SUL ROSS
THE FRONTIER UNIVERSITY of Texas

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

NURSING FACULTY HANDBOOK
2021-2023

DEPARTMENT OF NURSING
SUL ROSS STATE UNIVERSITY
ALPINE, TEXAS 79830

Contact Number

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Joan: This letter will be replaced by a letter from Dr. Warnock.

SUL ROSS STATE UNIVERSITY
A Member of the Texas State University System
ALPINE, TEXAS 79832

Office of the Dean
College of Arts and Sciences
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Dear BSN Nursing Student:

It is a true pleasure to welcome you into the BSN Nursing Program community of the College of Arts and Sciences at Sul Ross State University. The SRSU BSN program is the only nursing program that serves the Big Bend region. Meeting the BSN workforce needs in the region, the state of Texas, and beyond is a part of our mission, and we prepare nursing professionals who are ready to lead for a better and healthier future. You have been selected for the program because of your accomplishments so far and the promise you hold for future success.

The Sul Ross State University BSN Nursing Program embraces the American Association of Colleges of Nursing (AACN) vision for BSN programs. Nurses are assuming important roles in the provision of managed care, and they are responsible for continuing care outside of traditional healthcare facilities. Nurses play a large role in educating the public and addressing the social and economic causes of health issues. This program will prepare you in a unique setting of the rural border regions of Texas. You will gain the knowledge to facilitate application of your degree in Texas and other states as well.

I encourage you to take full advantage of your time with us; working closely and seeking mentorship from our expert faculty, engaging in professional development opportunities, particularly in multicultural and rural health, attending open lectures and presentations, and seeking unique experiences.

Health care is one of the top priorities for the state of Texas, the United States, and the world community. No aspect of the priorities can or will be addressed without the expertise of nurses. The demand for highly qualified nurses in clinical care is expected to continue growing in the years ahead, since nurses are central to health care teams and the optimization of models of care.

Health and heath care remain top priorities for the United States and the globe. No aspect of these priorities can be addressed without nurses. The demand for highly qualified nurses in clinical care and leadership is expected to continue growing in the years ahead, as nurses are central to health care teams and optimizing models of care.

I wish you the very best in your journey here at Sul Ross State University.

James W. Downing

James W. Downing
Dean of the College of Arts and Sciences
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SUL ROSS STATE UNIVERSITY

MEMBER **THE TEXAS STATE UNIVERSITY SYSTEM**

Dear Faculty Members:

Welcome to the Sul Ross State University (SRSU) Department of Nursing. This department hasevolved since the inception of the RN-BSN post-licensure track at the Middle Rio-Grande Sul Ross State University Campus's. With the leadership and support of Dr. J. Dowling, Dean of The College of Arts and Sciences, the BSN Pre-Licensure track was developed and received finalapproval by the Texas Board of Nursing in October 2020. The BSN Prelicensure track and the RN to BSN post -licensure tracks are now within the Department of Nursing at SRSU in Alpine.

Professional nursing education has been extremely limited in our rural area. Students who liveand wish to remain in this region are now able to obtain their nursing education within this geographic area. Increasing health-care options are available for people living in this remote rural region of Texas, including hospitals, community-based clinics, and other health-care services. These agencies provide faculty and students with a broad range of learning opportunities to meet course objectives and program outcomes.

The SRSU Department of Nursing BSN curriculum provides pre and post-licensure studentswith an education focused on the health care needs of rural/border communities and populations located in far West Texas. This BSN program is designed as a concept-based, integrated program offering students a variety of community nursing experiences.

Your expertise and experience are essential to providing professional nursing education in the SRSU service area of rural and underserved Texas. Your delivery of contemporary and comprehensive nursing learning experiences prepares students to meet program outcomes and demonstrate entry level and professional nursing competencies established by state and nationalnursing standards.

Faculty who have the expertise and experience to teach an area of nursing education that they value and enjoy creates excellent role modeling and beneficial experiences for nursing students.We welcome your input and suggestions to serve the SRSU nursing students and encourage your participation in professional activities that promote a healthy learning environment for students and faculty.

Sincerely,

Geraldine M. Goosen, RN, Ph.D., CCRN-
Emeritus, CNSDirector, Department of Nursing
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INTRODUCTION TO THE BSN PROGRAM FACULTY HANDBOOK

The BSN Program's *Nursing Faculty Handbook* provides nursing faculty members with information describing the role and responsibilities of Nursing Program faculty members and Sul Ross State University to facilitate achievement of program outcomes. Information in this *Handbook* is drawn from the SRSU *Faculty Handbook* and the *Nursing Student Handbook* with a specific focus on the inclusion of teaching/learning activities related to nursing education.

The Sul Ross State University Bachelor of Science Nursing (BSN) Program includes a Commission on Collegiate Nursing Education (CCNE) nationally accredited post-licensure RN-BSN track and a pre-licensure generic BSN track. The BSN program is housed in the Department of Nursing within the SRSU College of Agriculture, Life and Physical Sciences. SRSU is committed to providing quality educational programs for the purpose of developing successful health-care professionals. Development of caring health professionals requires interactions with the community, families, patients, and members of the health-care team in simulation labs, hospitals, clinics, primary-care-provider offices, home-health agencies, and varied community health facilities.

The Department of Nursing employs professional nursing faculty who are caring, scholarly, imaginative, and diverse in thinking and ethnicity, as well as culturally aware of the students they teach and the patients and communities they serve. Faculty members are expected to be active in nursing practice, scholarship, teaching, and professional-nursing organizations and committed to excellence in nursing education. Faculty may be appointed in full-time or part-time positions. The primary focus of full-time faculty members is teaching; in addition, part-time faculty will be hired to teach either specific courses or content and/or provide clinical supervision in their area of specialization and experience. The Faculty Full-/Part-Time Job Descriptions (Appendix A) clarify performance expectations for faculty who are appointed to both full-time and part-time positions. Faculty job descriptions and evaluation forms for both faculty and students that are utilized to increase program effectiveness according to the SRSU BSN Systematic Plan of Evaluation (SPE) are included in the Appendices.

Orientation of faculty to technological availabilities for both face-to-face and on-line teaching is provided by the University and is followed with on-line and person-to-person assistance. It is expected that faculty will utilize all technological features provided by the University to achieve the highest degree of integrative performance for each course in the curriculum.

Sul Ross State University History and Overview

Governing Institution

The history of Sul Ross University in Alpine, Texas began in 1917 with an authorization by the Texas State Legislature which culminated in 1920 when the University opened as a state-supported Normal School for teachers. The University has had a long and interesting progression to the current status which faculty members will find informative.

The University's name honors Lawrence Sullivan "Sul" Ross, the son of a pioneer Waco, Texas, family and a popular soldier, governor, educator, and humanitarian. As a young man, Sul Ross

attended Baylor University and graduated from Wesleyan University in Alabama. He participated in Indian campaigns in northern Texas and Indian Territory and served in the Texas Rangers with the rank of Captain. After service in the Civil War with the rank of Brigadier General, he returned to Waco. He served as a member of the Texas Constitutional Convention and in 1880 was elected to the State Senate. In 1886 and again in 1888 he was elected governor of Texas. A strong supporter of public education and railroad regulation, Ross was appointed president of Texas A&M College, a position he held at the time of his death in 1898.

Sul Ross State University (SRSU) was founded in 1917 as a Normal School for teacher preparation in Alpine, Texas. The first degrees and programs were in education and liberal arts; later, agriculture, fine arts, and other programs and degrees were added. In 1924 the name was changed to Sul Ross State Teachers College; in 1925 the first baccalaureate degrees were awarded; and in 1935 the first master's degree programs were offered. In 1949 the name was changed to Sul Ross State College, and in 1969 it became Sul Ross State University. In the 1960s SRSU began offering extension courses in South Texas, including Eagle Pass, Del Rio, Kerrville, and Uvalde, and began graduating students with bachelor's and master's degrees in 1974. SRSU is part of the Texas State University System, which is governed by a nine-member Board of Regents appointed by the governor.

The University holds memberships in the American Council on Education, the American Association of State Colleges and Universities, the Association of Texas Colleges and Universities, the Association of Texas Graduate Schools, the American and Texas Library Associations, and the American Association of Colleges of Nursing (AACN). Sul Ross State University is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. The programs offered in teacher education are accredited by the Texas Education Agency. The BSN Nursing Program is accredited by the Commission for Collegiate Nursing Education (CCNE). The next BSN Program accreditation renewal will occur in fall 2021 and will include both the Post-Licensure RN-BSN track and the Pre-Licensure BSN track.

SRSU is an upper-level institution offering courses leading to bachelor's and master's degrees in Alpine. The Del Rio, Eagle Pass, and Uvalde campuses are adjacent to the campuses of Southwest Texas Junior College and share library facilities, activities, educational programs, and services to students in each city. Bachelor's degrees are offered in a variety of fields, including nursing, education, business, biology, criminal justice, English, Spanish, history, mathematics, psychology, social science, child development, and organizational leadership. Students may also earn teacher certification at the elementary or secondary level. Master's degrees in English, history, public administration, business, education, criminal justice, and health and human performance are offered.

The communities of Del Rio, Eagle Pass, and Uvalde are designated as "rural," with populations of 35,000, 27,000, and 16,000 respectively, and are separated from each other by 40 to 75 miles. This region of Southwest Texas is situated on the Texas-Mexico border. Two of the three communities (Eagle Pass and Del Rio) are border towns. SRSU is designated as an Hispanic Serving Institution. The blending of Hispanic and Anglo heritages makes SRSU appropriatefor anyone who seeks intellectual development with emphasis on mutual cultures that all Americans share. The RN to BSN online post-licensure Nursing track is currently based on the Uvalde campus and is provided to students at the Alpine, Uvalde, Del Rio, and Eagle Pass campuses as well as statewide.

SRSU utilizes a variety of educational delivery methods, including classes offered in a once-a-week, evening-class schedule. Classes are offered via ITV (teleconference via closed circuit) and web-based instruction, including several entirely online programs. In 1999 the Texas Higher Education Coordinating Board (THECB) approved proposals by SRSU to phase out the School of Agricultural and Natural Resource Sciences and the School of Arts and Sciences and Professional Studies in order to create respective colleges to offer a broader distinction for fields of study. The College of Arts and Sciences was first formed as a school in 1986 following the merger of the divisions of Language and Fine Arts, Science, and Social Science. The College of Agricultural and Natural Resource Sciences was first established as a school in 1999. The College of Professional Studies was formed as a school in 1986, merging Business Administration, Teacher Education, and Criminal Justice. From 1985 to 2015 a vocational nursing program was conducted on the SRSU Alpine campus. The program was closed to begin planning to offer the SRSU online RN to BSN program in the region and the pre-licensure BSN Program in the Alpine area.

In the fall of 2014, the online post-licensure RN to BSN program track, originally located on the Uvalde campus, enrolled an inaugural class of seven students in nursing courses. TheBaccalaureate Nursing Program received initial national accreditation by the Commission on Collegiate Nursing Education (CCNE) for five years in June of 2017, retroactive to the date of the site visit, October 19-20, 2016. The focus for the program and the course objectives are directed toward meeting the nursing health care and illness needs of residents in underserved, rural, border locations. Approval for the pre-licensure BSN track on the Alpine campus was granted by the Texas Board of Nursing in October 2020. The administration of the RN-BSN track was transferred to the Alpine campus of SRSU in the fall of 2020, following approval by the Texas State University System Board of Regents.

Three University Centers reflect the unique environment of the Big Bend region of Texas. Realizing the need for information and the value of natural resource conservation, SRSU created the Borderlands Research Institute for Natural Resource Management in spring 2007. The Institute expands a long-lasting partnership among private landowners; the Range and Wildlife Program at SRSU; and cooperating state, federal, and non-government organizations. The Range and Wildlife Management program at SRSU was founded over 50 years ago "to obtain practical information to benefit land management decisions." The Borderlands Research Institute focuses research efforts on three interrelated emphases: 1) ecology and management of wildlife and their habitats, 2) rangeland management and restoration, and 3) conservation biology. The mission of the Rio Grande Research Center is to create a structured, science-based, basin-wide perspective for the sustainable use of waterresources within the bi-national Rio Grande watershed. This initiative provides administrative support for scientific research, educational initiatives, and outreach activities centered on gaining and sharing knowledge about the watershed's biological and physical environment. The third center, the Center for Big Bend Studies, established 1987, supports and promotes archaeological and historical interdisciplinary scholarship, educational opportunities, and activities in the Trans-Pecos and Big Bend region of Texas and northern Mexico.

SUL ROSS STATE UNIVERSITY VISION, MISSION AND VALUES

The ultimate goal of higher education is to produce graduates who will be effective leaders intheir chosen professions, valued members of their communities, and responsible citizens of the world. Sul Ross State University is a public, comprehensive, Master's degree-granting, multi-campus university, providing on-site and distance education in the Big Bend and US- México border regions of Texas.

Vision
Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance.

Mission
Rooted in the distinctive surroundings and history of the Big Bend and the US-México border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life-changing education through high quality teaching, research, cultural awareness, creativity, and service.

Values

Excellence
Ethics and Integrity
Diversity and Inclusiveness
Growth and Exploration
Leadership and Service
Personal Connection
Effective Communication

Sul Ross State University Strategic Initiatives

Sul Ross State University's principal strategy regarding excellence in academics, research, and the arts has five objectives:

Objective 1: Develop new or build on existing learning programs (including distance education programs) to create expanded opportunities to "learn by doing" across the curriculum, emphasizing tangible skills for lifelong learning and preparation to contribute to 21st century society.

Objective 2: Establish SRSU as a regional leader in providing curricular programs that leverage the educational potential of our rich and diverse campus community.

Objective 3: Support, improve, and recognize research and its impact on faculty development and student engagement and learning.

Objective 4: Support, improve, and recognize excellence in artistic endeavors.

Objective 5: Encourage and support efforts to obtain external funding for all forms of activity, including research, education, scholarly, creative, service and outreach.

OVERVIEW OF THE BSN PROGRAM

Vision of the Nursing Program

To educate baccalaureate-prepared nurses to improve and enhance the health and well-being of the diverse citizens of remote, rural, border communities.

Mission of the Nursing Program

As an integral part of Sul Ross State University, the Nursing Program subscribes to and extends the University's mission. The mission of the BSN nursing program is to educate and prepare baccalaureate graduates who demonstrate professional-nursing leadership and practice roles to promote and meet the diverse health-care needs of remote, rural, border communities.

Nursing Program Goals

The goals of the Nursing Program faculty and staff are to

1. Prepare highly qualified BSN graduates who demonstrate entry-level competencies for licensure and professional practice as registered nurses (RNs) who are able to creatively address rapidly changing health-care needs of the community through innovative use of technology and evolving models of health-care delivery.
2. Provide students with a background in the sciences, liberal arts, and nursing knowledge by which to apply a holistic theoretical framework through concept-based, evidence-informed clinical reasoning and judgment, and reflective practice in order to address the physical, behavioral, cultural, intellectual, social, and economic needs of remote, rural, border communities.
3. Provide students with the opportunity to acquire the values, knowledge, and skills which enable them to engage in implementation of nursing standards, self-learning, and a spirit of intellectual curiosity leading to independent and purposeful, life-long learning.
4. Prepare graduates who possess the knowledge and preparation necessary to successfully pursue and achieve advanced levels of professional development, including graduate education.

Expected Student Outcomes

At the successful completion of the Nursing Program, the graduate will be able to:

1. Apply the art and science of nursing to the comprehensive assessment, diagnosis, planning, implementation, and evaluation of patient/family-centered-care needs for a culturally diverse community in order to promote and maintain health, prevent disease, and promote healing across the life span.
2. Provide safe and holistic relationship-centered nursing care to individuals, families, patients, and communities based on an ethical and legal framework and incorporating scientific theory, evidence from research, and competencies.
3. Demonstrate accountability and responsibility for competent clinical judgment essential to nursing decision-making and leadership.
4. Communicate and collaborate with patients, families, interdisciplinary team members, and communities using oral, nonverbal, written, and technological approaches to promote and support optimal working environments and health outcomes.
5. Integrate ethical behaviors, legal and practice standards, culturally sensitive conflict-management skills, and political principles to advocate for patients, families, communities, and the nursing profession.

6. Practice within established professional roles to provide cost-effective, quality health care to consumers and community members within the context of the remote, rural, border environment, in structured and unstructured settings, through formal and informal networking.
7. Assume responsibility for lifelong learning, self-care, professional development, promotion of the nursing profession, and active participation in nursing and community organizations through leadership and advocacy.
8. Utilize baccalaureate education as a stimulus for continued nursing education, academic achievement, and national/professional certifications.

PHILOSOPHY OF THE BACCALAUREATE NURSING PROGRAM

The program's philosophy reflects a synthesis of beliefs and values shared by faculty and serves as the foundation for determining the nature, purposes, and priorities of the nursing program. Situated within the sparsely populated, remote, rural, border communities of the Big Bend and the US-México border regions of Texas, the SRSU nursing program prepares graduates to be generalists who exhibit a wide range of knowledge and abilities, a commitment to practice proficiently in multiple clinical areas, and a dedication to continual professional development.

The nature and roles of the nurse in rural border communities are distinctive and include a scope of knowledge and practice reflected in the relationships and collaborations with inter-professional colleagues and people living in the region. Through active teaching-learning approaches of an integrated concept-based curriculum, the rural nurse creatively promotes the well-being of the community through the application of core nursing knowledge grounded in the profession's metaparadigm: person or people, health, environment, community/society, and nursing (Fawcett, 2005; Fawcett & Garity, 2009). A unique characteristic of rural nursing differs from nursing in other settings in that one's professional life is not separate from one's personal life in rural settings (Winters & Lee, 2018). Thus, the rural nurse continuously negotiates ways to be available to the community while maintaining the privacy of the patient as well as personal privacy.

The SRSU faculty believe that the art and science of nursing is a holistic, intellectual, and moral discipline. The rural nurse exhibits a sense of being and knowing (Carper, 1978) that is rooted within the context of the remote, border milieu of the frontier of Texas. The program's philosophy creates a framework for an innovative and stimulating learning environment conducive to preparing graduates who incorporate a holistic appreciation for human responses to health, wellness, and health challenges across the life span. Baccalaureate nurses prepared within this context are prepared to provide safe, holistic, and ethical caring practices, based on nursing's unique body of knowledge, that enhance the dignity and quality of life of the individuals, groups, and communities who live and work on the Texas frontier.

Components of the philosophy that include person, environment, health, society, and nursing reflect the context in which nursing education is practiced and further developed within the rural, border region of Texas and the State of Texas as a whole.

Persons/People and communities are individuals that comprise families, communities, or populations. They are dynamic, unique, complex, holistic beings with rights, responsibilities, and inherent value possessing dignity and worth. As such, it must be clearly recognized that decisions related to health status, illness management, and the process for acquiring both are personal. Persons and people who live and work in the rural border community are self-reliant and reflect the relationships and diverse cultures within the community. Patient-centered care includes improving access to care, with a key component being access to information for providing care in a culturally relevant manner so that patients can contribute to their own care. Patient-centered care also has economic value and may lead to lower costs.

Society and community are composed of individuals, families, groups, and communities that adhere to group life, social institutions, and social processes. Human societies evolve from a variety of racial, cultural, and social backgrounds and beliefs that establish needs and goals for the members and are influenced by socioeconomic, political, cultural, and environmental conditions. Community is the context for nursing in border settings and is exemplified by interconnected relationships, durable patterns of interaction, and interpersonal threads that comprisethe social fabric of the rural border community (Winters & Lee, 2018).

Environment is comprised of external and internal domains. External domains consist of physical, geographical, biological, chemical, socio-cultural, economic, political, legal, ethical, and organizational elements. Internal domains consist of bio-psycho-social-spiritual processes. The relationship between persons and the environment is dynamic. Within the rural and agricultural communities, environment reflects physical, social, and cultural aspects of geography, perceptions of distance, time, and space as well as orientation to lifestyle, extractive occupations, the natural environment, interconnectedness of communities and use of digital communications systems and technology. Community care is population-oriented and requires the nurse to develop partnerships with community leaders and networks.

Health is a multi-dimensional concept, defined by the World Health Organization (1946/2017) as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (p. 1). Health is the ability to recover and bounce back from illness and other problems and to lead a socially and economically productive life. Well-being represents other aspects of health, including spiritual as well as occupational components, and is determined by the individual as having a sense of purpose, feeling able to achieve personal goals, and participating in work and society (Department for Environment, Food and Rural Affairs, 2009).

Within the rural border community, health is defined holistically and includes physical, mental, social, spiritual, and economical aspects that influence one's ability to work, be productive, and do usual tasks (Long & Weinert, 1989, p. 120) and incorporates beliefs regarding world view, health-care systems, formal and informal support, wellness, and healing practices.

Nursing is a practice profession comprised of an art and science, characterized by collaborative and complementary relationships that adhere to state practice acts and standards of care with legal and ethical guidelines. "The essential core of . . . nursing practice is to deliver holistic, patient-centered care that includes assessment and monitoring, administering a variety of treatments and medications, patient and family education and serving as a member of an interdisciplinary team. Nurses care for individuals and families in all phases of the health and well-ness continuum as well as provide

leadership in health-care delivery systems and in academic settings" (Instituteof Medicine [IOM], 2011, p. 39). Baccalaureate Nurses "provide direct patient care, nursing leadership, and translating research into nursing practice across all health- care settings" (IOM, 2011, p. 43).

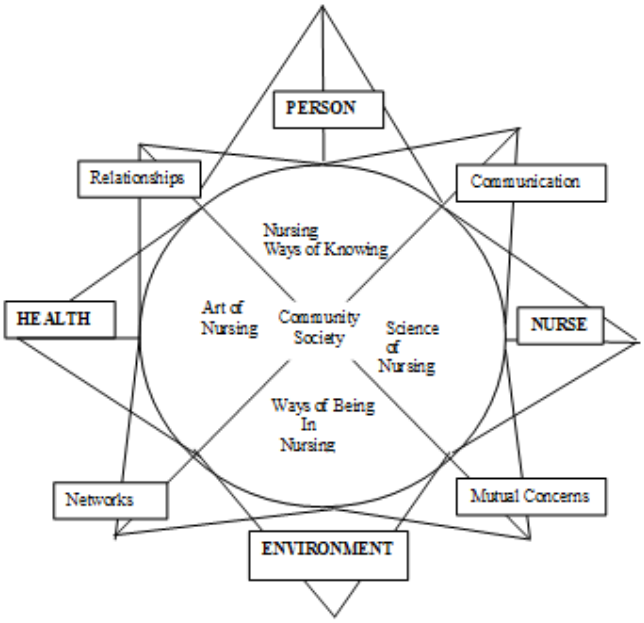
Nursing within a rural, border area is exemplified by role diffusion, that of the broad generalist with specialist-skills practice, wherein the nurse holds multiple roles within the community, being known in health-care and community settings and balancing the client familiarity and personal lack of anonymity with confidentiality. Nursing is patient-relationship centered. Professional nurses are prepared to demonstrate caring, healing concepts and practices that facilitate access to resources that promote health and well-being across the life span. Nurses assist individuals to respond and adapt to stressors that are ever-present in internal and external environments. Nursing promotes wellness by assisting individuals to accept responsibility for their own health and the prevention of illness through healthful practices that are nurturing, generative, and protective in nature. Nursing care is provided through caring interaction with an individual, a family, a group, or community. Individuals who meet state regulations may choose to practice nursing as a generalist, a specialist, or as a consultant, incorporating the processes of teaching, leadership, and management in the nursing role.

Nursing Program Conceptual Framework

The nursing conceptual framework builds on the Mission and Philosophy of Sul Ross State University and of the Nursing Program to provide structure for the nursing curriculum. This framework unifies the teaching/learning experiences of the nursing student, building on prior knowledge and experiences for pre- and post-licensure baccalaureate nursing students. Components of the framework are incorporated in each course, building an integrated, concept-based-curriculum design (Erickson, 2002; Erickson, Lanning, & French, 2017; Giddens & Brady, 2007) that is reflected in the outcomes of the program's graduates. The principal elements of the conceptual framework focus on the role and nature of the nurse who practices in remote, rural, border communities (Molinari & Bushy, 2012; Winters & Lee, 2018) and on the evolving apprenticeships of the professional nurse as described by Benner, Sutphen, Leonard, and Day: "Knowledge Acquisition and Use, Skilled Know-How, and Ethical Comportment" (2009).

