be counseled regarding the risk of infection and evaluated clinically and serologically for evidence of HIV or HBV infection as soon as possible after the exposure. Students with seronegative results for HIV should be retested in 6 weeks, 12 weeks, and 6 months post-exposure (CDC, 1990). The student should be advised to report and seek medical evaluation for any acute febrile illness that occurs within 12 weeks after the exposure. An illness characterized by fever, rash, or lymphadenopathy may be indicative of recent HIV infection.

When students are exposed to TB disease, the student should be referred to his or her family physician or health school to begin follow up and appropriate therapy. Baseline testing should be performed as soon as

possible post-exposure. The student must be cleared by a physician or health care provider prior to return to clinical.

Students who sustain any accidents/injuries should be referred to their private physician/health care provider or Appalachian State University Student Health for further assessment and follow-up.

Forms for this policy are located in the FORMS section of handbook.

Reviewed:
5/26/11, 5/15
Revised 5/11/17
Accident and Injury Policy.docx

APPENDIX G-3: ACCIDENT OR INJURY EVENT REPORT FORM

Part A: Documentation of Specifics Related to the Event

This report is to be completed legibly, in detail and with factual information by student and faculty member. Please use additional paper if needed.

1. Date:	Time:	Location:	
2. Circle appropriate category for person involved:			
Student		Faculty	Staff
Visitor			
3. Name:			DOB:
Address:			Phone Numbers:
4. Detailed statement of facts related to event and description of injury if applicable:			
5. Causative Factors: Please list and describe any causative or contributing factors			
Person			
Equipment			
Other			
6. Description of Immediate Action Taken/Treatment:			
7. Witnesses: Please list information below regarding persons observing/involved in the event			
Name(s):			
Address:			
Phone numbers:			
Relationship to the event:			
8. Notification of Nursing Department and/or Clinical Facility			
Name(s) and position of person(s) notified:			
Date:	Time:	How notified:	

Printed Name and Signature of Person Completing Report		Date and Time
Printed Name and Signature of Person Reviewing Report		Date and Time

Part B: Documentation of Investigative Component of the Event

1. Date:	Time:
2. Name of person involved in event:	
3. Name and credentials of person investigating event:	
4. Documentation of calls placed regarding the event:	
a. To whom	
b. Contact information	
c. Synopsis of information gathered	
5. Descriptive documentation of interventions and/or treatment:	
6. Evaluation/Follow-up: Please circle appropriate category(s) and document action/plan below:	
Policy and procedure review Counseling Equipment change Staff discussion Re-education and return demonstration Disciplinary process	
7. Printed Name and Signature of Person Completing Report	Date:

APPENDIX G-4: SAFETY AND TECHNICAL STANDARDS POLICY AND PROCEDURE

Appalachian State University Department of Nursing Safety and Technical Standards Policy and Procedure for BSN, RN-BSN and MSN Nursing Programs

Purpose: To validate all students' ability to meet the cognitive, affective and psychomotor requirements of the curriculum, with or without reasonable accommodations, while enrolled in any of the Appalachian State University Nursing programs. This policy and related procedures shall be implemented in a manner consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as subsequently amended. In addition, students must be in compliance with the patient safety and quality standards of clinical and other regulatory agencies.

Policy: For admission and progression in any of the Appalachian State University Nursing programs, all students must:

1. Meet the required eligibility requirements and the patient safety and quality standards of clinical and other regulatory agencies.
2. Newly admitted students must:
 - a. Complete the health appraisal and have a physical examination performed by a licensed practitioner such as a physician or nurse practitioner.
 - b. Complete and obtain approval of the "Safety and Technical Standards" form (attached).
 - c. Provide documentation of required immunizations including completion of 2-step Mantoux (PPD) testing.
 - d. Provide documentation of current American Heart Association CPR certification in adult and infant/child at the health care provider level.
3. In order to progress in the program, all current students must submit, at the beginning of each subsequent academic year, the *Annual Health, Safety and Technical Standards Self Evaluation* form (in the forms section of this document) for validation of meeting the safety and technical standards.
4. All students must maintain currency of immunization status, PPD testing and CPR.
5. Students who incur **subsequent illness or injury must be assessed at the time of said occurrence** to determine if they remain in compliance with this policy and its intent.