The Compass Rose symbol reflects the SRSU Quality Enhancement Program (QEP) Navigating Excellence through Effective Communication and is used and enhanced by the Nursing Program (See Figure 1). The Compass illustrates the rural nurse's role in navigating the diverse cultural, geographic and topographical, and economic complexities of the communities of the Big Bend and US-México border frontier of Texas for the purpose of promoting health and well-being. The nurse's ability to address unique health needs and communicate mutual concerns of members of remote communities is informed by nursing's paradigm: Person, Health, Environment, and Nursing. The community is the foundational center, and these concepts are reflected in the four, primary, directional facets of the compass.

Figure 1. Concept Model



The scope and nature of rural nursing include understanding and negotiating the diverse and complex network of relationships among the professional nurse, inter-professional colleagues, and rural community members. A concept-focused curriculum (Erickson, 2002; Erickson et al., 2017) provides a broad basis for students to attain and demonstrate essential professional nursing knowledge and abilities, including caring and healing, communication, cultural diversity, holistic approaches to the application of evidence-informed practices, leadership and management, nursing process, professional role-development and socialization, multiple approaches to inquiry, and innovative approaches to scholarly teaching and learning.

Ways of knowing and ways of being in nursing (Carper, 1978; Chinn & Kramer, 2015) form the foundation for the Knowledge Acquisition and Use and the Skilled Know-How (Benner et al., 2009) relative to the art and science of nursing practice. The first two achievements are given greatest emphasis at the beginning of the nurse's career and underlie the evolution of the science and art of a nurse's practice over one's professional career. The concept-based curriculum helps the nurse focus on professional role-development, the acquisition of abilities related to Ethical Comportment (Benner et al., 2009), the application of knowledge, and the development of new knowledge through inquiry and the various scientific methods.

More specific elements of the framework are incorporated into each course, building a program of study that is reflected in the excellence of the program's graduates. These elements include caring, communication, concepts, competency, cultural diversity, evidence-informed practice, leadership and management, nursing process, professional role, professional socialization, and scientific method.

Caring is a challenging principle that reflects the art and science of nursing. Compassionate caring is at the heart of nursing if we are to provide the very best patient care. Fostering a caring attitude contributes significantly to the nurse's ability to demonstrate caring in all aspects of patient care.

Caring requires the interaction and relationship with other individuals. It includes the following attributes: conscience or ethical practice, commitment to patient well-being, compassion for patients, confidence that fosters trusting relationships, competence in practice, and respectful comportment for self and others (Roach, 2002).

Communication is a foundational skill that reflects one's self concept (Touhy & Jett, 2016). Communication is a dynamic process, a primary instrument through which change occurs in nursing situations. Since effective communication skills are vital to all aspects of nursing care, attention is given to principles of communication in each course to enhance the potential of each student. Communication requires careful and active listening to another and includes verbal and non-verbal messages as well as interpreting or understanding the meaning each has for the person. Three, major operations that enhance communication skills include perception, evaluation, and transmission. Factors that influence these operations include gender, culture, interest, mood, values, clarity, length of the message, the presence or absence of feedback, and the atmosphere of the context. Inter-personal communication is critical to developing trusting relationships and carrying out the role functions of the professional nurse, including assessing, planning, and evaluating care and caring outcomes.

Concepts are frequently viewed as the basic elements with which theories are constructed. In the case of curriculum, concepts are viewed as basic elements from which content for courses is derived. Using a conceptual approach helps the nurse focus on selected, professional components, role factors, and clinical problems encountered across disease or illness categories and populations. The conceptual approach facilitates communication among team members while adding to the bodyof knowledge about a phenomenon for the nursing discipline and practice across other, health-care disciplines. Concepts represent an experience or understanding ofan experience (Chinn & Kramer, 2015). An experience is reflected in one's perceptions of objects, actions, behaviors, and interactions with others. Sources include words or symbols, objects or events, and feelings, values, and attitudes (Chinn & Kramer, 2015). Concepts range from the concrete, empiric, and measurable to abstract constructs that are not directly observed. Concepts may be applied to groups of experiences or individuals with similar characteristics, thus allowing students to relate concepts across the life span and among populations.Refinement of concepts is continuous across the curriculum.

Competency is "[a]n expected and measurable level of nursing performance that integrates knowledge, skills, abilities, and judgement, based on scientific knowledge and expectations for nursing practice" (American Nurses Association, 2010, p. 64).

Culture represents the shared values, beliefs, and behaviors of a community (Touhy & Jett, 2016). Health-care expectations, behaviors, and decisions are influenced by culture and impact the nurse-patient relationship. A caregiver's perspectives about health are considered within the context of the recipient's culture.The professional nurse must be aware that age, culture, religion, family, and community beliefs influence patients' health and responses to illness, treatments, and caregivers (Touhy & Jett). Holistic approaches to caring and promoting healing and well-being incorporate the benefits of spiritual practices, religion, rituals, and cultural traditions. Complementary practices, natural remedies, and self-care activities may be integrated with traditional nursing activities and interventions. How the nurse employs these modalities impacts the therapeutic relationship and outcomes of person-centered care (Winters & Lee, 2018). Leininger's (2002) central purpose for trans-cultural nursing care is "to discover and explain diverse and universal culturally-based care factors influencing the health, well-being, illness, or death ofindividuals or groups" (p. 190).

Evidence-Based Practice (EBP) is defined as an approach to the delivery of health care that "integrates the best evidence from research studies and patient care data with clinician expertise and patient preferences and values" (Melnyk, Fineout-Overholt, Stillwell, & Williamson, 2009, p. 49). The process of systematic review includes the compilation and analysis of data from research studies designed to support certain nursing practices and/or discourage nursing practices that are believed to be the best method of care that are passed along to new clinicians without research support. This information is available in data bases that are readily available for use in planning and implementing individualized patient care and developing clinical-practice guidelines. The process of conducting systematic reviews of research aids in the identification of gaps in research and encourages nursing students and graduates to contribute to research findings and to expand the foundation for evidence-based improvements in patient care and nursing practice.

Leadership and Management activities include concepts, theories, and strategies applied to the attainment of goals set by nurses working with individuals, groups, families, and other social systems. The mark of a leader is the ability to identify a problem, have a goal, and know how to join others in reaching that goal.

Management is the process of accomplishing organizational goals through others. Each nurse performs some degree of management across a spectrum of activities ranging from a single patient to a system of institutions caring for diverse patients indifferent geographic areas. Knowledge and skills of a nurse manager include concepts of power, authority, influence, and decision making, coupled with theories of change and motivation. Baccalaureate competencies focus on management of self, patients, small groups, and team members. A variety of approaches guides the student to develop capabilities for professional growth in management and leadership roles.

Nursing Process is a systematic framework similar to the scientific method (Chinn & Kramer, 2015), which uses deliberate, reflective, organized steps to observe and solve problems concerning patient health-care needs. The process promotes skills of inquiry and brings both rigor and clinical-reasoning skills to the provision of nursing care. As the nurse's expertise develops, creative uses of the nursing process occur based on a synthesis of experience, self-reflection, new knowledge, and evidence.

The phases of the nursing process include:

Phase 1: Assessment—collecting information and data about the individual patient, family, or community. Data include physiological, psychological, sociocultural, developmental, spiritual, and environmental information.
Phase 2: Analysis and Diagnosis—verifying and comparing information with norms by clustering or grouping data to identify problems, discerning the cause, and identifying nursing diagnosis.
Phase 3: Planning—identifying patient goals and determining ways to reach the goals. Goals guide the selection of interventions, evaluation of patient responses, andprogress. Bloom's taxonomy outlines domains of learning that drive the development of patient goals.
Phase 4: Implementation of Planned Interventions—carrying out nursing therapeutic actions and interventions according to established priority.
Phase 5: Evaluation—determining whether a patient's care goal is accomplished, is in the process of being accomplished, or is unresolved.

The nursing process is dynamic, and the phases may occur simultaneously. Clinical reasoning is an important aspect of clinical judgment and is integral to the nursing process as nurses develop practice competence (Benner et al., 2009). Developing sound clinical judgment requires recalling facts, recognizing patterns in patient behaviors, bringing facts and observations together in a meaningful whole, and accurately acting on the resulting interpretation.

Professional Socialization is the process whereby knowledge, skills, attitudes, behaviors, values, ethical standards, and expectations of a profession are internalized and made a part of individual identify. Nursing education is the first of many steps by which the student is socialized into professional practice. The goal of socialization is the development of professionalism. The goal of education is to teach the student to think like a nurse, to see the world of health care through the lens of nursing, to respond to the effects of both educational and clinical experiences by developing professionalism, and to demonstrate ethical comportment (Benner et al., 2009).

Professional Nurse Role involves the internalization of unique attributes of professional nursing, including knowledge, skills, behaviors, attitudes, and values related to the role of a beginning generalist. Clinical care is guided by rules and regulations delineated in a state's nurse practice act. The experienced nurses who serve as mentors, role models, and/or preceptors interact with the novice nurses to help them to recognize limitations and assets and to raise their confidence in developing the role of professional nurse (Benner et al., 2009).

Scientific Method provides a systematic approach to inquiry in areas of concern to nursing, including identifying questions and proposing and testing solutions to those questions for the purpose of verifying and improving patient outcomes or organizational processes. Several approaches to inquiry are used in professional nursing, including reflection, research, quality-improvement science, community-based inquiry, and translational science. These approaches require the nurse to be self-aware, observant, and curious about the world. The elements of the scientific methods vary based on the questions posed. Approaches to engaging in theprocess of inquiry, exploring the research processes, and appraising the scholarly literature to discover research findings to support nursing practice are incorporated across the program of the student. Clarification and differentiation between quantitative and qualitative research methodologies will assist students and graduates to become effective consumers of nursing research.

BACCALAUREATE NURSING PROGRAM FACULTY PHILOSOPHY

Faculty believe that learning is a shared endeavor between students and faculty. As teachers we serve as mentors/facilitators, interpreters, coaches, and guides in a holistic process of teaching/learning. We encourage students to be actively engaged in learning and strive to stimulate students' curiosity and interest in exploring different ways of being and knowing in nursing. Through this teaching/learning partnership, faculty support the intellectual and moral development of nursing students, assisting them to appreciate and develop habits of thought and action that serve as the foundation for demonstrating professional nursing competencies associated with the apprenticeships of Knowledge Acquisition and Use, Skilled Know-How, and Ethical Comportment (Benner et al., 2009) in a technology-rich higher education, health, and remote, rural, border environment.

Faculty create and sustain a scholarly and innovative learning environment. Using an integrated concept-based curriculum (Erickson, 2002; Erickson et al., 2017), faculty employ a variety of transformative educational and learning strategies that incorporate integrative pedagogies (Benner et al., 2009) in nursing classrooms, web-based settings, clinical situations, simulation, and skills laboratories. Interactive approaches include didactic teaching, dialogue, unfolding case studies, reflection, and creative activities for individuals and student groups. Faculty support student acquisition of essential skills, such as professional writing, inter-professional collaboration, use of nursing literature, and onsite and web-based technologies.

Faculty guide students' application of knowledge and development of skilled know-how (Benner et al., 2009) and their demonstration of nursing competencies, through specifically designed laboratory, simulated, and clinical and field experiences. Faculty model holistic, caring, critical-thinking skills and the use of evidence-based nursing practice for nursing students in the clinical settings. Faculty foster students' engagement with clinical experts and community leaders and their participation in promoting public health and wellness in remote, rural, border communities.

As nurses and educators, we rely on research and evidence-based findings to guide and inform our practice. As clinicians, we rely on our personal experience and knowledge of various therapies to enhance our ability to critically assess research approaches, outcomes, and implications. Faculty guide students' appreciation of various modes of inquiry and evidence as a basis for the systematic application of nursing knowledge and science in person-centered practice, for the development of new knowledge about nursing (Carper, 1978; Chinn & Kramer, 2015), to explore new and emerging patterns of practice, and to evaluate and create approaches for investigating and improving practice.

PROFESSIONAL NURSING PROGRAM STANDARDS

The BSN program curriculum and courses were developed and implemented to reflect professional standards and guidelines which are evidenced within the curriculum and expected student outcomes. The BSN curriculum incorporates the following standards throughout the curriculum:

- American Association of Colleges of Nursing (AACN, 2008) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008); https://www.aacnnursing.org/Education- Resources/AACN-Essentials
- Texas Board of Nursing *Differentiated Essential Competencies of Graduates of Texas Nursing Programs* (2010) (DECs); https://www.bon.texas.gov/education_documents.asp
- *The Institute of Medicine Core Competencies for Health Professionals* (2003); https://www.ncbi.nlm.nih.gov/books/NBK221519/

All course syllabi indicate at the end of the syllabus which AACN BSN Essentials and Texas Board of Nursing DEC's Standards applies to each course objective. Individual course maps illustrate how content, knowledge, and skills required by these sets of standards are incorporated throughout the curriculum and individual courses which are designed to provide students the learning experiences they need to achieve the desired nursing program outcomes. The *ANA Code of Ethics for Nurses with Interpretive Statements* (http://www.nursingworld.org/codeofethics) and *ANA Principles for Social Networking* (http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/6-Tips-for-Nurses-Using-Social-Media-Poster.pdf) were also reviewed during the planning of the program.

Key materials from the Institute of Medicine (IOM) (2010) report including *Future of Nursing, Leading Change, and Advancing Health* are incorporated which address pertinentgoals for baccalaureate nursing education including patient-centered care, collaboration, evidence-based practice, quality improvement, informatics, and patient safety.

HISTORY AND DESCRIPTION OF THE SRSU BSN PROGRAM

The SRSU BSN nursing program consists of the CCNE nationally accredited pre-licensure BSN and post-licensure RN to BSN tracks. Faculty members recognize the importance of clinical learning for the education of nurses at the baccalaureate level and are committed to creating effective clinical teaching/learning partnerships between the Department of Nursing and affiliate health-care organizations in the South Texas region as well as surrounding counties and statewide. The Program Director and faculty believe that clinical executive leaders and nurse educators should work together to co-create clinical and class learning experiences that support competency and professional development commensurate with baccalaureate-level education in nursing.

BSN Pre-Licensure Track

The pre-licensure BSN track was authorized by the SRSU Board of Regents in 2016 and approved by the Texas Board of Nursing in October 2020. The curriculum builds upon a foundation of the arts, sciences, and humanities. Satisfactory completion of theTexas Core Curriculum is prescribed by the Texas Legislature and the Texas Higher Education Coordinating Board for all recipients of a bachelor's degree granted by any public institution of higher education in the State of Texas. The 42 hours required in the **Texas Core Curriculum** are designated in the Degree Plan for the Baccalaureate Nursing Program. Courses needed to meet University and College of Agriculture, Life, and Physical Science requirements are listed in the degree plan and are followed by 59 semester credit hours planned for the nursing-education curriculum. The integrated concept-based nursing curriculum is logically structured to achieve expected student outcomes.

Within the context of remote, rural, border communities, key information is centered around selected concepts that focus on the health and well-being of individuals, families, communities, and populations across the life span. Specific learning activities and projects, didactic and clinical, are integrated across the curriculum to address unique nursing needs of selected individuals across the life span, including the care of pediatric, obstetric, and peri-operative patients, the care of elderly geriatric persons, and the care of those with mental-health needs. Students have the opportunity to develop knowledge and skills associated with the use of evidence-based findings in clinical decision-making, the delivery of safe and effective nursing care for individuals, families, communities, and populations, legal and ethical issues in health care, and the assumption of increasing leadership and management roles. The nursing program provides the foundation for professional-employment opportunities and stimulates students' interest in progressing to advanced-nursing roles.

RN-BSN Program Track

The RN to BSN program track is designed as a blended educational model, offering both online and in-person learning opportunities. The post-licensure track received approval from the Texas State University System Board of Regents February 15, 2013; the Texas Higher Education Coordinating Board May 24, 2013; and the Southern Association of Colleges and Schools

Commission on Colleges February 18, 2014. The RN to BSN program track was developed in consultation with Texas BON nursing education consultants and meets the TBON requirements for baccalaureate nursing programs in the state.

Courses are taught online using a synchronous and asynchronous approach and on-campus or clinical learning activities, constituting a blended approach to online nursing education. Classes meet a minimum of two times a semester but may meet more frequently with dates established through collaboration between students and faculty. Online learning activities are conducted via the Learning Management System (LMS) Blackboard 9 with the inclusion of Collaborate and discussion boards with additional communication through Sul Ross e-mail. The detailed syllabus and resources for each course is available to students on Blackboard (BB).

BSN PROGRAM FACULTY ORGANIZATION

SRSU Institutional Organization

The BSN Program is currently located in the Department of Nursing in the College of Agriculture, Life, and Physical Sciences. The SRSU Institutional Organizational Charts (Appendix B) identify how the current BSN program relates as an integral component to the SRSU Administrative Structure.

Nursing Faculty Organization and Bylaws

The Nursing Program functions under a faculty-governance model of a Faculty Committee of the Whole with students participating in governance through a student-representative process. The Nursing Program Faculty Bylaws establish committee structure, purpose, and functions as well as rules and procedures for faculty and students to participate fully in the governance of the Nursing Program. The Faculty Committee of the Whole is comprised of all Nursing Program faculty members with full- or part-time teaching appointments and is responsible for the development, review, and revision of the curriculum, evaluation of course activities, and academic program policies. The Program Director chairs the Faculty Committee of the Whole (Appendix C: Nursing Faculty Organization and Bylaws).

BSN PROGRAM FACULTY POLICIES

Role and Responsibility of Faculty

The *SRSU Faculty Handbook* provides the foundation for the roles and responsibilities for nursing faculty (https://www.sulross.edu/page/2196/srsu-faculty-handbook). Relevant policies from the *SRSU Faculty Handbook* have been adapted to depict the role and responsibility for part-time faculty members hired to teach a specific area of nursing education reflecting their education and expertise and contributes to the strength of the nursing educational program.

Both full- and part-time nursing faculty members may be responsible for course activities and identified as the faculty of record. Part-time faculty members are also hired to conduct a specific area of teaching such as the clinical component under the direction of the faculty of record. Individual contracts will be developed for part-time faculty reflecting time available and responsibilities. Faculty members are directly responsible to the Program Director. Expected

Nursing Program faculty outcomes are identified and adapted from the *SRSU Faculty Handbook* and are written and communicated to the faculty in the BSN Nursing Program Faculty Full/Part-Time JobDescription and in the SRSU Employment and Status (Rank) Requirements for Faculty. The policies below from the *SRSU Faculty Handbook* (FH) are relevant excerpts for both full- and part-time faculty.

Roles of Program Director and Dean of the College of Agriculture, Life, and Physical Sciences

The BSN Program Director is the key point of contact for issues related to faculty responsibilities. When an issue concerning the program and/or curriculum is brought forward, the program director will contact the Dean of the College as needed. Good communication is essential to keep the program director informed of possible issues that may arise concerning curriculum or program occurrences. If at any time you need immediate assistance and cannot reach your program director, please call the Director's office.

BSN Program Job Descriptions

The Nursing Program job descriptions are provided in Appendix A: Department of Nursing Job Descriptions and include the following:

- **BSN Program Director Job Description**
- **Faculty Full/Part Time Job Descriptions**
- **Nursing Program Coordinator**
- **Instructional Technology Coordinator**.

Employment and Status (Rank) Requirements for Faculty (FH 2.02; Revised 6/2013)

Faculty members who meet employment requirements may be employed under one of six categories. The initial appointment of a faculty member to an academic rank will adhere to the following criteria:

1. Professor: The earned terminal degree in one's field or equivalent, a minimumof five years at the rank of Associate Professor, and a minimum of ten years' teaching experience at the college or university level or the equivalent as defined by the academic department are required. In addition, faculty considered for this rank must demonstrate teaching excellence, dedication to and growth in the profession, and scholarship or performing artistry.
2. Associate Professor: The earned terminal degree in one's field or equivalent and a minimum of five years at the rank of Assistant Professor are required.
3. Assistant Professor: The earned terminal degree in one's field or equivalent is required for appointment to the rank of Assistant Professor.
4. Instructor: The master's degree with a major in the appropriate teaching field is required for appointment to the rank of instructor. This is the lowest tenure-track rank.
5. Lecturer: The rank of Lecturer is for a temporary, non-tenure-track position implying no obligation beyond the designated term specified in the appointment letter. Employment is based on departmental needs.
6. Terminal Degree Equivalency: In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be documented and justified in writing by the

appropriate departmental chair, college dean, and the Vice President for Academic Affairs. Such documentation and justification will be a part of the individual's permanent file.

Faculty Workload Policy as Adapted from the *SRSU Faculty Handbook* (FH 2.08)

The greater duties of a full-time member of the SRSU faculty include:

- Teaching in the classroom, laboratory, or seminar
- Studying, investigating, discovering, and creating
- Performing curricular tasks auxiliary to teaching and research, e.g., serving on faculty committees, attending to administrative and disciplinary tasks, and promoting diligence and honest work in the student body
- Advising and counseling students
- Beneficially influencing students and citizens in various extracurricular ways.
- Scholarly and artistic endeavor
- Professional growth and activities
- Responsibilities for implementing and reporting
- Participation in non-teaching activities

Major responsibilities for BSN faculty members include both face-to-face and on-line activities related to teaching and conducting assigned courses. Nursing Program faculty and students are often not located in the same geographic area when utilizing distance education. Faculty members are hired to teach specific courses and serve as integral members of the BSN Program. Faculty are expected to implement the nursing curriculum and retain responsibility for professional commitment to the University.

Faculty members are encouraged to volunteer for committees and serve as a resource for the College of Agriculture, Life, and Physical Sciences related to a particular personal interest or expertise.

Faculty are encouraged to participate in scholarly endeavors that contribute to becoming an integral part of the nursing program and University mission. Scholarly activities include but are not limited to involvement in basic and applied research, writing and publication, and presentations to professional and learned societies.

Professional growth and responsibility for implementing and reporting academic activities are required of all members of the faculty. Professional growth and professional activities include but are not limited to attendance at professional meetings, holding office in professional organizations, service on professional committees, participation in workshops, seminars, and courses, and self-study.

Non-teaching activities include but are not limited to committee service, recruitment, curriculum development, orientation, registration, commencement, and contribution to and development of grant proposals. The advising and counseling of students includes but is not limited to academic advising, preparation of degree plans, sequencing of class enrollment, scheduling of classes, career counseling, and referral to appropriate University or community services. Non-teaching activities also include advising and sponsoring student organizations. Public service includes but is not limited

to service to schools, other colleges/universities, government agencies, private enterprise, and the community for which the faculty member receives no remuneration.

Nursing Faculty Workload Policies

In order to address the number of faculty required to implement this baccalaureate-level educational endeavor, guidelines have been established concerning the workload of the nursing faculty. Faculty members reviewed the guidelines for faculty workload in the *SRSU Faculty Handbook* to serve as a foundation for the Department of Nursing. The Faculty Workload Policy applies to all nursing faculty in the Department of Nursing, which includes both full- and part-time nursing faculty. All faculty members support the mission and vision of SRSU, the Department of Nursing mission, and the Nursing Program Faculty Philosophy with clear understanding of the duties considered to be part of the responsibilities for a member of the SRSU nursing faculty including, but not limited to:

- Teaching in the classroom, laboratory, seminars, on-line, and clinical areas;
- Studying, investigating, discovering, and creating teaching strategies;
- Performing curricular tasks auxiliary to teaching and research, e.g., serving on faculty committees, attending to administrative and disciplinary tasks, and promoting diligence and honest work in the student body;
- Coordinating and evaluating the teaching-learning activities of students in skills/simulation and clinical settings;
- Advising and counseling students; and
- Beneficially influencing students and citizens in various extracurricular ways, as delineated in the *SRSU Faculty Handbook* (FH 2.08).

Nursing faculty discussed numerous issues related to workload parameters to guide faculty assignments. The following paragraphs reflect the nursing faculty philosophy guidelines within the framework of faculty workload for the SRSU Department of Nursing. Nursing is a practice profession wherein clinical settings provide valuable teaching environments for students. In this remote rural region, it is a challenge to recruit and retain full-time and part-time faculty members to guide clinical learning experiences that provide students with the opportunity to bring classroom learning to reality.