Confidentiality: The handling of all records and subject information will be strictly confidential and revealed only to those required to have access, e.g., ODR, Appalachian's Department of Nursing, clinical agencies, etc. Any breach of confidentiality will be considered serious and appropriate disciplinary action will be taken.

Procedure:

Initial verification of student of meeting required safety and technical standards

1. Once the applicant has met the eligibility requirements for acceptance, the "Safety & Technical Standards" form will be sent from the Department of Nursing to the applicant with the official notification of provisional acceptance into any of the Appalachian State University Nursing programs.

2. The student must complete the form and return it to the Department of Nursing by the specified return date.

Annual verification by student of meeting required safety and technical standards

1. Prior to the beginning of subsequent academic years, each current student must submit the *Annual Health, Safety and Technical Standards Self Evaluation* form (found in the forms section of this document) for validation of health status and ability to meet the safety and technical standards.
2. Failure to provide appropriate documentation as requested may result in the student's not being allowed to participate in clinical courses and/or dismissal from the program based on the inability to meet the safety and technical standards.

Reasonable Accommodations Due to a Disability

1. At any time within the program, students needing reasonable accommodations in order to meet any of the technical and performance standards must:
 - a. Make requests to the Office of Disability Resources (ODR).
 - b. ODR will engage in an interactive process to determine eligibility and may consult with the Department of Nursing to determine reasonable accommodations.
 - c. If reasonable accommodations are approved ODR will notify students regarding eligibility and will create an Accommodation Plan to identify the approved reasonable accommodations.

Temporary impairment verification by student of meeting required safety and technical standards

1. If a student is injured, is ill, or the student's health status changes, this must be reported to the Chair of the Department of Nursing within 24 hours and/or prior to clinical experience.
2. The Director of Academic Support and Program Compliance will request that the student provide verification from a health care provider of the student's continued ability to perform clinical activities. In addition, the student must also be cleared by the assigned clinical facility and the Department of Nursing in accordance with the facility's patient safety and quality standards.
3. A copy of the "Safety and Technical Standards" form and a cover memo for the health care provider to verify that the student can meet the safety and technical standards will be provided to the health care provider by the student.
 - a. The student will return the health care provider-completed and signed memo to the Director of Academic Support and Program Compliance.
 - b. If the student needs accommodations due to a temporary impairment requests should be made to ODR.
4. The Department of Nursing will submit all associated documentation to the clinical facility for review and determination of the students' ability to participate in clinical.

Until a decision is made, the student will not be allowed to participate in clinical courses.

Failure to provide documentation

Failure to provide appropriate documentation as requested may result in the student's not being allowed to participate in clinical courses and/ or dismissal from the program based on the inability to meet safety and technical standards.

Disputing the decision

The student may make a written appeal of a decision made by the Department of Nursing pursuant to this policy. Such an appeal shall be made to the Chair of the Department of Nursing within fifteen (15) working days from the student's receipt of notice of the decision. If the situation cannot be resolved at the Department level, the student may appeal to the Dean of the Beaver College of Health Sciences within 15 working days of the Department's denial of the first appeal. The appeal to the Dean must be submitted in writing and include documentation related to the situation. The Department will also have an opportunity to provide written documentation about the situation. The documentation will include specific details regarding why the Department has denied the appeal, and a record of the communication with the student. The decision of the Dean is binding (final).

Misrepresentations

Any identified misrepresentation, falsification, or material omission of information by the student may result in dismissal from the Nursing program.

Amendments or Termination of this Policy: Appalachian State University Department of Nursing reserves the right to modify, amend, or terminate this policy at any time.

Adopted 5/7/2010
Revised 8/4/201, 5/11/2017, 4/16/18
safetechnical_standardshandbook[1].docx
Form revised 10/2014, 2/2016, 5/11/17

Appalachian State University
Beaver College of Health Sciences
Department of Nursing

Safety and Technical Standards requirements for admission to, progression in, and completion of the BSN, RN-BSN or MSN programs in Nursing:

General abilities

To provide quality nursing care, the student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell. All data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. The student must be able to observe patients accurately at a distance and close at hand. In addition, the student is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium and movement.

Observational Ability

The student is expected to be able to observe the patient/client holistically to accurately assess any health/illness alterations. Inherent in this observation process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.

Communication

The student is expected to be able to effectively communicate and receive communication, both verbally and non-verbally. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language. A student must be able to elicit information, describe changes in mood, activity and posture, and receive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Ability

The student is expected to be able to perform gross and fine motor movements required to provide holistic nursing care. Examples of care that the student must be able to perform include turning, transferring, transporting, and exercising the patients/clients. The student is expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions. Examples of emergency interventions reasonably required of nurses are cardiopulmonary resuscitation, the administration of parenteral medication, the application of pressure to stop bleeding, and the suctioning of obstructed airways. A candidate must also be able to protect the patients in emergency situations such as a fire event. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, hearing, and vision. The student is expected to be able to maintain consciousness and equilibrium, and have the physical strength and stamina to perform satisfactorily in clinical nursing experiences.

Intellectual – Conceptual Ability

The student is expected to have the ability to develop problem solving skills, and demonstrate the ability to establish care plans and set priorities. This includes the ability to calculate, analyze, and synthesize objective, as well subjective, data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. The student is expected to be able to listen, speak, read, write, reason, and perform mathematical functions at a level which allows the student to process and understand the materials presented (in both a written and a verbal format) throughout his or her course of study.

Behavioral/Social Attributes

The student is expected to have the emotional stability to fully utilize his/her intellectual abilities, exercise sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Concern for others, integrity, accountability, interest and motivation are necessary personal qualities.

8/4/2011 safetechnical_standardshandbook[1].docx Form revised 10/2014, 2/2016

Appalachian State University
Beaver College of Health Sciences
Department of Nursing
Safety and Technical Standards Document (BSN, RN-BSN and MSN programs)

Name: _____
Last First MI

Mailing Address: _____
Street City State Zip Code

1. If you had sufficient educational preparation would you be able to perform, with or without reasonable accommodations, the customary techniques for physical assessment such as auscultation (listening with a stethoscope), percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part), palpation (feeling various body parts such as the breast or abdomen with the ability to discern the size, shape and consistency of masses), and visual observation sufficient to note such changes as skin and eye color, and body positioning as well as to use such instruments as an otoscope (magnifying instrument for examining the ear) and ophthalmoscope (magnifying instrument eye examinations)?

Yes (with or without accommodations) No

2. If you had sufficient educational preparation would you be able to perform, with or without reasonable accommodations, basic nursing procedures such as giving injections of medications, inserting intravenous lines, transferring, lifting, and turning patients and assisting patients in their activities?

Yes (with or without accommodations) No

3. If you had sufficient educational preparation would you be able to perform quickly and effectively, with or without reasonable accommodations, such emergency procedures as cardiopulmonary resuscitation and suctioning of obstructed airways?

Yes (with or without accommodations) No

4. Are you able to communicate orally and in writing and receive communication so as to conduct patient interviews, to provide patient education, and to make your assessments and plans known to others on the health care team?

Yes (with or without accommodations) No

5. Are you able to withstand the physical and psychological rigors of nursing education and practice? Both may entail long classroom and clinical hours, strenuous physical activity, exposure to latex and other allergens and taking care of patients with serious illnesses, contagious diseases, terminal diseases, and severe emotional disorders. Consistent class attendance is mandatory due to the clinical nature of the nursing program.

Yes (with or without accommodations) No

6. Can you meet the immunization requirements for nursing students as listed below? For information on costs at APP STATE Student Health Services go to:
<http://healthservices.appstate.edu/pagesmith/98>

MMR vaccine requirement: 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required

Tuberculosis screening requirement: Initial TB screening – 2 separate PPD tests within one year (a.k.a., “two step”) or Provider Review if history of positive PPD. Then annual TB screening is required.

DPT/Td requirement: A series of 3 doses of DPT, DTaP, or Td -- one within past 10 years; one dose Tdap (Adacel or Boosterix) (date must be after vaccine release day of May 2005). Td will be repeated if Tdap is ≥ 10 years.

Hepatitis B vaccine requirement: A series of 3 vaccines and a positive blood titer is required.