In the process of utilizing faculty expertise in classroom and clinical learning activities, the goal is to utilize faculty potential where it can best serve the role of coaching students. At any point, especially with faculty members who are tenured or on the tenure track, alterations can be made in the workload to facilitate scholarly and research endeavors. Faculty workload assignments can be determined with collaboration among the Executive Vice President and Provost, the Dean of the College of Agriculture, Life, and Physical Sciences, the Director of Nursing, and the faculty member. The ultimate decision for faculty workload rests with the Executive Vice President and Provost for SRSU.

Faculty Workload for Theory/Didactic Teaching

In keeping with the SRSU faculty workload for a didactic course or theory component of a clinical nursing course, one credit hour is equal to one contact clock hour, whether on-line or

face-to face. The normal teaching load at SRSU for faculty members who are paid full-time shall be four lecture courses (3 credit-hour courses) or the equivalent of twelve semester-credit hours of instruction in organized classes. Assignments that are necessary to the development, implementation and evaluation of the Nursing Program may be allocated credit-hour equivalents, for example, development and implementation of new courses for the program.

An organized class is an institutionally approved course, having specific objectives in terms of subject matter coverage and student development, which meets as a group at regularly scheduled times in a classroom, laboratory, outside location, or electronically. A teaching assignment of over twelve semester credit hours will be viewed as an overload for that semester and require negotiation with the Faculty member, Director of the program, Dean of the College of Agriculture, Life, and Physical Sciences, and Executive Vice President and Provost.

Clinical Teaching Responsibilities

It is important to clarify the expectations of clinical-nursing faculty members. The responsibilities for clinical-nursing faculty who supervise nursing students who provide direct patient care in clinical settings are very demanding. Nursing faculty who supervise nursing students in clinical settings must meet the TBON requirements for qualified nursing faculty as well as requirements for the agency in which the students are assigned. There also are rigorous targets for clinical learning, nursing students, and their assigned patients and families.

Clinical teaching responsibilities for nursing students require significant planning, scheduling, direct supervision with patient care or laboratory simulations, and evaluation of student performance. The intensity and time-demand of clinical instruction is highly variable, depending on both acuity of patients and type of health-care setting. This variability is influenced by the design of the course, the requirements for on-site faculty supervision, the number of students per clinical group, and the type of student clinical skills being supervised.

Clinical learning activities occur in health-care agencies, including hospitals, long-term care facilities, and community-based health-care settings, where faculty members provide direct supervision of students who are applying nursing knowledge and skills while providing direct care for patients and their families. Faculty members facilitate development of students' basic and advanced nursing skills through structured learning activities in a simulation laboratory setting. Faculty of record coach students, clinical faculty, and preceptors in clinical-learning activities linked with on-line courses.

During the senior year, students will work with preceptors, in a variety of settings, providing care for patients and families with increasingly complex health-care needs. In these courses, faculty members select, orient, and collaborate with qualified preceptors while providing oversight for students' learning activities, including supervision and evaluation.

Faculty Workload for Clinical Teaching

In each clinical setting, faculty members are responsible for collaborating with clinical agency administrators on a regular basis, arranging schedules, providing each agency with current student handbooks and syllabi, and posting current student schedules. Faculty are responsible for supervising direct care, reviewing and evaluating patient care plans, and overseeing other required clinical assignments. Faculty select, orient, and collaborate with preceptors, conduct site visits to evaluate student progression, perform individual student formative and summative student evaluations, and acquire assigned evaluations from students as scheduled.

During simulation laboratory learning experiences, nursing faculty members will guide and supervise students in the application of medium and high-fidelity simulations and unfolding case

scenarios which are used for teaching increasing patient complexity and intensity of illness. The practice/simulation laboratory activities are designed to be flexible for multiple uses and to provide reality-based experiences that may not be available in clinical settings. These activities will be used in each clinical course prior to and following patient-care rotations. Initially, the practice/simulation laboratories are used to develop initial nursing skills and confidence. Following direct-care rotations, simulation activities serve to verify competence and reinforce knowledge and skill development in more acute patient situations.

Faculty Scholarship, Development, and Community Engagement

Faculty engagement in scholarly, research, and community activities will be encouraged from the beginning of the program. Within two years of program implementation, faculty responsibilities will require a review of faculty goals related to scholarship, research, and community activities and teaching assignments, especially with tenured faculty or faculty on the tenure and promotion track.

To support faculty engagement in scholarly and service pursuits and to promote balance in the distribution of clinical teaching responsibilities, the following information illustrates faculty workload allocation in clinical courses:

- In courses where clinical learning experiences require direct faculty supervision in a health-care agency, one credit hour is equal to four contact clock hours with a maximum of 10 students, according to TBON guidelines. Due to the nature of clinical experiences in this region, the number of students in a clinical group will be less than 10.
- In courses that primarily employ skills/simulation laboratory learning activities that require direct faculty supervision, one credit hour is equal to four contact clock hours with a maximum of 10 students.
- In courses where the students' clinical learning experiences are guided and directly supervised by preceptors with oversight by faculty, such as in a health-care agency, one credit hour is equal to two contact clock hours with a maximum of 10 students.

Use of Part-time Faculty

Part-time faculty members will be an integral component of this nursing program. Due to the geographical location, availability of full-time, qualified faculty members is limited and reflects the issue that finding full-time faculty to implement the diverse clinical specialties and expectations to meet course objectivesfor this rural-focused program would be difficult. The use of part-time faculty, especially nurse practitioners, is an excellent solution to ensure that qualified faculty members are available to students in remote areas. Employment of such clinically expert faculty who have current knowledge of health problems in the local area is beneficial to the development of knowledge and skills required of future professional nurses. These individuals will be hired according to their availability to work with students and their expertise in teaching and clinical practice. Their current knowledge of health problems in the local area is beneficial to knowledge and skill required for future professional nurses. These part-time nurse practitioners will be hired according to their time availability to work with students and assignments according to their expertise in teaching and clinical practice.

Part-time faculty workload will be engaged up to a maximum of 20 clock hours of direct contact with students per week. Part-time faculty can be used in all learning activities in this program but will have a greater impact in on-line and clinical courses scheduled throughout the program. Salaries for part-time faculty could be a fixed hourly rate per contact hour or a specific

dollar amount for specified responsibilities for a semester. Dollar amounts will be commensurate with qualifications of the faculty member.

A grid illustrating potential schedules for part-time faculty will be developed after schedules for the semester have been formulated. As the program is implemented, the program director and faculty committee will determine how to engage part-time faculty members to maintain and enhance quality forthe nursing program. The implementation of standardized testing and assessment of student achievement throughout the program can serve to identify additional ways that part-time faculty members can become an integral part of SRSU.

Number and Qualifications for Nursing Faculty

Full-time and part-time faculty members will be hired to assist learning activities for nursing students in the classroom, skills and/or simulation laboratory, and outside clinical settings to gain direct patient-care experience. Classroom teaching may occur as on-line or face-to-face, or more importantly, a combination of on-line and face-to-face learning activities referred to as hybrid. Courses which include a combination of classroom and clinical experiences are also referred to as hybrid. Classroom learning activities which focus on selected bio-psycho-social-cultural concepts will be taught by faculty members with interest and knowledge of the designated process throughout the life span. This approach leans toward a team-taught progression through content which is organized and managed by the assigned faculty of record. Use of this variety of teaching strategies is beneficial to faculty members and students, especially in a sparsely populated area which may require long distance of travel. This curriculum approach is enhanced by learning opportunities which incorporate student learning experiences in place of the traditional lecture and testing approach to obtain the knowledge and skill required to assess, plan, manage, and evaluate patterns of care for patients.

Since the curriculum will include on-line courses as well as face-to-face courses on the SRSU campus,the number of faculty utilized to implement this hybrid nursing education approach will appear to be in excess for the number of students planned for enrollment into the nursing program. However, this number includes part-time faculty members in the community who will participate in student learning experiences as specified in each course syllabus. Faculty members teaching on-line courses in the RN to BSN Program will continue to teach selected courses in the BSN program. Newly hired, full-time and part-time faculty will be assigned to courses according to expertise reflected by the faculty member.

Incorporation of community resources early in the program will require additional faculty members to guide learning experiences in these sometimes remote health-service agencies. Faculty members planning to teach on-line courses are not currently living in the immediate Alpine area. Therefore, students will be exposed to part-time faculty teaching selected on-line courses, as well as full time faculty who will be teaching integrated didactic courses and guiding clinical-learning experiences. This use of non-resident part-time faculty to teach on-line courses will not only provide an increased variety of faculty who will contribute to the growth and subsequent quality of the students but also add a variety of teaching/learning experiences for the students.

Additional Expectations for Faculty

In addition to meeting requirements for SRSU, local, state, and national agencies, faculty members will benefit from an appreciation and understanding of this unique geographic area which may require creative methods for assisting students to gain the maximum benefit from clinical learning experiences. A significant expectation, especially for full-time faculty, is an understanding of the need to attend professional conferences and workshops to attain creativity and skill for

enhancing student learning experiences, especially through carefully planned, progressive simulation scenarios.

All full-time and part-time faculty members will be required to attend an orientation program, prior to the beginning of the program, to assist with implementation of a concept-based curriculum, concept-based clinical activities, simulation activities, and integrated clinical experience. This orientation process will include guidelines for blackboard collaborate ultra, skills and simulation laboratory techniques, and methods to assist students to obtain maximum benefit from learning opportunities designed to assist with across-the-life-span needs and benefits. Following this orientation, faculty members will be scheduled to orient with hospitals, clinics, and other community services personnel to become familiar with potential learning experiences in assigned clinical agencies. As state and national conferences are available, faculty members will be encouraged to attend those learning opportunities to enhance individual potential for implementing an integrated, collaborative, and resourceful learning experience for students. Attendance will also be expected at TBON educational programs to acquaint faculty with requirements related to the Nurse Practice Act for the State of Texas.

BSN Program Part-Time Faculty Job Description as Adapted from *SRSU Faculty Handbook* (FH 2.19)

Specific information related to guidelines for part-time faculty is adapted from the *SRSU Faculty Handbook*. Currently, the BSN Program is primarily comprised of part-time faculty members. Their roles and responsibilities evolve and exemplify the important role that part-time faculty members play in a hybrid education program. In the SRSU BSN program, along with full-time faculty, part-time faculty members have full voice and vote in the Nursing Program Faculty Organization and Committee of the Whole, including curriculum development and evaluation, textbook selection, and other appropriate organizational interests. In order to enhance the educational benefits realized from the use of part-time faculty, the University encourages academic administrators at all levels to foster the concept of a strong, collegial bond between part-time and full-time faculty members. The Faculty Full/Part Time Job Description (Appendix A) reflects appropriate guidelines derived from the *SRSU Faculty Handbook*.

The major responsibility of all nursing faculty members is teaching. Most faculty are part-time and have specialized expertise and experience to teach specific courses in their educational and experiential focus area. Full/Part-time faculty roles and responsibilities are organized around the four criteria specified in the *SRSU Faculty Handbook* including teaching/job effectiveness, scholarly/artistic endeavor, professional growth and activities, and activities supportive of the University. Full-time faculty are eligible for promotion and to apply for tenure. The job descriptions provide guidelines for faculty and are utilized for the faculty evaluation process and to guide the process of hiring faculty to implement specific courses for the BSN Nursing Program.

FACULTY APPOINTMENT PROCESS AND POLICIES

Hiring of Faculty

Part-time faculty members provide an essential and valuable instructional service to the University and the nursing program. Part-time faculty must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines. On-line application is available at https://sulross.peopleadmin.com/postings/2184.

Compensation

Compensation is competitive with other university systems of comparable size for nursing faculty members. Payment is made monthly by direct deposit. If a payment is not received, faculty should check with the program director, who can assist to clarify the issue.

Faculty Orientation

Nursing faculty members are encouraged and expected to attend a scheduled orientation held at the beginning of each spring and fall semester, if feasible. Depending on the location of the faculty member, the orientation may be online or a combination of face-to-face and online. New nursing students or students who have not previously attended an orientation will be expected to attend a student orientation. During this scheduled date, it may be possible for faculty members to meet with students enrolled in a specific course. Each semester an instructional process will be provided to acquaint faculty with upgraded material on Blackboard 9. Orientation topics are listed in Appendix D: Faculty Orientation Checklist.

Faculty members and students are encouraged to utilize the Blackboard 9 tutorial at http://www.sulross.edu/page/2509using-blackboard-9. An institutional technician is available at all times for support to students and faculty members at the Helpdesk at 432-837-8888 for IT problems.

Human Resources

The following forms and actions must be completed for Human Resources activities (includes payroll, email, and access to Banner and Blackboard). The HR office will assist with any questions. Some forms are online; others must be sent to you.

Completed forms are to be delivered to the business office on any campus, mailed to HR, scanned and attached to email, or faxed unless otherwise noted below.

Online at: http://www.sulross.edu/page/1372/human-resources-forms

- Under heading "New Employee Forms" - Statistical Data form
- Under heading "Pay, Leave and Performance" – Direct Deposit for W-4 http://www.irs.gov/pub/irs-pdf/fw4.pdf.
- I-9 Employment Eligibility Verification Form. This form must be completed in person at one of our campuses or by other arrangement in accordance with federal regulations.
- Read the University Statement of Alcohol & Drug Abuse Prevention and sign Acknowledgement Policy Form at:

  http://www.sulross.edu/sites/default/files//sites/default/files/users/docs /hr_s rsu/drug-policy.pdf.
- Drug Policy Acknowledgement Form http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/hr_sr su/dr ug-policy-acknowledgementform.pdf.
- Request the following forms from the HR Office via email, US mail, or in person:
  1) Public Access Option form.
  2) Statement of Confidentiality form.
  3) Standard of Conduct (required to be read only, no form to complete)

Remuneration, Sick Leave, and Fringe Benefits

Remuneration for Part-time Faculty

- Is based on rates established by the University/BSN Nursing Program according to the number of courses or semester-credit hours taught and qualifications of the faculty member.
- Includes an entitlement to sick leave, and part-time faculty can earn such leave in proportion to the amount of time employed.
- Is provided for sick leave under the following conditions: in accordance with State guidelines, sick leave with pay and insurance benefits are available to part-time faculty members who are employed one-half time or more for a period of at least four and one-half months.
- Is not provided for sick leave and insurance benefits under the following conditions: in accordance with State guidelines, eligibility for sick leave pay and insurance benefits shall not extend to part-time faculty members who are employed on an irregular, seasonal, or temporary basis for less than one-half time or for a period less than four and one-half months.

Orientation, Training, Supervision, and Evaluation for Part-time Faculty Members

- Will be included in the normal orientation and training, supervision, and evaluation process provided to all faculty members.
- Will provide information and guidelines unique to part-time faculty members and will be offered by the appropriate director following the regular orientation sessions.
- Will provide on-line instruction in individual and group sessions so that faculty may gain full understanding of institutional technology.

Benefits and support for part-time faculty members. Faculty shall be accorded the following benefits during their employment with the University:

- An appropriate work area if the faculty member lives in the area,
- Essential secretarial assistance,
- Access to copying and visual aid equipment,
- A faculty identification card,
- Library privileges,
- Access to sponsored University activities, through the purchase of a faculty/staff activity card,
- Use of University mail service and facilities,
- Membership in the SRSU Faculty Assembly if teaching half-time or more,
- Internet account and e-mail address,
- Technical assistance, and
- Other privileges for part-time faculty members which may be approved by the President of the University.

Sexual Harassment, Civil Rights, Other Legal Complaints or Procedures

Students or employees who experience any gender inequality or sexual harassment are encouraged to contact the Title IX coordinator (830-703-4801) for assistance. If you encounter students, staff, or

faculty who report encountering such treatment, you also are obligated to report the activity to the Title IX coordinator for investigation whether the individual wishes you to or not. This is a federal legal requirement regardless of your personal opinion of the validity of the complaint or your feelings toward the individuals involved. Likewise, if you as an employee experience these behaviors, you should report them to your Program Director and the Title IX coordinator. The Dean's office will also assist if you have questions or concerns.

Family Education Rights and Privacy Act (FERPA)

Faculty are responsible for adhering to Family Educational Rights and Privacy Act (FERPA) requirements regarding confidentiality of student information and grading processes: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Faculty Resources

Banner Access/Use

Access to Banner is provided when required information is submitted to the HR office. Banner provides access to official class rolls, official grade sheets,student information, and personnel/HR information related to your employment. HR will inform you of your Banner login and password.

SRSU E-mail Address

You will be assigned an xxxx@sulross.edu email account for all official communication between faculty and students. Be sure to check your email regularly. HR will inform you of your email address, login, and password.

Blackboard

Blackboard 9 is the course learning management system (LMS) software SRSU uses for all courses. The SRSU Instructional Designer, available by phone (830.837- 8523), provides in-depth Blackboard support. The Program Director may also be able to assist with questions or issues. Use Blackboard to post messages and assignments and to communicate with students. It also allows faculty to communicate easily with all students or selected ones. Materials, videos, and other educational aids can be posted to Blackboard. Blackboard presence is required for all SRSU courses and is the university platform for all online courses and required course evaluations.

Grading/Grade Posting

The Banner program is used to enter grades. The Admissions/records office will notify you via email when the Banner grade-entering window is "open." This occurs in the last two (2) weeks of the term. It is VERY important to enter all grades during this time. The process of posting grades and credit for courses to the students' transcripts is a University-wide process. Any classes or students without grades will prevent the process from operating for all students, all classes, and all grades. Grade designations such as I or IP functionas grades and allow the process to run; however, the use of I or IP must follow University policy for assigning such grades. Please consult the SRSU catalog for all available grades. Contact the Program Director or Department of Nursing Coordinator for assistance.

Advising & Student Mentoring

All students are assigned a faculty member as an advisor. Some students connect well with their

assigned faculty advisor while other students connect better with other staff, faculty, or even an adjunct faculty member. While not required, any mentoring, advising, or added support and encouragement you can provide to a student will often pay great dividends in terms of persistence of the student to completion. Be sure to coordinate your student support with the student's assigned faculty advisor. Your program director, department chair, or faculty secretary can provide information on advisors and advising.

BSN Course Syllabi

Syllabi are essential, required documents for each and every course. Generally, faculty members are provided a syllabus for an assigned course. Minor changes in the syllabus can be made to better reflect the grading policies of the faculty member or for changes in content. Major changes should be approved in advance by Faculty as a Whole and the Program Director. Each course syllabus must be posted to Blackboard before the class begins and provided to the Coordinator for recording purposes. It is important that the syllabi clearly communicate to the students the expectations of the course, the nature of assignments, all graded work including tests, papers, etc., and how the grade will be computed. The syllabus cannot be changed once the class begins. If you are teaching the same class and no other faculty are teaching that class, you may adjust in future semesters. Nursing faculty members are required to follow a designated format for each course syllabus (See Appendix E: BSN Course Syllabus Format).

Office Space

There are faculty offices on each campus, and, depending on the semester, there may be other offices available for periodic use during those times you may be on campus. Please check with the Program Director, or the program Coordinator for further information. Part-time faculty are assigned office space when their teaching load and other duties warrant it.

Use of Library Resources

A key resource is the library. Nursing faculty and students have access to library resources at SRSU Wildenthal Library, located on the Alpine campus, including hard copies, online databases, and interlibrary loan services.

Library contact information is WLIB Box C-109; 432-837-8123; FAX 432-837-8400. Special collections include the reference, curriculum, and juvenile collections and the Van Robinson Fine Press Books Collection. In addition, the Archives of the Big Bend contains thousands of books, manuscripts, and photographs depicting life and culture in the Big Bend/Trans-Pecos region of Texas from the early 1800s to the present. Because the Archives' materials do not circulate, use of items is restricted to the Archives' reading room.
The Archives is open 8:00 a.m. – 5:00 p.m. Monday through Friday. (See Appendix F: Library Resources.)

Social Media Platforms

Technology tools and online spaces for integrating and sharing user-generated content in order to engage constituencies in conversations allow faculty and students to participate in content and community creation. Examples include, but are not limited to, Facebook, Twitter, LinkedIn, Group Me, and YouTube. (See Appendix G: Social Media/ Personal Website Policy.)

Use of University Vehicle

University vehicles are available for university purposes such as field trips and travel to other campuses. University vehicles can be driven only by university employees who are on the "approved driver's list." See the Business Office services on any of our campuses for information on the approved driver's list, insurance requirements, how to reserve a vehicle, and other procedural aspects for use of a university vehicle. All travel and field trips require an approved travel application to be completed 10 days in advance of the travel.

Faculty Development and Resources to SupportTeaching, Scholarship, Service, and Practice

SRSU Nursing Program faculty members are provided with resources to support teaching and teaching scholarship through the following initiatives andservices. Faculty development opportunities to support teaching are provided by the Nursing Program along with opportunities and funds to attend Continuing Education workshops and conferences for faculty to maintain their nursing expertise. All faculty members are expected to update their curriculum vitae annually in order to document their professional development activities such as nursing practice, professional committee membership, continuing education attendance or presentations, formal college courses, nursing practice, education, and research publications and certification as part of their yearly evaluation process. The Program Director provides support by identifying goals for professional development and providing development opportunities. The Nursing Program operations budget includes funding for faculty travel andconference participation such as the American Association of Colleges of Nursing (AACN) annual Baccalaureate Education Conference and attendance by the Program Director at the AACN semi-annual fall and annual spring meetings as well as other relevant professional meetings.

Research and scholarship support is available from the SRSU Office of Sponsored Programs. It is the mission of the Office of Sponsored Programs to encourage, facilitate, and support the SRSU community's efforts to obtainexternal funding for all forms of research, education, and scholarly, creative, service, and outreach activities. The Office of Sponsored Programs facilitates proposal development and submission and implementation of externally funded programs and projects that fall within the University's priorities and support the University's mission. Services are provided to faculty for development and submissions of grants and scholarly publications. The research office monitors and distributes information on funding sources and provides assistance in development of grant budgets.

Currently the Nursing Program does not have a formal policy or requirement for faculty practice. Although not required, practice outside the Nursing Program is encouraged, and several part-time faculty also work in practice settings as nurse practitioners and administrators. The majority of faculty also engage in community service.

FACULTY EVALUATION

Academic Evaluation of Faculty (FH 2.11)

The SRSU academic evaluation system is intended to provide an orderly and comprehensive approach to the evaluation of faculty and academic administrators. Evaluation is important for purposes of promotion, tenure, adjustments in salary, and, where applicable, review of appointment status (Appendix H: Faculty Evaluation Forms [FE Packet]).

The University system recognizes four criteria for purposes of faculty evaluation: Teaching/job effectiveness, Scholarly/artistic endeavor, Professional growth and activities, and service supportive of the University. The key focus for part-time faculty evaluation is Teaching/job Effectiveness, with consideration for the other criteria as appropriate for the individual faculty member. Evaluation criteria are delineated in the Faculty Full/Part Time Job Description (Appendix A).

Several faculty evaluation (FE) forms are required to assess effectiveness by semester and annually. The four documents that are used in the faculty-evaluation process are the following: Form FE-1, Program Director/Dean Rating of Faculty Teaching Effectiveness; Form FE-2, Student Appraisal of Faculty; and Form FE-3, Annual Report on Professional Growth, and Service.These three documents will be used by the program director to determine ratings for Form FE-4, Summary of Evaluations, which will be placed in the permanent file for the faculty member.

An annual rating of teaching effectiveness is accomplished by the use of a Faculty Teaching Effectiveness form (Appendix H: FE-1). This annual form is completed by the Nursing Program Director for each member of the nursing faculty and submitted to the Dean of the College of Agriculture, Life, and Physical Sciences. This evaluation report is a comprehensive designation of teaching performance, with appropriate attention given to scholarly and artistic endeavor, professional growth, and activities supportive of the University.

Faculty members are required to provide data on a form (Appendix H: FE-3) that verifies activities related to Teaching Effectiveness, Scholarly/Artistic Activities, Professional Growth, and Service. This form is to be completed by each faculty member as a means of indicating their activities in each of the four areas.