Varicella/Chicken Pox Immunity requirement: If a student has a history of chicken pox disease, a positive blood titer is required. If a student has no history of chicken pox disease, a 2 dose series of vaccine is acceptable.

Annual Influenza Vaccine: Required by clinical facilities.

Yes No If no, why?

7. Are you able, with or without reasonable accommodations, to listen, speak, read, write, reason and perform mathematical functions at a level which allows you to process and understand materials which are presented to you (in either a verbal or a written format)?

Yes (with or without accommodations) No

8. Having read the Safety and Technical Standards for Appalachian State University Department of Nursing, do you require reasonable accommodations, consistent with the Americans with Disabilities Act, to meet any of these requirements?

Yes No

I certify that the information submitted in this application is complete and correct to the best of my knowledge. I understand that submission of false or incorrect information may cause my application to be rejected or may result in my dismissal from Appalachian State University, if admitted. I understand that any request for accommodation will be evaluated to determine the reasonableness of the requested accommodation and the adequacy of the supporting documentation.

Applicant's Signature

Date

If you have any questions regarding the above questions, please feel free to contact the Director of Academic Support and Program Compliance for the Department of Nursing, Jill Venable (venablejz@appstate.edu).

Health Care Provider Verification

I have reviewed the information provided by the student in this document. I have discussed this information with the student. To the best of my knowledge, this student is able to meet the Safety and Technical Standards required for the BSN or RN-BSN Program at Appalachian State University.

MD/NP/DO/PA Signature: _____ Date: _____

Approved 5/7/2010

Revised 8/4/2011, 10/2014, 2/2016, 5/11/2017, 4/16/18

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Safetechnical_standardshandbook Approved January, 2019

APPENDIX G-5: SOCIAL MEDIA POLICY

Purpose:

To provide faculty and students with an understanding of the position of the Appalachian State University Department of Nursing regarding the use of use of social media and other electronic communications.

Definition:

For the purpose of this policy Social Media is defined as any user-generated content or online network/applications that faculty or students may contribute to from a personal or professional perspective. Currently identified avenues include, but are not limited to texting, *Facebook*, *Twitter*, *YouTube*, personal or community blogs, or educational sites such as *AsULearn*.

Rationale:

Social media is a promising innovation with the potential to enhance global health care information exchange and significantly impact patient care. However, social media is a tool, which when used inappropriately, has the potential to bring harm to colleagues, patients, the profession, and even nurses' careers. The ability of search engines to bring long forgotten information to current accessibility, with just a few keystrokes, may result in far-reaching consequences for individuals and the institution. One should be cognizant of the legal liability associated with inappropriate or misuse of any type of social media.

Policy:

Representation of the University and the Department in a manner that is fair, accurate, in compliance with requirements of a legal nature, and protective of the reputation of the individual(s) the university and any affiliated institution/agency should be the primary focus of faculty and students in any method of communication. To insure an understanding of the parameters of these emerging technology and applications, the following statements will serve as guidelines and will be modified as appropriate:

1. Guidelines provided in the Appalachian State University Codes of Conduct must be adhered to.
2. All representations must be made in a fair, accurate and legal manner that protects the brand and/or reputation of all involved.
3. Protect confidential, sensitive, and proprietary information. HIPAA, University and other privacy, confidentiality and security guidelines must be followed at all times. The realm of this responsibility includes your peers, faculty and staff and associated clinical facilities/agencies and their clients.
4. Information concerning the above-mentioned areas must not be posted in any avenue of social media and in particular in an online forum or webpage.
5. At no time should photographs or videos be made in a clinical facility/agency without the written permission of the administration of the facility/agency.

Considerations:

1. Think twice about posting as no site is truly private. If you are unsure about a potential post, seek guidance and clarification from departmental faculty or staff.
2. Respect your audience.
3. Your foremost consideration should be the fact that you are legally liable and have sole responsibility for your use of social media. So-called “hidden usernames”, text messages and other types of social media can and have been traced.
4. Promptly report any concerns about breaches of this policy to the Chair of the Nursing Department.