Provisions are made in the University system for the evaluation of faculty members by students at the end of each course, and these evaluations are also used by the Program Director to evaluate teaching effectiveness. The Student Appraisal of Faculty Form FE-2 is located in Appendix H and is discussed at greater length below.

A BSN Program course evaluation is included in each nursing course syllabus. Students are expected to complete the evaluation at the end of each course andreturn it to the program coordinator. This form includes general information related to course content, faculty performance, and clinical activities, if appropriate. Results are shared with course faculty, and relevant course-improvement changes are implemented. Scores are tallied for an overall aggregate score of program teacher effectiveness for the purpose of meeting the CCNE Standard IV requirement to present faculty outcome data in aggregate form for purposes of program accreditation (Appendix J: SRSU BSN Semester Course Evaluation Form).

SRSU Procedures for Faculty Evaluation (FE) and Appraisal

The specific requirements of and procedures for annual faculty evaluation at SRSU are addressed in the *SRSU Faculty Handbook* (FH 2.11). The Faculty Evaluation Forms used in the evaluation process are described more fully below.

Rating of Faculty Teaching Effectiveness Form FE-1

The BSN Program Director prepares the Rating of Faculty Teaching Effectiveness form using student evaluations, including the semester course evaluations (FE-2); the faculty self-inventory

(FE-3); and his or her own knowledge of the work of the faculty member. The faculty and the director of the nursing program will have the option of choosing to use classroom visitation, peer evaluation, or neither as part of the evaluation of faculty teaching effectiveness. If either of these evaluation methods is used, the criteria for evaluation shall be developed by the faculty and the BSN Program Director. The following outline is to be used as a guide in the assessment of teaching effectiveness.

The following five categories are identified for rating purposes, with weights for each:

A. Preparation for Teaching (30%)
   (a) Maintains currency in field.
   (b) Develops instructional materials (syllabi, outlines,electronic aids, classroom policy statement, etc.).
   (c) Organizes and prepares subject matter on a regular basis.

B. Classroom/Lab Presentation (30%)
   (a) Seeks to establish rapport with students.
   (b) Communicates subject matter effectively.
   (c) Stimulates student thinking and exposes students toa wide variety of viewpoints.
   (d) Makes organized presentation of material.
   (e) Creates an environment conducive to learning.

C. Evaluation of Student Achievement (10%)
   (a) Applies and communicates in writing effective and equitable procedures in measuring student performance.
   (b) Evaluates student performance in a reasonable manner.
   (c) Makes available up-to-date information regarding individual student progress.

D. Response to Individual Student Needs (20%)
   (a) Is readily and reasonably available for student conferences and counseling; maintains appropriate office hours.
   (b) Is reasonably sensitive to individual student needs.

E. Professional Demeanor (10%)
   (a) Is punctual and dependable.
   (b) Maintains appropriate professional demeanor inteaching situations.
   (c) Exercises reasonable care of University facilities,equipment, and supplies.

Student Evaluation of Faculty Form FE-2

The student evaluation of faculty occurs every semester for every course taught. The FE-2 form is sent to students approximately two weeks after mid-term during the long semesters and during the third week of summer sessions. Scheduling, coordinating, administering, collecting, tallying, and summarizing the evaluations is the responsibility of the department coordinator with assistance from the Department Director. Evaluation forms will be filed in the appropriate dean's office; copies of the tally sheet will be forwarded to the appropriate evaluator and to the faculty member. The tally sheet will include all comments added by students to the evaluations.

Annual Report on Teaching/Job Performance, Scholarly/ArtisticActivities, Professional Growth, and Service Form FE-3

Each faculty member will prepare an annual report prior to February 1 of each year. (The report interval shall be January 1 to December 31.) The following outline is offered as a guide for preparing the document. It also may be used by the program director when assessing the year's activities of the staff member.

Not all items on the outline will be pertinent to all faculty, and inapplicable points should be omitted.

Scholarly Activities

Scholarly activities shall be interpreted to include but are not limited to involvement in basic and applied research, writing and publication, and presentations to professional and learned societies. The distinction between scholarly activities and professional and University service is often difficult to discern. A faculty member should judge the primary focus of an endeavor from the perspective of his or her involvement and categorize it appropriately.

1. Publications are defined as follows: articles (scholarly articles published in professional journals which were subjected to peer review and other scholarly articles not subject to peer review, e.g.,abstracts), books (scholarly works and textbooks), and other publications (e.g., research reports, government reports).
2. Research and/or grant activities should be addressed by listing activities supported by competitive research grants from outside organizations, University research grants, non-competitive and non-funded research activities, and proposals prepared and submitted but rejected.
3. Presentation of scholarly work at professional meetings and learned societies should be addressed by providing a listing of presentations at national or international meetings, presentations at regional meetings, and presentations at state and local meetings.
4. Other scholarly endeavors should be listed, including works in progress.

Artistic Endeavors

Different disciplines and individuals define art in different ways, engage in different types of artistic endeavors, and evaluate artistic ability in various ways. Since nursing is both a science and an art, criteria for evaluation in both areas may be considered. Throughout each year, there are many opportunities for nursing faculty to submit data through the development of posters that are utilized as a competitive teaching process. Where it is relevant, faculty should evaluate the success of their artistic endeavor in terms of level of competition and recognition (local, regional, state, national, or international).

Report on Professional Growth and Professional Activities

1. Professional Associations. This category includes current memberships, meetings attended and source of funding for travel, committee appointments, elected offices, and honors at all levels: international, national, regional, state, and local.
2. Continuing Professional Education. This category includes participation in workshops, seminars, courses, self-study, and the like, with the indication of title, place, dates, time involved, and credit hours, if applicable.
3. Professional Service. This category includes service to schools, governmental agencies, and private enterprise, community service, etc.

Report on Non-Teaching Activities Supportive of the University

Non-teaching activities include the following:

1. Committee service.
2. Recruitment.
3. Advisement (e.g., academic advisement, degree planning, registration, and orientation programs).
4. Acquisition and development of facilities, equipment, and other resources (including outside funding obtained for these purposes).
5. Program development (e.g., major curriculum development, new degree programs, and research programs, including outside funding obtained for these purposes).
6. Public service.
7. Other contributions.

Summary of Evaluation Form FE-4

Using student evaluations, the rating of faculty teaching effectiveness, and the annual report, the evaluator will complete Form FE-4, Summary of Evaluation.The following four, main areas of performance are identified on the summary: teaching, scholarly and artistic endeavor, professional growth and professional activities, and non-teaching activities.

(a) Question number 10 on FE-2 will be used as a summary measure ofthe students' evaluation of teaching effectiveness. The average score on question 10 will be computed, converted into a percentage, and entered on form FE-4 1.B. Assuming the average response for an instructor is 4.3, 86%(4.3 ÷ 5) would be entered on FE-4 1.B.

(b) Weights (%) are suggested for rating each category. The Program Director shall consider available information bearing upon the various criteria to determine weights. At the beginning of the evaluation period each faculty member and his or her respective Program Director must agree on the basic weights to be used in the year's evaluations and put this into writing. Both the faculty member and theProgram Director shall sign this agreement (FE-4) to indicate their approval or disapproval. Criteria may be adjusted if the responsibilities of the faculty member change significantly.

SRSU Procedures for Annual Evaluation of Supervisor Form FE-5

Faculty members are encouraged to submit an annual evaluation of their supervisor/s on Form FE–5. This rating of performance will be accomplishedby the use of Form FE-5, Evaluation of Program Director, Chairpersons by Faculty and Deans, Deans by Chairpersons, and Vice President for Academic Affairs and Provost by Deans. Separate forms are to be completed by each faculty member, chairperson, and dean for his or her supervisor.

Any person may request reconsideration of an evaluation by the appropriate program director, department chair, or equivalent administrator and, as the need exists, subsequently by the appropriate academic dean and, finally, by the Vice President for Academic Affairs/Provost. Allegations of sexual or racial discrimination or bias in evaluation will be addressed through established grievance procedures dealing with sexual or racial discrimination or bias.

Commission on Collegiate Nursing Education Standards (CCNE)Evaluation Faculty Satisfaction Survey

In order to ensure that Nursing Program faculty are able to provide a high-quality educational experience, faculty are surveyed annually according to the Commission on Collegiate Nursing

Education Standards (CCNE). If there is an item on the survey that you do not have enough information on or experience with, you may indicate Uncertain. If you think a particular item does not apply to you, you may indicate Not Applicable. In this survey, you are encouraged to identify specific strengths, opportunities for improvement, and specific advice on the open-ended questions at the end of the form. Your feedback in this survey will enable us to maintain continuous quality improvement of the SRSU BSN program (See Appendix K: Faculty Satisfaction Survey).

UNIVERSITY AND BSN PROGRAM ACADEMIC POLICIES AND REQUIREMENTS

Admission to the BSN or RN-BSN Program

Sul Ross State University (SRSU) is a fully accredited university offering courses for a Bachelor of Science in Nursing degree as either a pre-licensure program (BSN) or a post-licensure program (RN-BSN). Core curricula are offered on campus and may also be accepted from other Texas institutions or out-of-state colleges. Transfer students from other programs must complete a minimum of 42 credit hours which address core curriculum requirements in addition to college, departmental, and major pre-requisites to meet requirements for admission and graduation.

Advising and Student Mentoring

The Nursing Program Director serves as initial student advisor for all students. Faculty may be assigned as advisors. The advisor provides mentoring as well as support and encouragement for students and contributes to student retention and success in the program. The program director will provide orientation to faculty regarding the advisor role.

Admission Eligibility for All Nursing Students, Pre-licensure BSN or Post-Licensure RN-BSN

Students entering either the Pre-licensure BSN or Post-Licensure RN-BSN track of the SRSU Nursing Program must:

1. Be admitted to Sul Ross State University.
2. Complete 42 semester credit hours of required core courses at SRSU or transferable from a Texas university or college with "core complete" on the transcript. This would include students with a baccalaureate degree.
3. Complete 22 semester credit hours to meet University and Major requirements as specified in the Degree Plan.
4. (Pre-licensure applicants) Take the latest version of the TEAS examination provided by the Assessment Technologies Institute (ATI) with:
    a. a cumulative score of 75 or higher.
    b. scores in individual areas that meet the national mean:
        1) English (grammar)-64
        2) Reading-70
        3) Math-69
        4) Science-54
5. Have a cumulative College GPA of 2.5 on a 4-point scale, with a "B" average for science and English courses, with no individual course grade lower than a C.

6. Submit all transcripts from colleges and universities previously attended to the Office of Admissions.
7. (Pre-Licensure applicants) Demonstrate English Proficiency – a comprehensive score equal to the 13th grade or higher on the Weaver Readability Assessment Test (This is not a requirement for admission but must be achieved before enrollment in nursing courses).
8. Meet designated performance standards.
9. Be in good academic standing at previously attended institutions.

Admission Process for Transfer Students

The first step in the admission process is to meet requirements for Sul Ross State University (SRSU). Texas core courses and departmental requirements must be completed before potential students can enroll in nursing courses following acceptance in the nursing program. High school graduates or students who wish to transfer to SRSU from another college or university must apply using the ApplyTexas Application found at www.applytexas.org.

Transfer students will go to www.applytexas.org and set up a profile. They should choose *My Applications* and create a new, four-year university undergraduate admission application:

a. Start with Target University. The target university is Sul Ross State University, and the application type is **Transfer, U.S.**
b. Choose the semester. First Choice School is College of Arts and Science, (leave second choice blank). First Choice Major is **Nursing**.
c. Continue to *My applications*.

Application Packet Requirements for All Nursing Students

Guidelines and forms for selected references, health status complete with current immunizations, and references to TBON expectations accompany the application. Following successful completion of the above admission eligibility requirements, potential students for the SRSU Baccalaureate Nursing Program Pre-licensure BSN or Post-Licensure RN-BSN tracks of the SRSU Nursing Program must complete the following Application Packet:

1. Apply online at ApplyTexas.org
   a. SUL ROSS STATE UNIVERSITY-Alpine
   b. Undergraduate transfer application if the applicant has not earned a baccalaureate (or more advanced) degree
   c. Graduate application—seeking 2nd degree at same level if the applicant has already earned a baccalaureate (or more advanced) degree
2. Send in official transcripts from all colleges/universities attended
   a. Electronic delivery: admissions@sulross.edu
   b. Postal delivery: SUL ROSS STATE UNIVERSITY
Office of Admissions PO Box C-2
Alpine, TX 79832
3. Send in RN licensure information (if applying to the RN—BSN track)
4. Send in ATI test score report(s) when applying to the BSN track. The applicant is required to provide the following:

a. A completed Application Form for the Nursing Program.
b. A written summary of the reasons the applicant chose the profession of nursing.
c. Three letters of reference and completed forms from individuals chosen by the applicant.
d. Completed Health Status forms containing dates and types of immunizations.
e. Completed Licensure Eligibility Form and completion of activities designated by the TBON including:
    1) A criminal background investigation through the TBON is required for all applicants to the SRSU BSN Nursing program. Results of the investigation must be submitted with the student's application indicating that the applicant is eligible for licensure.
    2) If there is a potential issue related to licensure eligibility, the applicant must contact the Board of Nursing and request guidance regarding completing a Petition for a Declaratory Order.
    3) Interview with designated faculty member when requested.

All completed documents submitted to the Department of Nursing, including notification from the TBON that the student has been cleared to enter the nursing-education program, must be completed and returned by the specified date in order for the applicant to be considered for admission. After the above criteria are submitted, an interview will be scheduled with a designated faculty member.

Admission Requirements Specific to RN to BSN Post-Licensure Track

Prospective Pre-Licensure Nursing students must

1. Have a minimum of 42 hours of college-level, transferable semester-credit hours with a 2.0 GPA from an accredited college or university and be in good standing at the previous institution;
2. Have a 3.0 GPA in previous nursing courses;
3. Be eligible to enroll in upper-level courses;
4. Hold a current, valid RN license from the State of Texas;
5. Present evidence of current professional liability insurance; and
6. Keep personal health insurance in force throughout the academic program.

Texas Board of Nursing Requirements

The *Nursing Student Handbook* includes specific information and links to theTBON regarding nursing education, practice, and licensure.
https://www.bon.texas.gov/pdfs/law_rules_pdfs/rules_regulations_pdfs/April20 19 BONRulesandRegulations

Eligibility for admission is accomplished through Criminal Background Checks. Applicants must provide information demonstrating that they meet requirements identified by TBON, Rules and Regulations for the Practice of Nursing. The process for evaluating an applicant's eligibility is provided inthe *Nursing Student Handbook*. The Nursing Program maintains the results of the Criminal Background Check and, if submitted, the Declaratory Order throughout the student's tenure in the Nursing Program.

Notification of Selected Applicants

Selected applicants will be notified of their acceptance in writing via e-mail or phone. Students who are selected for the Nursing Program will be required to attend an orientation session at a time designated by the Nursing Program. The program director or assigned counselor will advise the student regarding program-of-study planning.

Applicants who are not selected will be notified in writing and be given a meeting time to discuss the selection process with the Director of the Program. This is an opportunity to enhance individual data and build a higher competitive level for the future.

Requirements to Be Met Prior to Enrollment in Nursing Courses

Prior to the start of didactic courses, the student must:

1. Complete all core curriculum and departmental requirements prior to enrollment in nursing courses.
2. Obtain current health insurance coverage. The student must be covered with health insurance upon admission to the nursing program. Insurance coverage must be maintained for the duration of the nursing program.
3. Submit a health report from primary care provider completed within 30 days of registering for the course (Form provided), including:

   Submit in writing a record of all immunizations, vaccinations, or acceptable titer levels, as required by the Texas Department of Health and Texas Education Code Sec 515.933 [Measles, Mumps, Rubella, (MMR); Diphtheria, Tetanus, Pertussis (D Tap); Varicella; Meningitis; Hepatitis "B" series, and COVID 19] (Form is provided). See page 36 of SRSU 2018-2019 Catalog (Form is provided). See page36 of SRSU 2018-2019 Catalog Per Texas Education Code Sec. 51.9333 https://statutes.capitol.texas.gov/Docs/ED/htm/ED.51.htm and Texas Higher Education Coordinating Board Rules, Chapter 21, Subchapter T, §21.612, §21.613, and §21.614

Prior to the start of clinical courses, the following requirements must be met:

1. Current CPR certification from the American Heart Association Class "C" for Health Care Providers. A current CPR card must be obtained before the applicant will be allowed to register.
2. Negative drug urine screen documented within 30 days of clinical course, if required by the clinical agency and in accordance with SRSU Policy (verification from primary care provider).
3. Liability insurance is required during clinical practice. The fee for this insurance is provided by Sul Ross State University.
4. Health insurance coverage maintained throughout the two-year nursing education program.

Class and Clinical Performance Standards

The following performance standards and activities are based on the core performance standards of the Southern Regional Education Board (SREB) Council of Collegiate Education. Applicants to the program and students enrolled in the nursing program must meet the following performance standards, including abilities and skills in cognitive, sensory, affective, and psychomotor

performance. Each standard is accompanied by examples of an activity that a student would be required to perform in the nursing-education program. The American with Disabilities Act provides criteria and procedures by which the student with documented disabilities may receive accommodations or support to meet the minimum requirements identified herein.

PERFORMANCE STANDARDS FOR STUDENT NURSES

Functional Ability	Standard	Examples of Required Activities
Observation	Ability to actively participate in all demonstrations, laboratory exercises, and clinical experiences in the professional program component and to assess him/her for examination,diagnosis, and treatment. Such observations requirefunctional use of visual, auditory, tactile and olfactory perceptions.	Visually discriminate incrementalreading on syringes. Read Sphygmomanometers and various other medical equipment. Visually discriminate between different colored objects. Discriminate between auditory stimuli. Perform a comprehensive assessment on patients.
Gross Motor Skills	Gross motor skills sufficient to provide thefull range of safe and effective patient-care activities.	Move within confined spaces such as treatment room or operating suite. Assist with turning and lifting patients. Administer CPR.
Fine MotorSkills	Fine motor skills sufficient to performmanual psychomotorskills.	Pick up and grasp small objects withfingers such as insulin syringe, pills. Perform tracheotomy suctioning. Insert urinary catheter.
Physical Endurance	Physical stamina sufficient to remain continuously on task for up to a 12- hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient-care activities.	Perform client care for an entire length of a clinical experience, 8-12 hours. Walk/stand for extended periods of time. Turn, position, and transfer patients. Manually resuscitate patients in emergency situations according to professional standards.
PhysicalStrength	Physical strength sufficient to perform full range of required patient-care activities.	Push and pull 200 pounds. Transfer/position/lift clients up to 150 pounds with assistance without causing harm to self or others. Lift/move heavy objects from 35-50pounds.

Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manualand finger dexterity; and hand-eye coordination to perform nursing activities.	Move around in work area and treatment areas. Position oneself in the environment to render care without obstructing the position of other team members or equipment. Stoop, bend, squat, reach overhead as required to deliver care in non-emergent and emergent situations.
Hearing	Auditory ability sufficient for physical monitoringand assessment of patient health-care needs.	Hear normal speaking-level sounds. Hear auscultatory sounds. Hear auditory alarms (monitors, fire alarms, call bells). Hear cries for help.
VisualAcuity	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care.	See objects up to 20 feet away. Read calibrations on 1 ml syringe. Assess skin color (cyanosis, pallor).
TactileSense	Tactile ability sufficient for physical monitoring and assessment of health-care needs.	Feel vibrations (pulses). Detect temperature changes. Palpate veins for cannulation.
Smell	Olfactory ability sufficient to detect significant environmental and patient odors.	Detect odors from patient (foul smelling drainage, alcohol breath). Detect smoke.
Flexibility	Adaptation to Nursing Department course-scheduling policy.	Make oneself available to work the hours of an assigned schedule that may include any shift and day of the week.
Conceptual/ Spatial Abilities	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships.	Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths, etc.

Cognitive/ Quantitative Abilities	Reading comprehensionskills and mathematical ability enough to understand written documents in English and solve problems involving measurement,calculation, reasoning, analysis, and synthesis.	Calculate appropriate medication dosage given specific patient parameters. Analyze and synthesize data to develop a plan of care. Collect data, prioritize needs, and anticipate reactions. Transfer knowledge from one situation to another. Accurately process information on medication container and physicians'orders, monitor and equipment calibrations, printed documents, flowsheets, graphic sheets, medication-administration records, other medical records, and policy and procedures.
Clinical Reasoning	Critical-thinking ability for effective clinical reasoning and clinical judgment consistent with the level of educational preparation to reason across time about a patient's changing condition and/or changes in the clinician's understanding.	Identify cause/effect relationships in clinical situations. Maintain client's physical and emotional safety. Demonstrate competence in administration of meds, treatments, and procedures. Use scientific method in the development of patient-care plans. Evaluate effectiveness of nursing interventions.
Communication	Communication adeptness sufficient for verbal and written professional interactions. Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health-care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language. Written communication skills	Explain treatment procedures. Speak clearly and directly. Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health-care-team discussions of patient care. Elicit and record information about health history, current health state, and responses to treatment from patients or family members. Practice Therapeutic Communication. Convey information to patients and others as necessary to teach, direct, and counsel individuals in an accurate, effective, and timely manner. Communicate effectively with physicians, staff, patients, and patient's family members. Recognize and report critical patient information to other caregivers.

Emotional/Behavioral Professional Attitudes and InterpersonalSkills	Emotional stability and appropriate behavior sufficient to assume responsibility / accountability for actions. Professional appearance and demeanor; demonstrable ability to communicate with patients, supervisors, and co-workers to achieve a positive and safe work environment. Interpersonal abilities sufficient for interaction with a diverse populationof individuals, families, and groups. Ability to followinstructions and safety protocols. Exhibition of honesty and integrity beyond reproach.	Establish rapport with patients, instructors and colleagues. Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own. Deliver nursing care regardless of patient's race, ethnicity, age, gender, religion, sexual orientation, or diagnosis. Conduct oneself in a composed, respectful manner in all situations and with all persons. Work with teams and workgroups. Establish and maintain therapeuticboundaries. Demonstrate emotional skills to maintain a calm and professional decorum in an emergency/stressful situation. Exhibit capacity to engage in successful conflict resolution. Engage in peer accountability. Tolerate physically taxing workloads. Demonstrate prompt and safe completion of all patient-careresponsibilities. Adapt rapidly to changing environment/stress. Exhibit ethical behaviors and exercise good judgment. Function effectively and respond appropriately during stressful and emergency situations (physically, emotionally, and mentally.

UNIVERSITY AND DEPARTMENTAL COURSE REQUIREMENTS FOR POST-LICENSURE RN TO BSN MAJOR

The pre-licensure baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. Satisfactory completion of the Texas Core Curriculum is prescribed by the Texas legislature and the Texas High Education Coordinating Board for all recipients of a bachelor's degree granted by any public institution of higher education in the State of Texas. The 42 hours required in the **Texas Core Curriculum** are designated in the following Degree Plan for the Baccalaureate Nursing Program.

Courses needed to meet University and College of Agriculture, Life, and Physical Sciences requirements are listed in the degree plan followed by 56 semester-credit hours planned for the nursing-education curriculum.

The integrated concept-based nursing curriculum is logically structured to achieve expected student outcomes. Within the context of remote, rural, border communities, key information is centered around selected concepts that focus on the health and well-being of individuals, families, communities, and populations across the life span. Specific learning activities and projects, didactic and clinical, are integrated across the curriculum to address unique nursing needs of selected individuals across the life span, including the care of pediatric, obstetric, and peri-operative patients, the care of the elderly geriatric persons, and care of those with mental-health needs. Students have the opportunity to develop knowledge and skills associated with the use of evidence-based findings in clinical decision-making, the delivery of safe and effective nursing care for individuals, families, communities and populations, legal and ethical issues in health care, and the assumption of increasing leadership and management roles. The nursing program provides the foundation for professional-employment opportunities and stimulates students' interest in progressing to advanced-nursing roles.

Curriculum for Pre-Licensure BSN Track

Students in the Pre-Licensure BSN Program Track are required to take specific core courses and nursing-major pre-requisites that are considered foundational to the Nursing Program. The nursing faculty believe that all of the general-education courses are central to the students' learning capacity for caring and understanding the human spirit. The science courses are foundational for students to grasp the complex concepts of disease and conditions of health in their advocacy and health-care-provider roles as BSN students and future graduates.