Consequences:

1. Violations are subject to the penalties HIPPA Privacy and Security Act.
2. Sharing of unprofessional or confidential information will result in disciplinary action that may include failure of the course or dismissal from the nursing program/position.
3. Legal responsibility of a personal and professional nature for use of social media that is found to be defamatory, harassing, or in violation of any other applicable law.

Please view the video at the link below which provides an overview of the National Council of State Boards of Nursing position on Social Media in the profession of Nursing.

www.youtube.com/watch?v=i9FBEiZRnmo

<http://www.youtube.com/watch?v=oG7E-tR975g>

APPENDIX G-6: INCLEMENT WEATHER POLICY

PURPOSE:

The purpose of this policy is to establish a centralized, equitable policy for what clinical instructors should do regarding the cancellation or delay of clinical experiences for nursing students in the event of adverse weather conditions. The Department of Nursing follows University policy for on- campus classes.

1. When the University has been closed due to adverse weather conditions all clinical related experiences will also be cancelled.
2. If the determination has not been made regarding the closing of the University by 2 hours prior to the usual start of clinical, the clinical experience will be delayed two hours until the University decision has been made.
 - a. On a day that the University has delayed classes, students will leave for clinical at the time that classes resume on campus (for example if the University delays classes until 12 noon, students will leave Boone for clinical at 12 noon). That way, if the delay is extended, students would not already be on the road to clinical.
 - b. On a day that the University has not delayed classes but weather is a concern, students will not leave Boone before 7:30 am. This will allow for decisions to be made at a reasonable hour with more information and students will be on the road in daylight.
3. If the University is open, but weather conditions are judged to be adverse by the faculty member either where the faculty member resides or where the clinical experience occurs, the faculty member will consult with the Chair of the Department of Nursing or her/his designee to determine if clinical should be held, delayed, or cancelled. The main priority is the safety of students, faculty, and staff.
4. The decision to delay or cancel clinical should be made as early as possible, prior to the usual departure time for the clinical experience.
5. If there is a decision to cancel clinical or delay the start, the instructor will inform the students by way of email or other communication method established at the beginning of the course. This established communication method for adverse weather is posted on the course syllabus.
6. If there is a decision to cancel clinical or delay the start, the lead instructor for the course should inform the clinical facility at least one hour prior to the usual start of clinical by way of a phone call to the unit.
7. Changes in the weather may require that clinical be suspended. The faculty member will contact the Chair of the Department of Nursing or her/his designee to determine if clinical should be suspended.
8. Any decision to cancel, delay or suspend clinical experiences because of adverse weather must be approved by the Chair of the Department of Nursing or her/his designee. The

“Inclement Weather Form related to Clinical Cancellation, Delay or Suspension” must be completed and kept on file in the Department of Nursing as a record. Information and completed forms should be forwarded to the Director of Academic Support and Program Compliance.

9. If possible, clinical will be extended on that day by the same number of hours (start time will be hour one) for up to two hours. The faculty member should confirm that the unit is available.
10. If #9 is not possible, an additional pre-determined number of hours can be added to subsequent days and/or scheduled for make-up day, including weekends as necessary.

Revised 3/3/16, 5/11/17

APPENDIX G-7: STUDENT CRIMINAL BACKGROUND CHECK & DRUG SCREENING POLICY*

1. Introduction

1.1 It is a condition of initial enrollment in the Appalachian State University Department of Nursing (the “Department”), and a condition of eligibility to continue enrollment in a Nursing program, that Nursing students meet all academic and other requirements imposed by the Department, as well as requirements of each external health and human service agency where the Department attempts to place the student in a given semester.

1.2 The Department must secure the cooperation of independent external health and human service agencies (“Agencies”) to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Agencies will not accept students who do not meet requirements that apply to their employees, including drug tests and criminal background checks. Because criminal background checks are now required by the North Carolina Board of Nursing for all licensure applicants, and because of recommendations from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), many Agencies now require that Nursing students who will intern at their sites successfully complete criminal background checks and drug screening. Each student must undergo a criminal background check by a Department of Nursing-approved agency.

1.3 In addition to meeting all Department and other college and University academic and conduct requirements, students have the additional responsibility to meet requirements imposed by each Agency where they will receive clinical or field education, including internships. A student who is rejected by one or more Agencies because of failure to meet the Agency’s criminal background and/or drug testing requirements will be subject to dismissal from the Nursing Program in accordance with the Department of Nursing Academic Dismissal Policy.

2. Agency Criminal Background Check Requirements

2.1 Students not meeting requirements regarding the criminal background checks are subject to dismissal from the program. See Student Handbook Dismissal Policy on page 59.

2.2 University officials will have electronic access to the criminal background report.

2.3 The University seeks information on convictions, all pleas that are acknowledgements responsibility, and all pending criminal actions. Arrests or detention orders that do not result in convictions or pleas will not be considered. The candidate will be asked to provide information about the candidate’s criminal and discipline records. This information is critical, and a failure by the candidate to provide this data or to provide it accurately will result in a rejection of the candidacy or other decision adverse to the candidate. All materials collected pursuant to this policy will be held confidentially and securely, and it will be maintained in a file separate from the regular files maintained for each candidate.

2.4 The existence of a conviction or plea, or other determination or acceptance of responsibility for a crime or misconduct, does not automatically render a candidate unqualified. Where such matters are evident, the following factors will be considered by University officials in determining whether a candidate is qualified:

- A. the nature of the crime or misconduct;
- B. the circumstances surrounding the crime or misconduct;
- C. the existence, number and type of other incidents of crime or misconduct;

- D. the time that has elapsed since the conviction or other determination;
- E. the actions and activities of the student since the date(s) of reported crime(s) or misconduct;
- F. the rehabilitation record of the student;
- G. any related information;
- H. the honesty of the student in disclosing and/or explaining the crime or misconduct;
- I. any professional opinions about the possibility or likelihood of future criminal behavior or other misconduct;
- J. explanations and/or other information provided by the candidate; and
- K. the willingness of a healthcare facility or other agency to accept the candidate for any clinical experience.

In addition, University officials may use the attached GUIDELINES FOR ASSESSING CRIMES AND MISCONDUCT AS THEY RELATE TO NURSING REQUIREMENTS AND ACTIVITIES.

2.5 The criminal background check will only be used for evaluating the candidate's qualifications; it will not be used to discriminate on the basis of race, color, national origin, religion, creed, sex, gender identity and expression, political affiliation, age, disability, veteran status, or sexual orientation.

2.6 If a candidate has a criminal or disciplinary record, the University will:

- A. Compare the results of the background check to the application and supplemental information supplied by the candidate to determine discrepancies. If there are no discrepancies, and if the University has made an individual determination that the candidate is qualified for admission, continued matriculation, or certification or licensure, and there is no additional information indicating that a previous decision should be modified or rescinded, the previous decision may stand.
- B. If there are discrepancies or information indicating that a decision should be further examined, college officials must provide the candidate an opportunity either to (1) demonstrate that the report of criminal, disciplinary or other relevant history was erroneous (e.g. wrong person) or to (2) explain the discrepancy.
- C. If the background report is determined to be accurate and a discrepancy exists between the reported information and the application or supporting material that the candidate submitted, or there is additional information that amplifies the application information or otherwise indicates that the admission should be examined further:

1. The presumption is that the candidate will not be admitted, allowed to continue matriculation or be recommended for certification or licensure if the candidate has failed to accurately disclose relevant information in response to a question on the application or inquiry by any University official. The burden is on the candidate to demonstrate that the omission or misinformation was the result of an honest mistake, that it was not intended to mislead, and that a decision should be rendered in favor of the candidate in spite of the failure to disclose;

2. If the failure to disclose accurate information does not result in a decision adverse to the candidate, but there is information that draws the decision into question, before the candidate may be admitted, matriculate, or obtain a recommendation for certification or licensure, an authorized University official must make an individual determination as to whether the nature of any crime committed or other behavior disclosed, together with other available information, suggests that the candidate is unqualified. If the official determines that the candidate is not qualified, that official or a designee must notify the candidate

of the decision to deny admission or continued matriculation, or decline to make a positive recommendation for the candidate's certification or licensure. If not, the candidate may be admitted, matriculate or obtain a recommendation in accordance with other University policies and procedures.