The *AACN Essentials of Baccalaureate Education for Professional Nursing Practice* and the *Texas Board of Nursing Differentiated Competencies of Graduates of Texas Nursing Programs* provide direction for the baccalaureate nursing courses and address pertinent goals for baccalaureate nursing education, including patient-centered care, collaboration, evidence-based practice, quality improvement, informatics, member of the profession, and patient safety.

A total of 56 upper-division credits are required to graduate from SRSU baccalaureate nursing program. The following nursing courses are required of all pre-licensure nursing students as listed by semester.

Pre-Licensure Bachelor of Science in Nursing (BSN) Degree Plan

Sul Ross State University

Student View	W00006Yp as of 05/07/2021 at 13:56				What If Audit
Student		College	Arts and Sciences	Catalog Year	2020-2021
ID		Degree	Bachelor of Science in Nursing	Academic Standing	
Classification		Major	Nursing	Overall GPA	
Advisor		Concentration		Academic Holds	
Level	Undergraduate	Minor		Graduation Information	

Degree Progress

Requirements
Credits

Degree in Bachelor of Science in Nursing

Credits Required: 120
Credits Applied: 0

Unmet conditions for this set of requirements:

You currently have 0 semester credit hours (including both earned and in progress courses).
You still need a minimum of 120 more semester credit hours and successful completeion of all graduation requirements.
You currently have 0 advanced hours, towards your degree, you still need a minimum of 36 more advanced hours.
You currently have 0 in-residence semester credit hours, towards your degree, you still need a minimum of 30 more semester credit hours at Sul Ross State University.
You currently have 0 in-residence advanced hours, towards your degree, you still need a minimum of 15 more advanced hours at Sul Ross State University.
The last twenty-four of thirty hours presented for a degree must be in residence at Sul Ross University. You have 0; you still need a minimum of 24 more semester credit hours.

☐	120 Minimum Total Semester Credit Hours Required	Reason:	You currently have 0 semester credit hours (including both earned and in progress courses). You still need a minimum of 120 more semester credit hours and successful completeion of all graduation requirements.
☐	36 Advanced Hours Required	Reason:	You currently have 0 advanced hours, towards your degree, you still need a minimum of 36 more advanced hours.
☐	30 Semester Credit Hours at Sul Ross State University	Reason:	You currently have 0 in-residence semester credit hours, towards your degree, you still need a minimum of 30 more semester credit hours at Sul Ross State University.
☐	15 Advanced Hours at Sul Ross State University	Reason:	You currently have 0 in-residence advanced hours, towards your degree, you still need a minimum of 15 more advanced hours at Sul Ross State University.

☐	A minimum overall GPA of 2.5 is required for the degree.		
☐	Texas Core Curriculum	Still Needed:	See **Texas Core Curriculum** section
☐	University Requirements		
☐	First Year Seminar	Still Needed:	**1** Class in **ANSC** 1101 or **FLP** 1101 or **NRM** 1101 or **SRSU** 1101
☐	Elementary Statistical Methods	Still Needed:	**1** Class in **MATH** 1342
☐	Major Requirements	Still Needed:	See **Major in Nursing** section

☐ Texas Core Curriculum

Credits Required: 42
Credits Applied: 0

Unmet conditions for this set of requirements:

You currently have 0 semester credit hours,
you still need a minimum of 42 more semester credit hours.

☐	Minimum Texas Core Curriculum Semester Credit Hours Required	Reason:	You currently have 0 semester credit hours, you still need a minimum of 42 more semester credit hours.
☐	Composition I	Still Needed:	**1** Class in **ENG** 1301
☐	Composition II or Technical and Business Writing	Still Needed:	**1** Class in **ENG** 1302* or 2311*
☐	Mathematics	Still Needed:	**1** Class in **MATH** 1314 or 1316* or 1332 or 1342 or 2413*
☐	Life and Physical Sciences	Still Needed:	**6** Credits in **ASTR** 1303 or 1304 or **BIOL** 1306 or 1307* or 1311 or 1313 or 2301 or 2302* or 2321* or **CHEM** 1311* or 1312* or **GEOL** 1303 or 1304* or 1305 or **IT** 1309 or **NRM** 1301 or 2303 or 2305 or **PHYS** 1301 or 1302*
☐	Language, Philosophy and Culture	Still Needed:	**1** Class in **ENG** 2312* or 2315* or 2322* or 2323* or 2327* or 2328* or 2331* or 2341* or **HIST** 2301 Term >= Fall 2015 or 2302 Term >= Fall 2015 or **MAS** 2301 or **MUS** 1309 Term >= Fall 2020 or **PHIL** 1301 or **WS** 2301 or 2302* Term >= Fall 2020
☐	Creative Arts	Still Needed:	**1** Class in **ART** 1301 or **FA** 1302 Term >= Fall 2015 or 1315 or **MUS** 1308 or 1312* Term >= Fall 2015 or **THEA** 1310
☐	American History	Still Needed:	**2** Classes in **HIST** 1301 or 1302
☐	Government/Political Science	Still Needed:	**2** Classes in **PS** 2305 or 2306
☐	Social and Behavioral Sciences	Still Needed:	**1** Class in **ANSC** 2312 or **ANTH** 1301 or **ECO** 2301 or 2302 or **ED** 2303 Term >= Fall 2020 or **GEOG** 1302 or 2302 or **PSY** 1302 or **SOC** 2303
☐	Component Area Option	Still Needed:	**6** Credits in **COMM** 1310 or 1311 or 1320 or **ENG** 2312* or 2315* or 2322* or 2323* or 2331* or 2341*

☐ Major in Nursing

Credits Required: 80
GPA: 0.000 Credits Applied: 0

Unmet conditions for this set of requirements:

You currently have 0 semester credit hours, you still need a minimum of 80 more semester credit hours.
A minimum GPA of 3.0 is required for this major. Your GPA is currently 0.000. Students with a GPA below the minimum are strongly encouraged to meet with their advisor.

☐	80 Minimum Major Semester Credit Hours Required	Reason:	You currently have 0 semester credit hours, you still need a minimum of 80 more semester credit hours.
☐	A minimum major GPA of 3.0 is required	Reason:	A minimum GPA of 3.0 is required for this major. Your GPA is currently 0.000. Students with a GPA below the minimum are strongly encouraged to meet with their advisor.
☐	Intro to Philosophy	Still Needed:	**1** Class in **PHIL** 1301
☐	Introduction to Psychology	Still Needed:	**1** Class in **PSY** 1302
☐	Lifespan Growth and Development	Still Needed:	**1** Class in **PSY** 2310*
☐	Pathophysiology	Still Needed:	**1** Class in **BIOL** 1340
☐	Anatomy & Physiology I	Still Needed:	**4** Credits in **BIOL** 2405* or 2301 or 2101*
☐	Anatomy & Physiology II	Still Needed:	**4** Credits in **BIOL** 2402* or 2302* or 2102*
☐	Microbiology	Still Needed:	**4** Credits in **BIOL** 2421* or 2321* or 2121*
☐	Essence of Professional Nursing in Rural/Border Communities	Still Needed:	**1** Class in **NUR** 3311
☐	Nursing Pharmacology	Still Needed:	**1** Class in **NUR** 3314
☐	Foundations of Nursing Informatics	Still Needed:	**1** Class in **NUR** 3201
☐	Introduction to Rural and Border Communities	Still Needed:	**1** Class in **NUR** 3304
☐	Introduction to Patient-Centered Concepts	Still Needed:	**1** Class in **NUR** 3312
☐	Comprehensive Patient Assessment in Rural/Border Communitites	Still Needed:	**1** Class in **NUR** 3440
☐	Introduction to Nursing Research	Still Needed:	**1** Class in **NUR** 3310
☐	Professional Nursing I	Still Needed:	**1** Class in **NUR** 3220
☐	Patient-Centered Concetps across the Lifespan I	Still Needed:	**1** Class in **NUR** 3413
☐	Competencies for Patient-Centered Care I	Still Needed:	**1** Class in **NUR** 3341
☐	Professional Nursing II	Still Needed:	**1** Class in **NUR** 4321
☐	Patient-Centered Concepts Across the Lifespan II	Still Needed:	**1** Class in **NUR** 4414
☐	Competencies for Patient-Centered Care II	Still Needed:	**1** Class in **NUR** 4542
☐	Professional Nursing III	Still Needed:	**1** Class in **NUR** 4222
☐	Patient-Centered Concepts Across the Lifespan III	Still Needed:	**1** Class in **NUR** 4415
☐	Competencies for Patient-Centered Care III	Still Needed:	**1** Class in **NUR** 4544
☐	Rural and Border Community Public Health	Still Needed:	**1** Class in **NUR** 4305

Remark: By following the above plan, additional electives are not required to reach the required 120 earned hours for a degree. If substitutions are made to any requirement, review the total credits applied information at the top of this audit to determine if electives are required.

Legend

☑	Complete	≈	Complete except for classes in-progress	*	Prerequisite Required
☐	Not Complete	≈	Nearly complete - see advisor	@	Any course number

Disclaimer

You are encouraged to use this degree audit report as a guide when planning your progress toward completion of the above requirements. Your academic advisor or the Registrar's Office may be contacted for assistance in interpreting this report. This audit is not your academic transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding this degree audit report or to obtain a copy of your academic transcript. Please contact the Dean of your College for official degree/certificate completion status.

Pre-Licensure Baccalaureate Nursing Course Descriptions

Summer Courses

NUR 3311– Essence of Professional Nursing in Rural Border Communities - This first nursing course, taken by students entering the BSN Program, introduces students to the program mission, philosophy, conceptual framework, faculty philosophy of nursing, and student-learning processes. Students will explore nursing's history and relationship with a rapidly evolving health-care system. Students will explore the major concepts of concern in the discipline of nursing: person, environment, nursing, and health, within the context of rural/border communities. Students will begin to appreciate personal values and the impact of culture and environment on health and wellness in the frontier regions of Texas. In this course students initiate nurse-patient relationships during the first phase of the Geriatric Project. The course introduces the students to professional writing, inquiry, reflection, and self-care and provides the foundation for individual professional development.

NUR 3314 – Nursing Pharmacology - This course is an introduction to pharmacology with emphasis on the actions, interactions, dosage, half-life, adverse effects, and nursing implications for medications in each drug classification. Emphasis on medications as a major treatment modality for all age groups will continue throughout the nursing-education experience. In addition to the focus on learning key medications in each drug classification, topics will include the roles and responsibilities of the nurse in safe administration of medications, observation and documentation of desired and adverse effects from the medication, and principles to be followed in patient teaching within a legal/ethical framework. Rural and frontier community characteristics that pose unique challenges for successful pharmacological therapies willbe addressed. Knowledge of how medication effectiveness may be altered by circadian rhythms, incompatibilities with other prescribed drugs, over-the-counter drugs, and alternative medications; conflict with nutritional intake; and poor compliance with drug intake will be acquired in classroom, skills-lab, and external clinical-learning-lab activities.

Junior Year - Fall Semester

NUR 3201 – Foundations of Nursing Informatics – This course introduces students to fundamental concepts related to nursing information, communication technologies, systems, and skills and their impact on patient-centered care. A variety of learning activities will engage students in the use of clinical information systems, electronic databases, and health-care records used to communicate and manage patient-care data, support patient-care decision-making, and promote patient safety. Principles of legal, ethical, and policy issues associated with information management in health-care settings and how these concepts are used to analyze workflow, data trending, and system change in health-care settings are addressed.

NUR 3304 – Introduction to Rural and Border Communities - This course introduces the students to the concept of rural and border communities compared to urban/suburban communities. The focus is on the changes over time, differences, impact of health awareness, and

access to health care and preventive and treatment resources. This course addresses the potential for health promotion and disease prevention in the rural and border community. Skills include identifying sources of health-related information for population/community assessment as a basis for policy planning. The nurse's unique role of being known to the population as a member of the community and the professional health- provider role related to confidentiality and trust will be addressed. Students will engage in the community to assess perceptions and practices. The role and challenges of the community-health nurse are introduced.

NUR 3312 – Introduction to Patient-Centered Concepts - This course is an introduction to selected behavioral and pathophysiological concepts which commonly occur with patient-care situations. Analysis of these concepts includes data for all age groups. Students will obtain introductory information through class preparation and classroom discussion for each concept, which will be exemplified in the skills laboratory and external clinical agencies. Recall of growth and development will enhance knowledge for each age group and concept. Basic nursing activities linked to selected concepts will be experienced and guided with Concept-Based Clinical Competencies.

NUR 3440 – Comprehensive Patient Assessment in Rural/Border Communities -
This course addresses techniques and application of bio-psycho-socio-behavioral andcultural principles of assessment applicable across the life span to individuals with health-care needs in rural/border communities. This educational process links previous, basic knowledge with concepts, the skill to utilize diagnostic tools and equipment, therapeutic communication skills, and the use of body-systems assessment, screenings, diagnostic data, pathophysiologic knowledge, and standardized data scales to obtain a comprehensive patient assessment. Assessment techniques will be applied in all areas of nursing, including obstetrics, pediatrics, geriatrics, medical-surgical patients, mental health, and acute care. Classroom, laboratory, and on-line experiences will be utilized throughout the semester.

Junior Year – Spring Semester

NUR 3220 – Professional Nursing I - This course establishes the role of the registered nurse as a member of the profession with individual accountability to the public, with responsibility for coordination of patient care and with a duty for patient advocacy. The course addresses decision-making related to providing direct care in any setting. The course addresses the ANA Code for Nurses principles 1, 2, and 3 related to the individual, professional nurse.

NUR 3310 – Introduction to Nursing Research - This course is one component of baccalaureate education for professional nursing focusing on students' becoming competent consumers of research in nursing and related fields. Various models of inquiry in nursing, including basic concepts, research principles, and processes and applications needed to develop critical-thinking and problem-solving skills will be examined. Theories of evidence-informed practice, appraisal of published research, and translation of findings into clinical practice serve as a foundation for knowledge development and skills that foster clinical reasoning, decision making, and practice.
Students will have the opportunity to apply evidence when participating in planning and implementing nursing care, engaging in inter-professional communication, assessing population

health for rural and border communities, and demonstrating professionalism and professional values.

NUR 3413 – Patient-Centered Concepts across the Life Span I - This concept-based, integrated approach to learning continues with concepts analyzed across the life span with the inclusion of frequently occurring exemplars (diagnoses). Nursing management and treatment modalities are included for each of the exemplars. The course begins with psychosocial-cultural concepts commonly encountered in patients of any age and progresses through reproductive events which introduce the newborn infant. Concepts and exemplars in this course are foundational to developing clinical judgment required for the nursing process. Simulation activities will provide opportunities to link classroom data to potential patient clinical experiences.

NUR 3341 – Competencies for Patient-Centered Care I - This course continues the development of professional nursing skills/competencies required to provide safe nursing care to patients of all ages. Focus is on psychomotor skills with attention to the clinical judgment required to perform skills in a safe, effective manner for each age group. Competencies focus on selected curriculum concepts across the life span and settings. These are repeated and evaluated during skills and simulation labs to achieve mastery before being performed in the clinical setting. Administration of medications, including intravenous access for delivery of medications and blood products, is initiated in this course. Clinical scheduling will provide for continuation of the Geriatric Modules and initiation of Obstetric and Peri-operative Modules.

Senior Year- Fall Semester

NUR 4321 – Professional Nursing II - This course addresses the role and accountability of the professional nurse engaged in the health-care system as primary coordinator of patient care and safety. The course addresses decision-making within the health-care setting, including delegation, performance improvement, and peer review. The course addresses the ANA Code for Nurses principles 4, 5, and 6 related to the nursing-practice environment, including health-care systems and various practice settings.

NUR 4414 – Patient-Centered Concepts across the Life Span II – Coverage of health-care concepts with application of selected exemplars continues to enhance development of clinical judgment, knowledge, and skills. Exemplars for each concept include conditions across all ages with expanding intensity of conditions and complexity of treatment modalities which demonstrate evidence-based practice. Simulations are designed to enhance nursing knowledge and skill through model, related, and borderline cases for selected concepts.

NUR 4542 – Competencies for Patient-Centered Care II - This course focuses on integrated concepts for the development of the professional nurse's role in complex nursing situations across the life span. Emphasis is on knowledge and competency development while incorporating clinical judgment, professional values, and evidence-based practice within the nursing process. Learning experiences will occur in selected settings throughout the semester with guidance from faculty

members and preceptors. Clinical-learning opportunities will incorporate previously learned and current concepts. Clinical scheduling will provide opportunities for continuation of Geriatric, Obstetrical, and Peri-operative Modules. Effective communication with members of the health-care team increases the potential for positive outcomes in patients across the life span.

Senior Year – Spring Semester

NUR 4222 – Professional Nursing III - This course addresses the role of the nursing profession in the context of local, state, national, and global systems impacting health and well-being of individuals and populations. This course addresses the roles of the nurse and the profession in the evolution of regulation and policies that impact the health and safety of populations. The course prepares the nurse for graduation, licensure, and anticipation of a life-long nursing career. The course addresses the ANACode for Nurses principles 7, 8, and 9 related to the context of nursing practice, including regulation and policy.

NUR 4305 – Rural and Border Community Public Health - This course emphasizes the role of community and public-health concepts and is designed and adapted to rural and border individuals/populations/communities. Assessments of national, state, and local services and policies address health promotion and disease prevention and goals. The various roles of nurses in the community health systems are explored and practiced, building on previous clinical experiences in the community. The course addresses community assessment and policy planning unique to the setting. Challenges faced by community health are explored**.** Students actively engage in local community health services in an autonomous role with Emergency Medical Services (EMS) and in the Emergency Room (ER). The course also addresses rural health issues at the state, national, and global levels.

NUR 4415 – Patient-Centered Concepts across the Life-Span III – Progression to advanced health/illness conditions is the focus of this course for each component of nursing care across all ages in the life span. Understanding biological changes consistent with advancing conditions, including influences of behavioral, psychological, cultural, environmental, and ethnic variables, is incorporated in this course. Simulation-lab experiences provide the opportunity to demonstrate planning and implementation of nursing care for life-threatening conditions in all ages. Contrary cases which depict conditions of differential diagnosis challenge nursing management skills.

NUR 4544 – Competencies for Patient-Centered Care III - This course synthesizes concepts and skills for the development of competent, professional nursing practice in intermediate and critical-care settings. Emphasis is on knowledge, judgment, skills, and professional values within increasingly complex nursing situations with patients and families across the life span and involving multiple body systems. Development of beginning leadership and management skills will be reflected in direct-patient learning activities in all clinical sites. Decision-making related to nursing interventions, leadership, and management are evidence-based. Clinical scheduling will provide opportunities to complete Geriatric, Obstetrical, and Peri-operative Modules.

UNIVERSITY AND DEPARTMENTAL COURSE REQUIREMENTS FOR POST-LICENSURE RN TO BSN MAJOR

The Nursing Department offers a baccalaureate degree track for RN students who hold a current State of Texas RN licensure, having completed an Associate Degree in Nursing or a diploma program in nursing. Students may enroll in the RN to BSN post-licensure track full-time or part-time. This post-licensure track is a hybrid online curriculum taught during fall, spring, and summer semesters. The program of study was developed to reflect clear statements of expected student learning outcomes congruent with the program's mission, goals, and the baccalaureate nursing roles for which the graduates are being prepared. The expected student outcomes are learner-focused statements that explicitly describe the competencies students will demonstrate upon graduation as a result of the curriculum learning activities. Curricular objectives, including individual course and module objectives, also provide clear statements of expected individual student learning outcomes in accordance with the program's mission and goals.

The RN to BSN Post-Licensure Track curriculum is logically structured to achieve expected student outcomes. The curriculum is designed for the nurse who has completed the pre-license level and subsequent RN licensure to advance their professional qualification while continuing to live and work within or outside the region. The track focuses on use of evidence in clinical decision making, the delivery of nursing care consistent with evidence-based practice, the health of individuals, families, communities and populations, legal and ethical issues in health care, and the assumption of increasing leadership and management roles. The RN to BSN degree completion track is designed to provide increased employment opportunities and a natural progression to graduate schools and expanded roles in education, administration, and advanced practice including nurse practitioner (NP), clinical nurse specialist (CNS), nurse midwifery (CNM), and certified registered nurse anesthetist (CRNA). The curriculum is designed to provide flexibility in both student progression and faculty availability.

Curriculum for Post-Licensure RN to BSN Track Plan

The curriculum for this track requires a total of 120 semester credit hours including theTexas Core Curriculum, program requirements, and other Required Advanced Courses. The RN-BSN track builds on the 60 semester hour credits obtained through ADN education and the 42 hours required for the State of Texas core curriculum courses in the humanities, arts, and life and social sciences. A total of 39 semester hours in upper-division nursing courses comprise the RN-BSN post-licensure track nursing requirements.

The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. Satisfactory completion of the Texas Core Curriculum is prescribed by the Texas legislature and the Texas Higher Education Coordinating Board for all recipients of a bachelor's degree granted by any public institution of higher education in the State of Texas. The 42 hours required in the**Texas Core Curriculum** are included in the following RN-BSN Post-Licensure Degree Plan.

Post-Licensure RN to BSN Degree Plan

Sul Ross State University

Student View	W00006Yq as of 05/07/2021 at 13:56				What If Audit
Student		College	Rio Grande College	Catalog Year	2020-2021
ID		Degree	Bachelor of Science in Nursing	Academic Standing	
Classification		Major	Nursing - RN to BSN	Overall GPA	
Advisor		Concentration		Academic Holds	
Level	Undergraduate	Minor		Graduation Information	

Degree Progress

Requirements
Credits

Degree in Bachelor of Science in Nursing

Credits Required: 120
Credits Applied: 0

Unmet conditions for this set of requirements:

You currently have 0 semester credit hours (including both earned and in progress courses).
You still need a minimum of 120 more semester credit hours and successful completeion of all graduation requirements.
You currently have 0 advanced hours, towards your degree, you still need a minimum of 36 more advanced hours.
You currently have 0 in-residence semester credit hours, towards your degree, you still need a minimum of 30 more semester credit hours at Sul Ross State University.
You currently have 0 in-residence advanced hours, towards your degree, you still need a minimum of 15 more advanced hours at Sul Ross State University.
The last twenty-four of thirty hours presented for a degree must be in residence at Sul Ross University. You have 0; you still need a minimum of 24 more semester credit hours.

☐	120 Minimum Total Semester Credit Hours Required	Reason:	You currently have 0 semester credit hours (including both earned and in progress courses). You still need a minimum of 120 more semester credit hours and successful completeion of all graduation requirements.
☐	36 Advanced Hours Required	Reason:	You currently have 0 advanced hours, towards your degree, you still need a minimum of 36 more advanced hours.
☐	30 Semester Credit Hours at Sul Ross State University	Reason:	You currently have 0 in-residence semester credit hours, towards your degree, you still need a minimum of 30 more semester credit hours at Sul Ross State University.
☐	15 Advanced Hours at Sul Ross State University	Reason:	You currently have 0 in-residence advanced hours, towards your degree, you still need a minimum of 15 more advanced hours at Sul Ross State University.

☐	A minimum overall GPA of 2.5 is required for the degree.		
☐	Texas Core Curriculum	Still Needed:	See **Texas Core Curriculum** section
☐	University Requirements		
☐	First Year Seminar	Still Needed:	**1** Class in **ANSC** 1101 or **FLP** 1101 or **NRM** 1101 or **SRSU** 1101
☐	Elementary Statistical Methods	Still Needed:	**1** Class in **MATH** 1342
☐	Major Requirements	Still Needed:	See **Major in Nursing** section

☐ Texas Core Curriculum

Credits Required: 42
Credits Applied: 0

Unmet conditions for this set of requirements:

You currently have 0 semester credit hours,
you still need a minimum of 42 more semester credit hours.