2.7 University officials must maintain a record of the background checks, if any, conducted on each candidate and the results of those checks. If a candidate's record shows a history of conviction of, guilty plea to, or acceptance of responsibility for a crime or a significant disciplinary sanction at the University or another educational institution, the University shall maintain a record of the process used to determine whether or not the candidate was qualified and of the basis for that determination.

2.8 The student is accountable for reporting any charges of a misdemeanor or felonious nature that occurs while enrolled in the BSN Program within 48 hours of occurrence to the Chair of the Department of Nursing. Reporting means that the student directly contacts the Chair and requests an appointment to discuss the charges.

3. Drug/Alcohol Screening Requirements

3.1 To ensure patient safety, and comply with clinical facility policies, the North Carolina Board of Nursing regulations [21 NCAC 36.0320(d)], and the 2004 Manual for Hospitals published by the Joint Commission on Accreditation of Hospitals and Healthcare Organizations (JCAHO), students are expected to maintain personal health and hygiene, including, but not limited to, avoidance of any chemical substance that could impair judgment or ability to perform clinical or other duties, or otherwise endanger patients or other members of the healthcare team. All students entering the nursing program are required to obtain a drug/alcohol screen. The Department of Nursing reserves the right to direct a student to undergo drug screening at any time.

3.2 Students are admitted to the Department of Nursing pending a negative drug test. Students are responsible for costs associated with the drug screen. Students must further agree that all results are available to the university and the clinical sites associated with the program. The program is responsible for ensuring that students comply with individual hospital policy regarding disclosure of results. Students not meeting requirements regarding the drug screen are subject to dismissal from the program. See Student Handbook Dismissal Policy on pages 64 and 73.

3.3 The nursing program maintains a no tolerance policy regarding substance abuse. All students must clear a drug/alcohol test. Failure to undergo this test, a positive drug/alcohol screen, or an altered sample will result in dismissal from the program. If the drug/alcohol screen produces a positive result and a valid prescription exists, the test will be deemed negative. For the purpose of this policy, a valid prescription is one that is verified during a time period when the student is under the current treatment of a licensed healthcare professional.

3.4 Students must undergo drug testing at a Department of Nursing approved drug screening laboratory. Students will bear all expenses associated with meeting these requirements.

APPALACHIAN STATE UNIVERSITY
GUIDELINES FOR ASSESSING CRIMES AND MISCONDUCT AS THEY
RELATE TO NURSING REQUIREMENTS AND ACTIVITIES

In making an effort to assess comprehensively a candidate's qualifications, the University will carefully consider evidence of criminal convictions, court-accepted pleas indicating acknowledgement of responsibility and dispositions of crimes and information regarding other candidate discipline matters. The following guidelines may be utilized to assess particular convictions, pleas, and other dispositions of cases as they relate to nursing and performance of professional duties.

1. **Safety Risk:** Evidence of conduct that may create an unacceptable risk with respect to the safety of the University and/or school and University and/or school activities, employees, other students, including those in public school settings or related activities, or the public would likely disqualify a candidate. Such evidence may include, but not be limited to, conviction of one or more felonies and/or misdemeanors involving assault, assault with a deadly weapon, rape, sexual assault, armed robbery, reckless endangerment, or operation of a motor vehicle while impaired as a result of drug or alcohol ingestion and arson.

2. **Integrity Risk:** Evidence of conduct that indicates fraudulent behavior, deceit or dishonesty may create an unacceptable risk with respect to positions and activities that involve confidential documents (including medical records), security issues, sensitive data or materials, regulated issues and materials, financial matters and accounting. Such evidence may include, but not be limited to, convictions of one or more felonies and/or misdemeanors involving embezzlement, fraud, income tax evasion, forgery, burglary, robbery, larceny, theft, check kiting, issuance of bad checks, shoplifting and similar crimes, as well as academic misconduct (e.g., plagiarism, fabrication of data, cheating on examinations or representing someone else's work as one's own).

3. **Illegal Drug Risk:** Evidence of conduct that encompasses illegal drug distribution and sale or like activities may create an unacceptable risk for employees and students of Appalachian State University in light of Appalachian State University's strong stance concerning illegal drugs and its commitment to a drug-free workplace and educational and living environments, as well as employees and students in health care settings and related activities. Such evidence may include, but not be limited to, conviction of felonies and misdemeanors involving drug trafficking, drug sales or distribution, drug possession with intent to sell, drug and/or paraphernalia possession and similar crimes.

4. **Safety Risk for Students, Employees and Patients:** Evidence of conduct that encompasses harm or injury to others may create an unacceptable risk with respect to a student's enrollment in any curricular programs or participation in healthcare activities that serve patients. Such evidence may include, but not be limited to, felonies and misdemeanors involving abuse or neglect, molestation, taking indecent liberties with a minor, contributing to the delinquency of a minor, and similar crimes.

5. **Motor Vehicle Operation Risk:** Evidence of conduct that encompasses illegal, violent, or dangerous operation of a motor vehicle may create an unacceptable risk with respect to employment in positions or volunteer activities that require operation of any motor vehicle (i.e., buses, vans). Such evidence may include, but not be limited to, DWI, DUI, speeding to elude arrest, vehicular manslaughter, multiple convictions of careless and reckless driving and multiple convictions of speeding.

6. **Particular Position Risk:** Evidence of conduct that is likely to impede the candidate's ability to perform a particular duty or satisfy curricular requirements, or that otherwise indicates a significant risk to the safety of the student or those for whom the student is responsible, or effective conduct of University or health care institution programs.

Approved: 5/7/2010 Reviewed: 5/15 (BK OGC)

APPENDIX G-9: SUMMER TEACHING POLICY

Department of Nursing Summer Teaching Policy

Summer courses in the Department of Nursing include the face to face prelicensure program, the RN to BSN program, and MSN program. Summer courses are required offerings on all 3 programs of study as each program runs year-round.

The following considerations will guide Summer Teaching Assignments:

1. Student needs, program needs, faculty expertise and goals, and equity are priorities in assigning courses.
2. Summer teaching may help faculty to achieve some of their goals or impede their satisfactory progress in other areas, such as research and scholarship.
3. Faculty who have 12-month appointments will generally teach 6 credit hours in summer, including face to face courses.
4. Faculty who have 9-month teaching contracts are not required to teach summer courses; nor are they guaranteed the opportunity to teach summer courses.
5. Faculty with specific expertise may be asked to teach courses, depending on course requirements/ needs or faculty specialty preparation.
6. Faculty who teach face to face (summer courses) will have first priority to teach one or more online courses to balance summer workload and assist with scheduling.
7. Full time 9-month faculty will have next priority to teach online summer courses (RN to BSN).
8. Adjunct faculty will have third priority to teach online summer courses (RN to BSN).

Originated 5/6/18; Approved by Faculty 8/17/18

APPENDIX G-10: BCHS FRESHMAN EARLY ADMISSION DECISION POLICY, NURSING COMPONENT

Freshmen Early Decision Program

Early admission decision to the pre-licensure Bachelor of Science in Nursing (BSN) program is available for a small number of high achieving in-coming freshmen students who are also recipients of one of the following university or college 4-year renewable scholarships: Beaver's Scholars, Chancellor's Scholarship, Diversity Scholarship, or Fleming Scholarship. Other opportunities may become available as additional scholarships are created. A faculty member from the Department of Nursing will serve on the scholarship committee. Continuation in the early decision program is contingent upon the student's ability to meet all of the program's pre-requisite criteria (please see university bulletin for specific criteria). Up to 5 students will be selected for the early decision program each fall.

Students selected for the early decision program must complete all pre-requisite nursing coursework and must meet the following criteria:

- Maintain an overall cumulative GPA of 3.7
- Maintain a GPA of 3.7 in all prerequisite science courses.
- Receive a *grade of B- or higher in the Chemistry foundation courses, both Anatomy and Physiology courses, and Microbiology, and a grade of C or higher in the rest of the foundations courses.*
- *Maintain an overall GPA of 2.50 in nursing courses at the end of the junior year and every semester thereafter.*

Students accepted in the early decision program who do not meet the nursing GPA or other grade requirements or who decide to pursue another major can keep their scholarships.

Beaver Scholars must stay in a specific BCHS major.

Approved by Faculty 2/25/19