☐	Minimum Texas Core Curriculum Semester Credit Hours Required	Reason:	You currently have 0 semester credit hours, you still need a minimum of 42 more semester credit hours.
☐	Composition I	Still Needed:	**1** Class in **ENG** 1301
☐	Composition II	Still Needed:	**1** Class in **ENG** 1302*
☐	Mathematics	Still Needed:	**1** Class in **MATH** 1314
☐	Life and Physical Sciences and Lab	Still Needed:	CHEM 1311 and 1111 or CHEM 1312 and 1112 is suggested along with one more core science class. Labs are not required for core but are required for the Bachelor of Science degree.
☐	Chemistry I or II and Lab		
☐	Life & Physical Science with Lab		
☐	Language, Philosophy and Culture	Still Needed:	**1** Class in **ENG** 2312* or 2315* or 2322* or 2323* or 2327* or 2328* or 2331* or 2341* or **HIST** 2301 Term >= Fall 2015 or 2302 Term >= Fall 2015 or **MAS** 2301 or **MUS** 1309 Term >= Fall 2020 or **PHIL** 1301 or **WS** 2301 or 2302* Term >= Fall 2020
☐	Creative Arts	Still Needed:	**1** Class in **ART** 1301 or **FA** 1302 Term >= Fall 2015 or 1315 or **MUS** 1308 or 1312* Term >= Fall 2015 or **THEA** 1310
☐	American History	Still Needed:	**2** Classes in **HIST** 1301 or 1302
☐	Government/Political Science	Still Needed:	**2** Classes in **PS** 2305 or 2306
☐	Social and Behavioral Sciences	Still Needed:	**1** Class in **PSY** 1302
☐	Component Area Option	Still Needed:	**6** Credits in **COMM** 1311 or 1320 Term >= Fall 2015

☐ Major in Nursing

Credits Required: 90
GPA: 0.000 Credits Applied: 0

Unmet conditions for this set of requirements:

A minimum of 66 semester credit hours are required.
You currently have 0; you still need 90 more
semester credit hours.
Your major GPA is 0.000;
you currently do not meet the minimum 2.0 GPA required.
A minimum of 12 advanced semester credit hours are required

			to be taken in residence at Rio Grande College. You have taken 0 but need 12 more semester credit hours.
☐	90 Minimum Semester Credit Hours in Major	Reason:	A minimum of 66 semester credit hours are required. You currently have 0; you still need 90 more semester credit hours.
☐	Major GPA Requirement (minimum 2.0)	Reason:	Your major GPA is 0.000; you currently do not meet the minimum 2.0 GPA required.
☐	12 advanced semester credit hours at RGC	Reason:	A minimum of 12 advanced semester credit hours are required to be taken in residence at Rio Grande College. You have taken 0 but need 12 more semester credit hours.
☐	DEPARTMENTAL REQUIREMENTS		
☐	College Algebra	Still Needed:	**1** Class in **MATH** 1314
☐	Intro to Speech or Business & Professional Comm	Still Needed:	**1** Class in **COMM** 1311 or 1320
☐	Introduction to Psychology	Still Needed:	**1** Class in **PSY** 1302
☐	Lifespan Growth and Development	Still Needed:	**1** Class in **PSY** 2310*
☐	Chemistry course	Still Needed:	**3** Credits in **CHEM** @
☐	Nutrition and Diet Therapy	Still Needed:	**1** Class in **KES** 2303
☐	Anatomy & Physiology I	Still Needed:	**1** Class in **BIOL** 2405* or 2301 or 2101*
☐	Anatomy & Physiology II	Still Needed:	**1** Class in **BIOL** 2402* or 2302* or 2102*
☐	Microbiology	Still Needed:	**1** Class in **BIOL** 2421*
☐	Nursing Pathophysiology	Still Needed:	**1** Class in **BIOL** @ Transfer school = 006666 AND Transfer course = RNSG1311
☐	NURSING REQUIREMENTS		
☐	Trends and Issues in Professional Nursing	Still Needed:	**1** Class in **NURS** 3301
☐	Nursing Theories and Concepts	Still Needed:	**1** Class in **NURS** 3303
☐	Nursing Research and Application	Still Needed:	**1** Class in **NURS** 3305
☐	Role of Evidence Based Professional Nursing Practice	Still Needed:	**1** Class in **NURS** 3307
☐	Nursing Management and Leadership	Still Needed:	**1** Class in **NURS** 4301
☐	Legal and Ethical Issues in Health Care	Still Needed:	**1** Class in **NURS** 4303
☐	Population Focused Community Health	Still Needed:	**1** Class in **NURS** 4305
☐	Risk Analysis, Quality Mgmt and Implications for Practice	Still Needed:	**1** Class in **NURS** 4307
☐	Baccalaureate Nursing Practice	Still Needed:	**6** Credits in **NURS** 4610
☐	Electives		
☐	Professional Communication for Organizations	Still Needed:	**1** Class in **ORGL** 3304*
☐	Bio-Ethics	Still Needed:	**1** Class in **PHL** 3301
☐	Upper Division Electives	Still Needed:	**3** Credits in **@** 3@ or 4@

☐	General Elective Courses		
		Remark:	Electives may be required to reach the required minimum of 120 credits.
☐	General Elective Courses	Still Needed:	18 credits in any course at any level

Legend

☑	Complete	≈	Complete except for classes in-progress	*	Prerequisite Required
☐	Not Complete	≈	Nearly complete - see advisor	@	Any course number

Disclaimer

You are encouraged to use this degree audit report as a guide when planning your progress toward completion of the above requirements. Your academic advisor or the Registrar's Office may be contacted for assistance in interpreting this report. This audit is not your academic transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding this degree audit report or to obtain a copy of your academic transcript. Please contact the Dean of your College for official degree/certificate completion status.

If the student identifies an upper division course that would address their individual needs, they can provide rationale for their request, and a program change will be forwarded to provide the change. In addition, a course can be designed to meet special needs of the student or students and can be taken as a special topics course, **NURS 4310 Special Topics in Nursing**.

Additional courses to total 120 hours, if needed, are selected from courses offered by SRSU, guided by the individual student's future professional and academic goals. Students must accumulate 120 hours total, 39 of which must be completed through SRSU.

Post-Licensure RN to BSN Nursing Course Descriptions

NURS 3301 - Trends and Issues in Professional Nursing
This course explores current societal health trends, political issues, informatics, and trends related to nursing and contemporary health care. Application to professionalism, empowerment and key components for clinical judgment are included.

NURS 3303 - Nursing Theories and Concepts
This course explores ~~of~~ nursing theories and concepts that provide the foundation and guidance for nursing interventions. Also included is analysis of bio-psycho-socio-cultural concepts that apply to selected populations across the life span.

NURS 3305 - Nursing Research and Application
Basic concepts, research principles, processes, and applications provide information for the role of the nurse in decision making and clinical practice. The course also addresses nursing research as a means of acquiring and refining knowledge to enhance clinical judgment.

NURS 3307 - Role of Evidence-Based Professional Nursing Practice
Concepts of evidence-based nursing practice are applied to selected clinical situations. Care of aging patients and patient safety issues are included. Meeting individual patient needs with evidence-based methods in multidisciplinary situations is the focus.

NURS 3309 - Comprehensive Patient Assessment
This course increases techniques, process, and bio-psycho-social-behavioral and cultural nursing principles utilized to enhance comprehensive patient assessment. General communication and psychomotor skills will be addressed across the lifespan while students are encouraged to focus on their selected patient population.This educational process builds on previously acquired assessment knowledge and skill as well as continued experiential skills obtained from clinical practice, clinical experience, and continued use of current resources.Exploration and incorporation of current therapeutic communication skills, systems assessment, screenings, diagnostic data, Pathophysiologic knowledge, and standardized data scales will contribute to comprehensive patient assessment.

NURS 4301 - Nursing Management and Leadership
This course examines leadership, management and organizational theories in relation to resource management, safety, and effective delivery of nursing to sets of clients. It focuses on the value of teamwork, communication and collaboration in systems and mid-level management in diverse settings.

NURS 4303 - Legal and Ethical Issues in Health Care
This course applies legal guidelines to clinical situations with consideration for the role of the professional nurse and examines philosophic foundations of decision making in contemporary health care with extension to identification and management of ethical dilemmas.

NURS 4305 - Population-Focused Community Health
This course examines roles and functions of nurses within the community, including epidemiologic principles. Emphasis is on application of community/public health concepts and design and implementation of nursing systems of care for individuals, families, and populations with diverse needs.

NURS 4307 - Risk Analysis, Quality Management, and Implications for Practice
This course focuses on the application of ethical, legal, economic, and political concepts to nursing practice. Also included is identification of methods to decrease sentinel events through consistent promotion of nursing actions that influence quality improvement and simultaneously reduce morbidity and mortality.

NURS 4611 Nursing Informatics
This course introduces students to fundamental concepts related to nursing information, communication technologies, systems, and skills and their impact on patient-centered care. A variety of learning activities will engage students in the use of clinical information systems, electronic databases and health-care records used to communicate and manage patient-care data, support patient-care decision making, and promote patient safety. Principles of legal, ethical, and policy issues associated with information management in health-care settings and how these concepts are used to analyze workflow, data trending, and system change in health-care settings are addressed.

NURS 4610 - Baccalaureate Nursing Practice (Internship Area Selected by Student)
This course is an application of bio-psycho-socio-cultural concepts to individuals with health-care needs. It links previous basic nursing knowledge and experience with baccalaureate courses to build new nursing principles. Students will also utilize advanced systems assessment, screenings, and diagnostic data and pathophysiologic knowledge to guide nursing planning for selected patient populations, with attention to health promotion, patient education, safety issues, culture, and spirituality.

PHIL 3301 - Bio-Ethics
This course will address significant matters pertaining to contemporary issues in bioethics. Specific attention will be given to the development of the discipline, how particular religious and philosophical themes illuminate and address issues of human suffering and death, and how such perspectives lead to certain commitments in various contested areas of bioethical concerns (In vitro fertilization, abortion, genetic engineering, euthanasia, assisted suicide, and perspectives on death and dying).

Sequence of RN to BSN Track Courses

RN-BSN Track courses are regularly scheduled during the spring, summer, and fall semesters each year in a pattern that allows full-time students to complete the program in one calendar

year. Additional upper-division courses may be taken before, during, or after completion of the nursing courses. The courses are offered in a logical sequence to allow students to progress from basic course information to more complex courses that lead up to the capstone course in the final semester.

Part-time students may take four courses each semester. This pattern enables part-time students to complete the program in one full calendar year if desired. Two courses are achievable for nurses working full time. Students must complete required nursing courses before enrolling in the capstone clinical course. Students will be guided through the curriculum by an assigned counselor or the program director.

Information about admission, courses, and process of the RN to BSN Post-Licensure Track of the BSN Program is compiled in a brochure used for recruitment and dissemination of information and changes in the nursing program. This brochure is a convenient way for faculty members to inform potential students of the nature of the program.

Schedule of RN-BSN Track Courses Per Semester

Semester	**Course Number and Title**	**Didactic Hours**	**Clinical Hours**	**Semester Credit Hours**
Spring				
	NURS 3301 Trends & Issues in Professional Nursing	3	0	3
	NURS 3305 Nursing Research & Application	3	0	3
	NURS 4305 Population-Focused Community Health	3	0	3
	NURS 4307 Risk Analysis, Quality Management, & Implications for Practice	3	0	3
	NURS 4313 Clinical Nursing Practice		3	3
	PHIL 3301 Bio-ethics	3	0	3
Totals		**15**	**0**	**18**
Summer				
	NURS 3303 Nursing Theories & Concepts	3	0	3
	NURS 4301 Nursing Management & Leadership	3	0	3
Totals		**6**	**0**	**6**
Fall				
	NURS 3307 Role of Evidence-Based Professional Nursing Practice	3	0	3
	NURS 3309 Comprehensive Patient Assessment	2	3	3
	NURS 4303 Legal & Ethical Issues in Health Care	3	0	3
	NURS 4311 Nursing Informatics	3	0	3
Totals		**9**	**9**	**12**
Total	**Nursing & Upper Division Courses**	**30**	**9**	**36**

UNIVERSITY AND NURSING PROGRAM ACADEMIC POLICIES

Performance Standards for Students

The following performance standards are important to follow throughout the nursing program. Activities contribute to the students' smooth and timely progression through program requirements. Faculty assistance may be helpful to achieve some of the standards. The following activities and hints for students are helpful:

- Attend the first-semester orientation after the student has been accepted into the program to obtain pertinent information regarding the University and the Nursing Program.
- Contact the Director of the Program to obtain guidance for course registration in the first semester.
- Review the *Nursing Student Handbook* to become familiar with documents that provide the foundation for the curriculum and other aspects of the program such as the Philosophy, Conceptual Framework, and Program Outcomes.
- Comply with the expectations outlined in the University *Catalog*, University *Student Handbook* and the Nursing Program *Student Handbook*.
- Follow expectations provided in each course syllabus.
- Ensure that the student's individual degree plan is clear and unique to the student.
- Be sure that an official copy of transcripts from all colleges and universities attended has been provided to the University to insure that the degree plan is accurate.
- Maintain high standards of academic honesty and ethical behavior.
- Contact advisor promptly to resolve any questions regarding enrollment.
- Attend and participate actively in all classroom, online, laboratory and clinical learning experiences.
- Notify faculty prior to absence from any classroom, online, laboratory or clinical learning experience.
- Ensure that contact information such as permanent mailing and e-mail addresses are kept current in Blackboard.
- Comply with registration, financial aid, and tuition and fees payment deadlines.
- Apply for graduation by the published deadline for the semester in which degree requirements will be completed.
- Visit the nursing department web page regularly for important updates and to obtain information regarding the nursing program and course requirements.

Attendance/Participation Policies for SRSU Students

Students are expected to be present during the designated class, laboratory, and clinical times unless the student directly contacts the course or clinical faculty in advance. During course orientation, students and faculty will review the course schedule and learning activities.

Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.

- Scholarly and knowledgeable participation requires that students complete assigned readings prior to joining the class discussions and activities.
- Students are expected to participate actively in classroom, clinical, and online activities and to meet deadlines for each discussion, debriefing, and written assignment.
- Each course requires participation in all areas for accurate evaluation of a student's performance, including responding to faculty requests or communications.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and may be utilized to verify student online participation.

Student Attendance/Participation Policy Information for Faculty

Student attendance/participation policies should be clearly articulated in the course syllabus for each class. For an online course, synchronous meetings planned by faculty members and students are regulated by the group. By SRSU policy a student who has "missed" 2 consecutive weeks of class (defined in an online class as failure to logon or participate) may be administratively dropped from the class. The form for an administrative drop is available via the website or from the faculty secretary. The form should be completed, signed, and forwarded to the Program Director's office in a timely manner. Any faculty secretary can assist with this process, or faculty may contact the Dean's office.

WEBLINK TO FORM:

http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/admission_rgc/request_to_drop_for_abscences_non-participation_revised_2-2014.pdf

Administrative drops are a discretionary action by faculty, though highly inadvisable. It is imperative that faculty maintain accurate attendance records since federal financial aid requires the University to recover and return aid disbursed from the date the student ceased participation in their classes. The Financial Aid office may request clarification as to last date of attendance.

Communication with Faculty

Each course syllabus will contain information and expectations that each faculty member has for student communication. Students should contact faculty by phone, e-mail, or text as soon as possible should an emergency occur and they are unable to attend classes, participate in learning activities, or meet assignment deadlines. The course and clinical faculty will specify standards and requirements for meeting assignments and grading criteria, including possible penalties for not meeting requirements. Faculty are responsible for adhering to Family Educational Rights and Privacy Act (FERPA) requirements regarding confidentiality of student information and grading processes: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Dismissing or Canceling Classes

Generally, canceling classes is a University or campus-wide function for such conditions as inclement weather or facilities problems. Faculty should exercise extreme caution and hesitation in canceling classes that have been planned by students and faculty members. Obvious exceptions are faculty illness or planned absences from work for professional reasons. Necessary arrangements and notifications are essential so that students will be informed and can plan their time accordingly.

Standards for Evaluation of Students

Evaluation of Written Assignments and Activities

The syllabus shall include criterion for grading written assignments and activities, including rating scales and performance expectations. Faculty will ensure equitable application of rating scales for grading. In the event that there are multiple faculty responsible for grading the same assignment or activity, faculty will carry out the interrater reliability process (See Appendix I for Policy Regarding Interrater Reliability).

Examination Formats and Procedures

The syllabus shall include the final exam time as well as the format of the exam and any requirements faculty members may have for students, if a final examination is planned for the course. Faculty may utilize an alternative to the customary exam. Such decisions should logically connect to the nature of the course content. Faculty members are encouraged to explore creative alternatives, when appropriate, for evaluation of student learning. It is imperative that the syllabus provide accurate information to the student as to the kind of final exam to expect. Provision of an examination blueprint is advisable. Plans for online course examinations must provide adequate opportunity for students to complete the process in a timely manner.

Department of Nursing Program Grading Scale

A four-point (4.0) grading system is utilized in the Nursing program. The grading scale is as follows:

A—Excellent, with a percentage grade between 90-100
B—Good, with a percentage grade between 80-89
C—Fair, with a percentage grade between 70-79
* D—Poor, with a percentage grade between 65-70
* F—Failure, with a percentage grade below 65
I—Incomplete
NR—Not Reported
W—Withdrawn

*Minimum academic requirements for retention in the program are a grade of "C" or above in all courses. A grade of "D" is considered a failing grade in the Nursing Program. A student will be given only one opportunity to repeat a course during their academic career at SRSU. In order to pass each nursing course, the student must achieve a minimum average score of 80% for all examinations prior to calculating the grades for other assignments to arrive at the final course grade. Students who do not achieve a grade of 80% on any given examination will work with the Success Counselor to plan and implement approaches to improve future examination grades.

An "I" must be completed before the end of the semester subsequent to the one in which the "I" was given. The grade of "I" will automatically become an "F" if not removed within the prescribed time limit; however, an extension may be requested by the faculty of record.

1. Request for an Incomplete Grade Form is submitted with the submission of grades, provided that a definitive time frame for completion is presented. An extension may be

granted only for circumstances beyond the control of the student.

2. A grade of Incomplete will be marked on the grade roster at the end of the term. It is the responsibility of the faculty of record to initiate and complete a Change of Grade Form. The faculty of record will complete a Request for an Incomplete Grade Form that is filed with the Office of the Registrar, which includes a statement of the faculty of record's reason for giving an incomplete and a statement concerning the remaining work to be completed in a specified time frame. A copy of the form will be sent to the student for a required signature with a copy returned to the faculty of record.

Academic Progression

Each student accepted into the SRSU Nursing Program must successfully complete each course in the curriculum in sequence. Course objectives must be met with subsequent evaluation and achievement of the following criteria:

1. The student must have declared a registered nursing major with the office of admissions by completing the Declaration of Major Field Student Form.
2. After admission to the program, the student has three years to complete graduation requirements.
3. Students will abide by criteria presented in the *SRSU Student Handbook* and the*Nursing Student Handbook*.
4. For each nursing course, the student must achieve a grade of C=75% or better.
5. For each didactic/classroom course, student must achieve an average grade of 80% or above on all examinations, including the mid-terms and/or final. This examination average will be calculated before all other course requirements are calculated. If an average of 80% is not achieved, the student cannot progress in the program.
6. During the fourth year of the curriculum, Patient Centered Concepts across the Life Span and Competencies for Patient Centered Care are considered co-requisites, which means that successful completion of both courses must be achieved simultaneously. Failure in one of the courses is considered failure in the other course and both courses would need to be taken together the following year. If the student withdraws from one co-requisite course, they must withdraw from the other co-requisite course also.
7. Once enrolled in the nursing program curriculum, a student who receives a D, F, or W in a nursing course or leaves the program for personal reasons, must, if eligible, re-enroll in that course before enrolling in a subsequent nursing course.
8. A student will be re-admitted only one time to the program. Following a second D, F, or break in enrollment during the program, a student is ineligible for re-admission.
9. Consideration for re-admission will be on an individual basis, as space permits.
10. An incomplete grade of "I" must be completed prior to the beginning of the next semester.
11. Throughout the program, it is recommended that students work no more than 24 clock hours per week. If academic status is compromised, it will be recommended that the student decrease their working hours.
12. Students must arrange their work schedule to be present for classroom and clinical activities.

Course Failure or Withdrawal

If the student must repeat a course due to withdrawal or failure, a petition letter must be written to the Director of the Nursing Program. The letter must clearly state the reason for the withdrawal from or failure of the course and identify steps the student will take to ensure successful completion of the course when repeated. The date course requirements will be completed must be stated in the letter. If permission is granted to repeat a course, it will be on a space-available basis.

To approve the request to retake a failed or withdrawn course, the Program Director and faculty members will consider the following issues related to the student's

- overall academic performance,
- GPA of required courses,
- GPA of science courses,
- transcript for a pattern of withdrawals,
- number of repeated courses,
- degree of feasibility in the plan for corrective action,
- adherence to program standards, and
- performance in the present or previous nursing courses.

Re-Admission Criteria

Completion of all nursing courses must occur within a three-year interval from the time the student initially applied to the program. A student seeking re-admission the SRSU nursing program must meet the following requirements:

1. Completion of a new admission packet, meeting all current admission/progression requirements.
2. Availability of space in program, since re-admission is dependent upon availability for student placement.
3. Proof of current physical examination and immunizations and provision of criminal background check and drug-screen information.
4. Submission of a letter from the physician stating that the student can return to classroom and clinical activities without restrictions, **if** the student withdrew from the program due to illness, injury, surgery, or pregnancy.

Consideration for re-admission of former students is based on the following:

1. Former faculty-team recommendation.
2. Academic grade average and clinical evaluation.
3. Reason(s) for failure or withdrawal, as applicable.
4. Resolution of outside extenuating circumstances, if applicable.

Dismissal from the SRSU Nursing Program

If academic issues arise that cannot be resolved between the student and faculty, the Program Director must be notified with notification provided to the Dean of the College of Agriculture, Life, and Physical Sciences. See https://www.sulross.edu/page/2454/student-handbook.

Disciplinary/Grievance Guidelines

Disciplinary Action is addressed in the *Sul Ross State University Student Handbook*, and the stated procedures will be followed by students in the Nursing Program. Each student is expected to act in a manner consistent with Sul Ross State University's functions as an educational institution, including off-campus conduct that is likely to have an adverse effect on the University or on the educational process. The Dean of Students or appointee will investigate alleged violations, in accordance with the *SRSU Student Handbook* (p.96).

I. Disciplinary actions may be employed in an effort to correct academic deficiencies, clinical knowledge and skills deficiencies, and/or unprofessional conduct and may include honesty and ethical behavior, accountability, confidentiality, professional conduct and courtesy, HIPAA violations, safety, responsibility within the academic institution and clinical agency, and competency and growth.

II. The disciplinary actions which are invoked will depend on the severity of the infraction (an act of omission or commission) and potential result of the student's action(s). The disciplinary action taken will also depend on whether there is a pattern of behavior demonstrated.

A. Written Warning
   1. A faculty member will meet with the student to discuss an area of concern. The concern and corrective action, if needed, is documented and signed on a Faculty/Student Interaction Form.
   2. The original of the interaction form is kept in the student's file. A copy will be given to the student and the faculty member. The Nursing Director will be notified of the written warning.

B. Contract
   1. When a corrective action is indicated, a written contract will be formulated. This contract must be signed by the student and the faculty of record.
   2. The contract will include a description of the concern and a plan of action to correct the problem(s) and/or requirements to be met. A time period of when the requirements must be met may also be indicated.
   3. The contract will also state the consequences for failure to meet the stipulations and/or further violation of professional standards, which may include course failure and inability to progress in the program.
   4. Follow-up will take place at the end of the period specified on the contract.The faculty of record and the student will meet to evaluate the disciplinary action. The results will be stated in writing on the interaction form.
   5. The right of a student to a prompt and equitable resolution of the complaint so filed shall not be impaired by the student's pursuit of other remedies, such as filing of a complaint with the responsible federal department or agency.

Student Complaints

According to University Policy (*Administrative Policy Manual* 4.07) Student grievances of grades or professional conduct of faculty are the jurisdiction of academic affairs; grievances

based on race, color, national origin, sex, age, or disability are the jurisdiction of student life and human resources (*SRSU Catalog*, p. 35). The Grievance Regarding Grades is addressed below.

Prior to filing a formal grievance, students are encouraged to attempt to resolve the concern directly with the individual/s involved. Students will find that most situations can be effectively addressed in this manner. In general, students wishing to review the action of an individual or department should direct their questions to the persons responsible for the individual or department.

Students are provided opportunities to address complaints and grievances through established University procedures for the following: sexual harassment, employment, admissions to the University, disciplinary action, parking citations, academic matters (including grade disputes), and disability accommodations, etc. Procedures for handling specific concerns should be followed.

Any student wishing to file a grievance shall contact the Dean of Students. All such complaints will be reviewed, and an attempt will be made to find an informal resolution. If an informal resolution cannot be achieved, the student may file a formal grievance as included in Chapter 4, Section 4.07 of the *Administrative Policy Manual*, which is available in the Office of Student Life, the Library, and department offices. The Dean of Students can help students file the grievance (*SRSU Student Handbook* 2017-18, p. 86).

Grievance Regarding Grades

If a student disagrees with a grade, the student should discuss it with the instructor of the course. If the student is not satisfied with results of that discussion, the student should make an appointment to discuss it with the Chair of the Department. If it is not resolved at that point, the student should meet with the Dean of the College of Agriculture, Life, and Physical Sciences. Any grievance regarding a grade must be filed within one year of receiving the grade (*SRSU Student Handbook,* p. 14; *SRSU Catalog,* p. 64).

Disciplinary Appeal Process

An appeal procedure for disciplinary sanctions is available for students. The formal appeal procedure is outlined in the *SRSU Student Handbook* (pp. 99-100). Written notice of appeal must be received by the Dean of Students, or, as appropriate, by the Provost and Vice President for Academic Affairs within five (5) business days after the decision. An appeal is not simply a rehearing of the original case. An appeal must be based on:

1. Whether or not a fair hearing was afforded. A fair hearing includes notice of the alleged misconduct and an opportunity to present evidence;
2. Whether or not the sanctions levied were appropriate to the offence;
3. Whether or not the finding was supported by the evidence; and/or
4. Whether or not there is an introduction of new evidence that was not available at the time of the hearing. For more information on grievance regarding grades or the disciplinary appeals process, please refer to the *SRSU Student Handbook* or visit https://www.sulross.edu/search/google/Student%20Handbook.

Student Records—FERPA (Family Educational Rights and Privacy Act)

Federal laws govern the retention and distribution of students' records and information. FERPA information is available from the Director of Admissions and Records. Most student work, grades, and even attendance are considered private and not to be released, even to other family members. Faculty should always check to see if a student has initiated a block on their records before revealing any student information. Your program director, dean, or the Director of Admissions and Records can address any questions or concerns you may have related to FERPA issues.
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Grade Change after Submission

On occasion an error is made when computing a student's grade, or you may decide to allow a student to submit work to be considered after the grade has been computed and submitted. As the faculty of record, you must complete and sign the Grade Change form, obtain other required approvals, and route the form to the Admission/records office to change the student's grade. Faculty secretaries can also assist with grade changes.

WEBLINK TO FORM:
http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/admission_rg c/change_of_grade_request_revised_2-2014.pdf

Student Field Trips and Travel

Faculty are encouraged to find extra-classroom experiences that connect with the material that will help actively engage students in the learning process. Discuss field-trip or travel ideas with your program director. Limited funds may be available to help offset the cost of the experience.

Learning Management System

SRSU uses Blackboard as its learning management system. Faculty are oriented to the features of this system in order to develop online resources for students, create syllabi, establish communication and assessment processes, and deploy the evaluation process for the course to ensure quality improvement.

Module Forums or Discussion Boards:

These discussions are designed to augment or replace the traditional classroom and can be conducted in a variety of ways including asynchronous or synchronous meetings. The methods used and guidelines provided are the option of the faculty and enrolled students. Learning on-line requires individual initiative to read, research, question, and subsequently learn. Faculty members become the coach for the learning process, and students are expected to be prepared to post or participate in discussion boards and each forum discussion. Preparation includes reading assigned material and contemplating what the student has read. Most of the module requirements can be conducted and documented at a time selected by the student with some group time when faculty and students may decide to be online at a specific time for immediate response. Designated times and expectations must be clarified. A forum discussion rubric is included in each syllabus to assist with the grading process. It is advantageous for students and faculty to utilize one rubric with minimal changes so that students will encounter comparable grading throughout the program.

Student Assessment:
Student success should be evaluated by as many diverse assessment methods as possible. Each faculty member can most effectively evaluate the management and needs of their own courses, but it is reasonable to expect that faculty members utilize at least **three** different assessment methods (i.e., examination, quizzes, reports, projects, papers, discussions, journals, daily participation, etc.) over the duration of the course. To ensure that students enrolled in an on-line course are keeping up with the workload requirements, one or more assessment methods should be utilized at least bimonthly and preferably weekly, if possible. Use of examinations, including the final examination, is the prerogative of the faculty member. It is important to share the use of "Proctor Free," a safe, effective way of administering an examination at the home of the students. Up to three examinations can be given through "Proctor Free" during one course.

Independent Verification of Syllabus by Quality Matters:
There is a need for independent affirmation of teaching standards, particularly those of online courses. The Quality Matters (QM) program is a nationally recognized, faculty-centered, peer-review process designed to certify the quality of online courses and online components. Colleges and universities across the U.S. use the tools in developing, maintaining, and reviewing their on-line courses and in training faculty. The Quality Matters Rubric has become the most widely used set of standards for the design of online and blended, hybrid, courses at the college level. The QM Process for continuous improvement is the framework for quality assurance effort in online learning and provides effective, professional development for faculty making the transition into distance education. SRSU faculty members are encouraged to access this process and submit the necessary information for evaluation of courses. Our goal is to have all SRSU course offerings certified as "Recognized" by the Quality Masters standard. For more detailed information about the Quality Matters program, please visit their web site at: https://www.qualitymatters.org/.

Nursing Student Handbook

Student information and policies including Admissions; Student Resources; Grading and Progression; and Guidelines for Online Education, Student Activities, Clinical Performance Guidelines, Preceptor Guidelines, Student Professional Conduct, and Academic Policies are located in the *BSN Student Handbook*. All faculty and students enrolled in nursing courses will receive a copy of the *Nursing Student Handbook*.

Preceptor /Student Guidelines
The Nursing Program provides Guidelines for students and preceptors relative to resources, clinical activities, and performance of competencies. Information in the Preceptor/Student Guidelines provides guidance for implementing the clinical activities required for the course. The Preceptor/Student Guidelines will be available to each student when they are enrolled in clinical competency courses.

Clinical Learning
The SRSU BSN Nursing Program recognizes the importance of clinical learning for the education of nurses at the baccalaureate level and is committed to creating effective clinical teaching/learning partnerships between the Nursing Program and affiliate health-care organizations in the south Texas region and the Big Bend Region as well as surrounding counties and statewide. The Pre-licensure BSN and post-licensure RN-BSN tracks include clinical

learning activities that prepare students to demonstrate professional nursing competencies and promote professional development commensurate with baccalaureate-level education in nursing.

Student Services

Numerous support services are available for students enrolled at Sul Ross State University. Nursing students are encouraged to use these services. Faculty members will assist students to use available resources to enhance academic achievement. These services are listed in alphabetical order in the *SRSU Student Handbook*, https://www.sulross.edu/page/2454/student-handbook.

Each campus has a Student Services Specialist who is aware of and coordinates these services. Tutoring, writing assistance, counseling, and other such services are available. A key resource of SRSU is the Wildenthal Library. Nursing students have access to library resources located on the Alpine campus. Library contact information is WLIB Box C-109;432-837-8123; FAX 432-837-8400.

INSTITUTIONAL AND NURSING PROGRAM EVALUATION

BSN Program Systematic Evaluation Plan (SEP), Evaluation Scheduleby Month, and Evaluation Instruments

The SRSU BSN Program Systematic Plan of Evaluation describes a process for collection of both individual and aggregate evaluation data. The plan identifies Key Elements, Methods and Analysis, Data Sources, Documentation of Outcomes, Responsibility, Time Frames, and Benchmarks according to the CCNE Standards for accreditation of Baccalaureate and Graduate Nursing Programs (2018). Outcomes of the process, analysis, and recommendations and actions taken are conducted by the Program Director, faculty, and staff and are reviewed by the Faculty Organization of the Whole. Implementation of the Plan is continuous and follows a specific schedule located in the plan. All faculty are responsible for implementing the plan, including collection of evaluation data, analysis, and documenting program improvement based on the analysis as required by the Commission on Collegiate Nursing Education, (CCNE). See Appendix L: BSN Program Systematic Evaluation Plan (SEP) and Appendix M: BSN Program Student Evaluation Forms for more information.

Institutional Effectiveness Plan

Each academic program or major has a plan for effectiveness and improvement. This plan incorporates goals for the major or program, methods to assess progress in achieving those goals, and required documentation as to how the data are used to facilitate improvement in student learning. If your course includes any assessments, it is imperative and expected that you will administer the assessment as dictated by the assessment plan, on the schedule required, and report the results in a timely manner. This is part of the accreditation requirements for Sul Ross State University. Feel free to request clarification on any added involvement on your part in implementing the Institutional Effectiveness Plan (https://srinfo.sulross.edu/ie/).

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APPENDICES

A. Department of Nursing Job Descriptions
B. SRSU Institutional Organizational Charts
C. SRSU Nursing Faculty Organization and By-laws
D. Faculty Orientation Checklist
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APPENDIX A

DEPARTMENT OF NURSING
JOB DESCRIPTIONS

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
PROGRAM DIRECTOR JOB DESCRIPTION

JOB DESCRIPTION AND REQUIREMENTS:

The BSN Program Director is administratively responsible for the Nursing Program and works with Sul Ross State University (SRSU) Administration and Staff, Community Leaders in Health Care, the Texas Board of Nursing, and the American Association of Colleges of Nursing to assure quality and direction for the program.

Position Reports to:

Dean of the College of Agriculture, Life, and Physical Sciences

Educational Requirements:

Doctoral Degree in Nursing or Doctoral Degree in Related Field
Master's Degree in Nursing Required
Current license as a registered nurse in Texas

Experience:

A minimum of three years of teaching experience in a professional nursing program
A minimum of three years as dean/director of a professional nursing program
Experience and qualifications that meet SRSU criteria for a faculty position Approval by the Board of Nursing for the State of Texas to serve as director
Demonstrated knowledge, skills, and abilities to lead and administer a professional nursing education program

Skills/Abilities:

The Program Director is expected to

1. Demonstrate the knowledge, leadership skills, and administrative abilities required for a professional nursing education program;
2. Work within the mission, vision, goals, and philosophical framework of SRSU and the BSN Nursing Program;
3. Work collaboratively within the College of Arts and Sciences;
4. Work effectively with University and community groups; and
5. Provide a student-oriented focus to promote student success in implementing a professional nursing role in the SRSU rural/border environment.

ROLE AND RESPONSIBILITIES:

Responsibilities to the Big Bend Community:

1. Maintain knowledge of health-care services in this rural/border community.
2. Work collaboratively with professional health-related services available for student learning experiences.
3. Serve as a resource, committee member, or consultant for health services when requested.
4. Reflect an understanding of the life-style and culture in this frontier community.

Responsibilities to SRSU:

1. Provide program direction, including curriculum development and implementation, in collaboration with faculty members.
2. Provide leadership in addressing program quality and compliance with national and state accrediting agencies. General responsibilities of the Director position related to the program are to
    a. Direct all activities related to maintaining program relevance, effectiveness, viability, scholarship activities, and compliance/accreditation.
    b. Evaluate all elements of the program including instruction with appropriate assessment techniques and evaluation benchmarks as designated in the BSN Program Systematic Evaluation Plan.
    c. Collaborate with and provide documentation to the Office of Institutional Effectiveness, Planning and Research as required to support the institution's assessment, planning, and evaluation processes.
    d. Assist and support recruitment, advisement, and placement of students.
    e. Conduct regular faculty meetings for purposes of communicating information, discussing issues, and making decisions regarding program matters.
    f. Assure that the program meets all accountability standards for the University, the Texas State University Board of Regents, the Texas Board of Nursing, the Texas Higher Education Coordinating Board, the SACSCOC, and the American Association of Colleges of Nursing and Commission on Collegiate Nursing Education (CCNE) and to provide with faculty assistance all data and information required by the above stated agencies.
3. Work effectively with the Dean of the College of Agriculture, Life, and Physical Sciences and other University Administrators to achieve goals for instructional programs. Specific responsibilities of the position are as follows:
    a. Develop and administer appropriate assessments of program's student outcomes.
    b. Use assessment information for program improvement, specifically in the development and implementations of Unit Action Plans for the program.
    c. Assist the Dean of the College of Agriculture, Life, and Physical Sciences in scheduling and conducting program committee meetings as deemed necessary.

d. Conduct an annual Employer Satisfaction Survey as specified in the BSN Program Systematic Evaluation Plan.
e. Maintain contact with nursing employers and provide students with assistance in career planning, job placement, and continued professional development.
f. Assist faculty and staff with planning of class and clinical schedules for skills laboratory, simulation laboratory, and outside clinical agencies.
g. Perform duties as requested by the Dean of the College of Agriculture, Life, and Physical Sciences, and Institutional Effectiveness to assist with achievements of the Vision for SRSU.

Responsibilities to Governing Agencies:

The program director is responsible for fulfilling the guidelines from the Texas Board of Nursing (TBON) Professional Nursing Education Chapter 215.1. General Requirements include the following:

1. Accountability for complying with the TBON rules and regulations and theNursing Practice Act.
2. Assuring that rules for professional nursing education programs provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility, creativity, and innovation.
3. Carrying a reduced teaching load of no more than three clock hours per week if required to teach. (TBON Professional Nursing Education Chapter 215.1)
4. Accountability for implementing the Professional Nursing Education Rules 215.1-215.13 as indicated in the TBON Rules and Regulations relating to Nursing Education, Licensure, and Practice. https://www.bon.texas.gov/pdfs/law_rules_pdfs/rules_regulations_pdfs/bon_rr_Oct2016.pdf

Responsibility for the Educational Process: The program Director has authority to direct the program in all phases, including

1. Appointing and evaluating members of teaching staff based on evidence of expertise and knowledge in area of teaching responsibilities.
2. Making faculty assignments based on expertise, experience and potential.
3. Facilitating faculty development, recruitment, performance review, promotion, and retention.
4. Providing an adequate number of qualified faculty to teach in the nursing program by recruiting, interviewing, and recommending prospective faculty for employment.
5. Keeping abreast of current trends in education and nursing practice to improve instruction.
6. Developing and maintaining an environment conducive to the teaching/learning process.
7. Providing leadership within the faculty for the development, implementation, and systematic ongoing evaluation of curriculum.
8. Facilitating incorporation of the TBON Differentiated Essential Competencies of Graduates of Texas Nursing Programs and the American Association of Colleges of Nursing Essentials

of Baccalaureate Education forProfessional Nursing Practice in all nursing program courses.

9. Preparing and administering the nursing program budget to meet program goals, achieve student expected outcomes, and maintain a qualified faculty and staff.
10. Evaluating faculty performance, including teaching, scholarship, and service, according to SRSU guidelines and Nursing Department discipline-specific guidelines.
11. Participating in the selection of textbooks, library holdings, and other instructional support materials.
12. Participating in planning, implementing, and evaluating the teaching-learning process in the classroom and laboratory setting.
13. Supporting an ongoing relationship with the community to select and establish affiliate agencies and to ensure responsiveness to the rural/border community needs.
14. Maintaining public relations with assigned clinical agencies to assess the adequacy of available clinical learning experiences.
15. Facilitating the development and implementation of processes and policies regarding admission, progression, evaluation, probation, and dismissal of students.
16. Participating in student recruitment, advising, registration, and retention.
17. Provision of leadership, coordination, and quality assurance to the overall Department of Nursing.
18. Maintaining accurate and complete records as required by SRSU, TBON, and other State and National agencies.
19. Completing and submitting accreditation and annual reports to State and National Agencies.
20. Maintaining open lines of communication inter- and intra-departmentally.
21. Serving as a member of standing nursing committees in the Nursing Department and University as appropriate.

1/3/2020

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
FACULTY FULL/PART-TIME JOB DESCRIPTIONS

JOB DESCRIPTION AND REQUIREMENTS:

Nursing faculty members are professional educators who have the responsibility of providing quality education for nursing students attending SRSU BSN Program. They may be appointed in full-time or part-time roles. Full-time faculty are expected to meet all expectations with an emphasis on teaching. The majority of faculty is part-time and are hired to teach either specific courses or content and/or provide clinical supervision in their area of specialization and experience. Part-Time faculty are expected to focus on teaching and are not required to participate in scholarship or tenure expectations. Both Full-time and Part-Time faculty are expected to participate in faculty governance, curriculum development, and evaluation.

Position Reports to:

Director of the SRSU Department of Nursing

Educational Requirements:

Master's Degree in Nursing (required).
PhD in Nursing or Doctorate in Nursing Practice (DNP) or other related doctorate (preferred).
Current license to practice as a registered nurse in the State of Texas or State of residence and evidence of having met faculty criteria designated by the TBON.

Qualifications:

Maintains current knowledge and clinical expertise in subject area of teaching responsibility.
Meets same requirements for professional, experiential, and scholarly expectations as their full-time counterparts teaching in the same discipline.

ROLES AND RESPONSIBILITIES:

Teaching Job/Effectiveness

1. Maintains current knowledge in area of expertise.
2. Demonstrates competency in content area and in development, presentation, and evaluation of instruction.
3. Demonstrates clinical expertise and maintains safety principles in designated teaching area.
4. Participates with administrators and other faculty members in departmental matters such as curriculum development, textbook selection, and other appropriate organizational interests through faculty and committee meetings.
5. Participates as a contributor in curriculum delivery, development, and evaluation.
6. Develops instructional materials following syllabus guidelines.

7. Satisfies expected teaching responsibilities for assigned courses utilizing appropriate technology and evaluation of the teaching-learning process in the classroom, skills and simulation laboratories, and clinical setting, including collaboration and guidance with preceptors as required.
8. Maintains and certifies class rosters, grade books, and submission of final grades by official deadlines.
9. Follows specific guidelines for supervising students and preceptors in the clinical area as appropriate.
10. Evaluates student performance in a reasonable manner according to program guidelines.
11. Applies and communicates in writing effective and equitable procedures in measuring student performance.
12. Seeks to establish rapport with students.
13. Creates an environment conducive to learning.
14. Stimulates student thinking and exposes students to a wide variety of viewpoints.
15. Seeks and utilizes creative methods to present substantive course content.
16. Is punctual and dependable.
17. Is readily and reasonably available for student conferences and counseling.
18. Is reasonably available to students through email, telephone and/or office hours.
19. Is reasonably sensitive to individual student needs.
20. Maintains appropriate professional demeanor in teaching situations.
21. Establishes and supports ongoing relationships with the community to initiate new affiliating agencies and to assume responsiveness to the rural health needs of the community.

Scholarly/Artistic Endeavor

1. Utilizes opportunities to participate in research, writing and publication, and presentations to represent the profession of nursing and the University.
2. Meets the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same discipline.

Professional Growth and Activities

1. Maintains membership and contributions to applicable professional organizations.
2. Maintains and updates current knowledge in area of expertise.
3. Utilizes resources within and outside the University to expand knowledge.
4. Seeks appropriate learning resources, conferences, and experiences to enhance nursing knowledge and skill.
5. Participates in self-evaluation and formal evaluation by the BSN Program Director yearly.
6. Encourages a culture of learning that values lifelong learning, ethics, respect for others and personal and professional development.
7. Willingly facilitates and benefits from peer evaluation.

Activities Supportive of the Program/University

1. Upholds the mission and goals of SRSU and the BSN Program.

2. Works within the philosophical and conceptual framework of SRSU BSN Program.
3. Maintains the concept of a strong, collegial bond with all faculty members.
4. Complies with policies and procedures outlined in the SRSU *BSN Faculty Handbook*.
5. Participates in the student admissions, progress, and retention process.
6. Contributes to and promotes the stature and well-being of the BSN Program and SRSU.
7. Participates in activities commensurate with accreditation process.
8. Exercises reasonable care of University facilities, equipment, and supplies.
9. Utilizes available opportunities to recruit future nursing students.

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING

NURSING PROGRAM COORDINATOR JOB DESCRIPTION

OFFICIAL TITLE: NURSING PROGRAM COORDINATOR

SALARY GROUP:

SCOPE: Performs numerous responsibilities for both nursing programs, including continued development and maintenance of documents and requirements evolving for the BSN program in the Alpine area, in addition to performing activities to maintain and enhance the RN to BSN Program in the RGC area. Responsibilities expand to numerous Local, State, and National clinical and regulatory agencies related to the profession of nursing.

SUPERVISION: Reports to the Director of Nursing Programs

EDUCATION:

Required: Bachelor's degree in Business, Accounting, or Public Administration .
Preferred: Master's degree in Business, Accounting, or Public Administration.

EXPERIENCE: A minimum of four years of related office management and ability to meet skills and performance with standard office machines; advanced computer skills; professional relationships with University Administration, Faculty, Staff and Students; excellent writing skills; community knowledge and relationships; strong interpersonal skills; security sensitive; and knowledge of SRSU policies and procedures. Candidate is willing to learn working responsibilities within a professional service area.

Experience as an administrative assistant with SRSU is preferred.

WORKING CONDITIONS: Usual office conditions, exempt from overtime provisions. Standard office hours with occasional travel and some evenings and weekend hours as needed to meet needs of the program with consideration of personal responsibilities.

SUMMARY OF RESPONSIBILITIES:

Through collaboration with the Director of the Nursing Programs, the Nursing Program Coordinator will have certain responsibilities with many activities necessary to offer a high quality, efficient nursing education program. The most important trait required is the ability to communicate effectively with all levels of University personnel as well as community representatives, especially health-care professionals. Above all, the ability to assist students with necessary information that will promote success for each and every student is the hallmark!

The activities listed below are not all-inclusive of the role of the Nursing Program Coordinator. They are provided to demonstrate the need for an experienced, mature, and educated individual who has the potential to acquire comprehensive knowledge of the nursing program and, at the same time, recognize the profound responsibility of each staff and faculty member to assist in the development of a mature, skilled, knowledgeable, and prudent registered nurse.

CATEGORY: Major responsibilities to Director of Nursing Programs

1. Finalize documents to be forwarded to agencies at the Local, State, and National level such as clinical schedules to assigned agencies, affiliation agreements, NEPIS & CANUS reports to TBON, Faculty rosters to SACSCOC, and requested information to CCNE.
2. Maintain documents required to meet expectations of SRSU.
3. Make provisions for travel to professional meetings and conferences.
4. Prepare numerous documents in final format, i.e., degree plans.
5. Update nursing program web sites with pertinent data, i.e., dates for TEAS testing.
6. Monitor standardized testing if needed.
7. Assist with developing the annual budget and monitoring of expenditures.
8. Arrange for use of Weaver Assessment with Weaver Co., Testing Services, and Students.
9. Assist with planning orientation times and content for BSN and RN to BSNPrograms.
10. Tabulate and store minutes for program meetings.
11. Assist with updating, enhancing, and disbursing Faculty Handbooks, Orientation Handbooks, Student Handbooks, Simulation Handbooks, Preceptor Handbooks, Culture Guidelines, and course materials.
12. Prepare documents for various University Committees such as Curriculum Committee.
13. Share creative ideas and direction that have the potential to enhance the nursing programs.
14. Assist with preparation of reports as scheduled and requested.
15. Plan and publish specific times for students to call to receive assistance.
16. Respond to calls and e-mails within 24 hours.
17. Provide appropriate phone etiquette and internet information that will assist with clear communication.

CATEGORY: Major responsibilities for scheduling and implementation of classes and clinical activities

1. Assist with scheduling classes, skills and simulation labs, and external clinical experiences for two cohorts of students in the BSN Program.
2. Schedule TEAS and other ATI Testing with SRSU Testing Services.
3. Schedule student and faculty orientation with designated clinical facilities.
4. Assist with assigning responsibilities to faculty to prepare for special needs in the classroom, Simulation Lab, and Skills Lab.
5. Post pertinent announcements to students in designated locations.
6. Post current events available in media to match assigned objectives.
7. Assist with training of preceptors.
8. Maintain folders on each preceptor.

CATEGORY: Responsibilities to faculty members

1. Assist new faculty members to establish knowledge and comfort with University and program requirements.
2. Encourage new faculty members to utilize their assigned faculty partner in addition to the Director, Administrative Associate, and Orientation Handbook to obtain answers to questions.
3. Maintain documentation of current immunizations in each faculty record.
4. Assure confidentiality of all faculty records.
5. Assist faculty members with electronic/technical usage and social media to obtain current resources for teaching nursing knowledge and skills.

6. Assist with planning and implementation of Nursing Faculty Orientation.
7. Schedule times for new faculty to meet with HR, IT staff, library staff, and University staff to become familiar with campus requirements.
8. Assist with organizing the grade book and documentation of attendance and grades in the operating system.
9. Assist faculty members with posting student schedules to each unit.
10. Provide faculty members with copies of current syllabi to be posted on appropriate units.
11. Provide data bases and information for specific topic areas to enhancelearning activities.
12. Assist faculty members with planning, travel arrangements, and reimbursement for professional-development activities.

CATEGORY: Responsibilities to students

1. Establish systems and maintain student records from application to graduation.
2. Plan and develop a competitive activity for students to select nursing program logo, uniform, and other labeling for students in the clinical area.
3. Document changes in residence and contact information.
4. Maintain current data for Board of Nursing eligibility, immunizations, communicable diseases, drug screening, and current BCLS throughout two years.
5. Place admission data on spread sheet to facilitate selection of applicants into the program.
6. Tabulate faculty scoring of applicants and forward letters of admission or rejection.
7. Obtain criminal background checks from Texas BON before admission to the program.
8. Verify documentation that all requirements regarding admission and clinical participation are met and current throughout the length of the program for each student, including: Valid health insurance, Annual drug-screen results, Physical exam, and Immunizations/titers.
9. Provide above data to clinical sites as required.
10. Provide students with access codes for testing and access to assigned resources.
11. Forward communication to students as events occur, such as opportunities for student scholarships.
12. Arrange for professional liability insurance for students with selected company.
13. Develop activity for establishing SRSU Nursing Student Uniforms and labeling.
14. Arrange for sizing and purchase of nursing uniforms.
15. Collaborate with students to provide routine information to the community via LOBO.
16. Work with students to encourage participation in University-sponsored activities.
17. Assist students with community contacts to implement their teaching projects.
18. Assist members of the student body to conduct appropriate funding acquisition consistent with University regulations and professional demeanor.

CATEGORY: Expansion and continued growth of the nursing programs

1. Plan and implement annual meetings with local health-care clinical sites to determine needs.
2. Establish annual meetings with clinical agencies to review issues related to products of the nursing programs.
3. Identify areas of the program that could be enhanced through outside funding and community involvement.
4. Promote marketing of both nursing programs.
5. Organize advisory meetings for nursing programs after membership is established.
6. Collaborate with students to provide routine information to the community.

7. Assist the Director to establish the National Student Nurses Association as the major student organization.
8. Utilize creative methods to obtain community support and assistance in appropriate learning activities, i.e., serving as role players in simulations.
9. Schedule students from other departments at SRSU to assist in laboratory experiences, such as IT students to manage manikin and photography activity.

SUL ROSS STATE UNIVERSITY

DEPARTMENT OF NURSING

INSTRUCTIONAL TECHNOLOGY COORDINATOR JOB DESCRIPTION

OFFICIAL TITLE: INSTRUCTIONAL TECHNOLOGY COORDINATOR

SALARY GROUP: $42,000 TO 45,000

SCOPE: Performs numerous responsibilities and activities for the nursing department to develop and maintain the nursing curriculum within the Learning Management System (LMS). Assists with planning and design for the Nursing Education Center and coordinates and facilitates resources for clinical skills and simulation laboratory activities with the nursing faculty members.

SUPERVISION: Reports to the Director of Nursing Program

EDUCATION:

Required**:** Bachelor's Degree in Computer Science or Related Field
Preferred**:** Master's Degree in Computer Science, Management, or Related Field

EXPERIENCE: A minimum of four years of employment and experience in computer science with focus on the selected LMS to support and enhance the design of courses within the nursing curriculum. Familiarity with office machines to provide assistance with classroom resources for faculty members and students. Strong interpersonal and excellent writing skills. Demonstrated skills with on-line and computer-based technologies with motivation to learn new techniques and skills required to organize and maintain low-, medium-, or high-fidelity mannequins and other equipment in the skills and simulation laboratories.

WORKING CONDITIONS: Usual office and classroom conditions with attention and sensitivity to security and knowledge of SRSU policies and procedures. Standard office hours with occasional travel and some evenings to facilitate preparation for clinical skills and laboratory experiences as needed to meet program needs. Willingness to seek out opportunities to gain expertise with high-fidelity simulation.

GOALS:

1. Assist with development of computer-based resources for the curriculum and clinical-simulation laboratory, including development of guidelines for activities required for the laboratories.
2. Prepare and manage student clinical-skills and simulation learning experiences as requested by faculty members.
3. Assist with development of learning experiences for nursing students.
4. Assist nursing faculty to develop high-quality learning resources effective with online, blended, and face-to-face learning environments.

5. Manage and organize supplies, equipment, and materials for skills and simulation laboratory learning activities.
6. Assist faculty members to promote nursing student success.

Position Responsibilities for Instructional Designer:

1. Under the direction of the Director of the Department of Nursing and in collaboration with OIT, implement a standardized technology that offers a range of pre-approved software and technologies that support a variety of learning environments to promote nursing education.
2. Monitor educational technology developments, assess their functionality, and submit proposals for technology changes to enhance nursing-education platforms including simulation.
3. Collaborate with faculty members in the design and development of nursing courses.
4. Provide service management for nursing educational technologies such as student response systems, lecture capture, digital media solutions, etc.

Position Responsibilities for Learning Management System (LMS):

1. Assist nursing faculty and students to learn the characteristics and elements of the SRSU selected LMS to achieve desired outcomes of the nursing education program.
2. Advise and train faculty members on their use of the institution's LMS, multimedia, and other technologies, and use of learning tools to advance online and classroom instruction.
3. Place nursing program course syllabi and course materials in LMS with focus on presentation of complex syllabus information in a manner that facilitates or promotes student learning.
4. Assist nursing faculty members to obtain certification for LMS operation.
5. Provide technological support for online and classroom teaching/learning activities within the framework of the LMS to promote student achievement of course objectives.

Position Responsibilities for Simulation and Skills Laboratories:

1. Gain experience with operation and maintenance of high-, medium-, and low-fidelity mannequins.
2. Work collaboratively with resource personnel and other individuals to support faculty members with student learning.
3. Obtain knowledge of various software programs to enhance student clinical skills and simulation learning activities.
4. Assist faculty members with development of simulation scenarios to promote student clinical skills and learning.
5. Provide mannequin voice-overs related to gender and age for mannequin responses.
6. Participate with faculty members in the delivery of teaching/learning activities for students that promote course objectives.
7. Collaborate with faculty members to debrief clinical and simulation laboratory learning activities.
8. Organize the Clinical Skills and Simulation Laboratory environment so that it closely resembles actual clinical settings or patient situations.
9. Prepare skills and simulation laboratory with supplies and equipment necessary for students to meet the objectives for each learning activity.

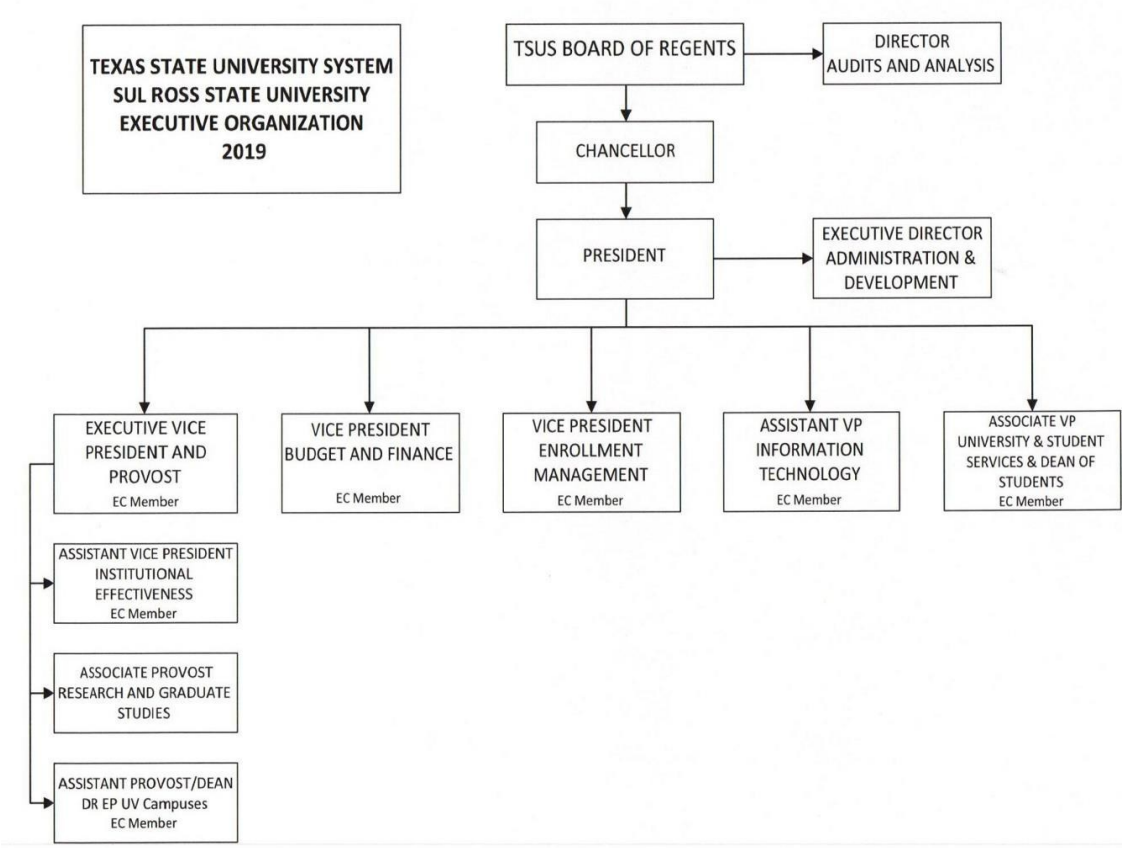
APPENDIX B

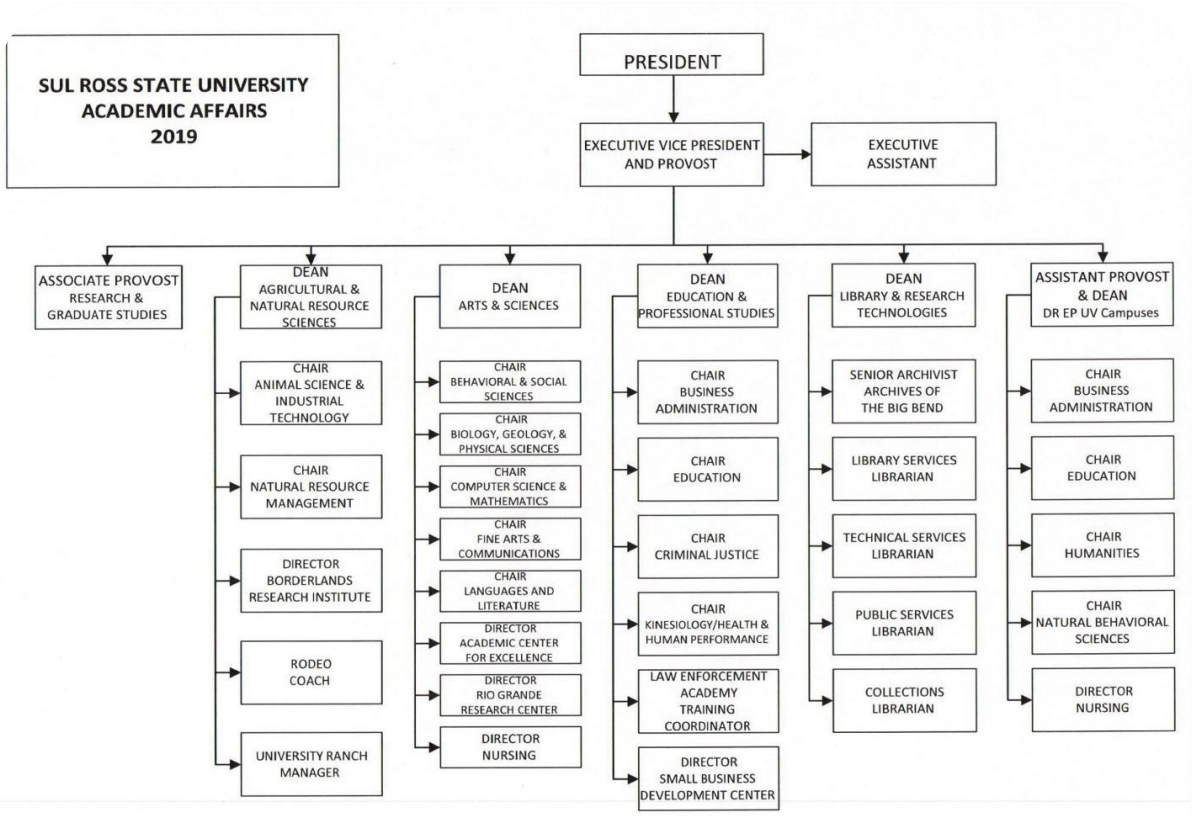
SRSU INSTITUTIONAL ORGANIZATIONAL CHARTS

APPENDIX B

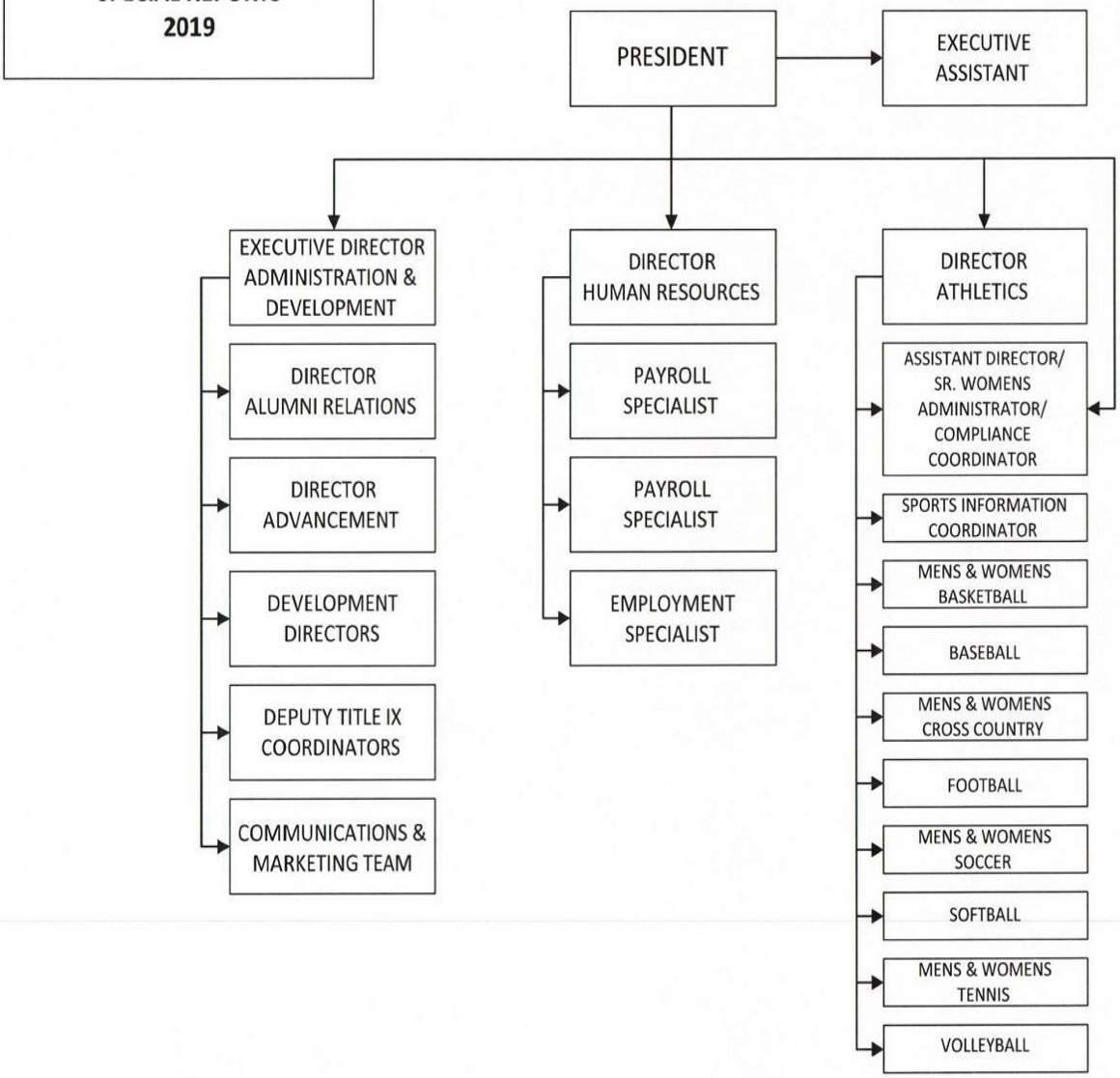
SUL ROSS STATE UNIVERSITY

INSTITUTIONAL ORGANIZATIONAL CHARTS




SUL ROSS STATE UNIVERSITY
ACADEMIC AFFAIRS
2019
PRESIDENT
EXECUTIVE VICE PRESIDENT AND PROVOST
EXECUTIVE ASSISTANT
ASSOCIATE PROVOST RESEARCH & GRADUATE STUDIES
DEAN AGRICULTURAL & NATURAL RESOURCE SCIENCES
CHAIR ANIMAL SCIENCE & INDUSTRIAL TECHNOLOGY
CHAIR NATURAL RESOURCE MANAGEMENT
DIRECTOR BORDERLANDS RESEARCH INSTITUTE
RODEO COACH
UNIVERSITY RANCH MANAGER
DEAN ARTS & SCIENCES
CHAIR BEHAVIORAL & SOCIAL SCIENCES
CHAIR BIOLOGY, GEOLOGY, & PHYSICAL SCIENCES
CHAIR COMPUTER SCIENCE & MATHEMATICS
CHAIR FINE ARTS & COMMUNICATIONS
CHAIR LANGUAGES AND LITERATURE
DIRECTOR ACADEMIC CENTER FOR EXCELLENCE
DIRECTOR RIO GRANDE RESEARCH CENTER
DIRECTOR NURSING
DEAN EDUCATION & PROFESSIONAL STUDIES
CHAIR BUSINESS ADMINISTRATION
CHAIR EDUCATION
CHAIR CRIMINAL JUSTICE
CHAIR KINESIOLOGY/HEALTH & HUMAN PERFORMANCE
LAW ENFORCEMENT ACADEMY TRAINING COORDINATOR
DIRECTOR SMALL BUSINESS DEVELOPMENT CENTER
DEAN LIBRARY & RESEARCH TECHNOLOGIES
SENIOR ARCHIVIST ARCHIVES OF THE BIG BEND
LIBRARY SERVICES LIBRARIAN
TECHNICAL SERVICES LIBRARIAN
PUBLIC SERVICES LIBRARIAN
COLLECTIONS LIBRARIAN
ASSISTANT PROVOST & DEAN DR EP UV Campuses
CHAIR BUSINESS ADMINISTRATION
CHAIR EDUCATION
CHAIR HUMANITIES
CHAIR NATURAL BEHAVIORAL SCIENCES
DIRECTOR NURSING

SUL ROSS STATE UNIVERSITY
PRESIDENT'S
SPECIAL REPORTS
2019



APPENDIX C

SRSU NURSING FACULTY

ORGANIZATION AND BY-LAWS

APPENDIX C
SUL ROSS STATE UNIVERSITY
NURSING FACULTY ORGANIZATION

BYLAWS ARTICLE I

The name of the organization shall be the Faculty Organization of the Sul Ross State University (SRSU) Nursing Program.

ARTICLE II

Purpose and Functions

Section 1. The purpose of the Faculty Organization shall be to

1.1 Facilitate the development, implementation, and evaluation of the programs of study offered by the SRSU Nursing Program.

2.1 Facilitate the attainment of the vision, mission, and goals of the Nursing Program and SRSU.

3.1 Promote a climate to enhance the professional pursuits of students and faculty.

Section 2. The functions of the Faculty Organization shall be to

2.1 Conduct the business of the Faculty Organization through a Committee of the Whole consisting of the Nursing Program Director and full-time and part-time appointed faculty.

2.2 Develop, implement, evaluate, and update policies and other aspects of the SRSU Nursing Program.

ARTICLE III

Membership and Voting

1.1 The Faculty Organization shall consist of the Program Director, faculty appointed to teach in the Nursing Program, both full-time, and part-time, and designated student representatives.

1.2 All faculty appointed to teach in the SRSU Nursing Program shall have full membership privileges and are eligible to vote.

1.3 Voting privileges shall be granted to student representatives on designated Nursing Program issues.

1.4 Decisions coming before the Faculty Organization shall be made on the basis of majority vote in person or by telephone, electronically, or a combination.

1.5 The Faculty Organization shall review, revise, and approve the Bylaws at least every two years or as needed.

ARTICLE IV

Faculty Rights and Responsibilities

Rights and responsibilities of the faculty are to

1.1 Develop, implement, evaluate, and update course offerings and educational policies.

1.2 Provide guidance and counsel to students, consistent with the policies of the SRSU Nursing Program and of Sul Ross State University.

1.3 Provide internal performance improvement peer review among faculty.

1.4 Conduct the affairs and attain the goals of the SRSU Nursing Program in such a way as to support the goals of Sul Ross State University.

1.5 Participate in the recruitment, admission, advising, retention, progression, and graduation of students.

1.6 Promote the profession of nursing and the advancement of knowledge within the discipline.

ARTICLE V

Meetings and Quorum

1.1 The Program Director shall call at least one regular meeting of the Faculty Organization at the beginning and end of each semester of each academic year while school is in session. No meetings shall be held during a college-recognized holiday period or spring break. Meetings will be held either in person or by telephone, electronically, or a combination.

1.2 Special meetings may be called by the Program Director or at the request of faculty members.

1.3 A quorum consists of faculty members who are present for voting in the Faculty Organization either in person or by telephone, electronically, or a combination. Passage of a motion requires a simple majority of the faculty members present in person or by telephone, electronically or a combination.

ARTICLE VI

Committee of the Whole

1.1 The Faculty Organization is established and functions as a Committee of the Whole.

1.2 Ad Hoc Committees may be appointed and faculty assignments made by the Nursing Program Director for specific charges and functions.

1.3 The Nursing Program Director serves as chair of the Committee of the Whole.

1.4 The functions of the Committee of the Whole include development, implementation, evaluation, and revision of policies and recommendations related to the following topical areas as well as other identified issues:

- Student recruitment and pre-nursing advisement
- Student admissions, retention, progression, and graduation
- Student affairs and organization
- Nursing Program curricula and program evaluation
- Program policy assessment, evaluation, and updating
- Nursing educational resources, including clinical, simulation, and practice laboratories
- Faculty orientation and development
- Faculty recruitment, retention, and evaluation
- Faculty Bylaws
- Faculty development

ARTICLE VII

Bylaws Amendments

The Bylaws and Policies of the SRSU Nursing Program Faculty Organization may be amended or changed by a majority vote of the faculty in person or by telephone, electronically, or a combination at any regular or special meeting of the Faculty, provided that such notice in writing as to the character of the proposed amendment shall have been mailed or sent electronically to each faculty member at least two weeks before such amendment is acted upon. Absentee votes may be submitted by mail or electronically as long as the vote is received prior to the meeting. If a change is voted upon successfully, the change will take place immediately unless it involves the school catalog notification to students, at which time it will be governed by policies of Sul Ross State University.

ARTICLE VIII

Parliamentary Rules

1.1 The SRSU Nursing Program Faculty Organization shall be governed by Robert's Rules of Order, latest edition, in all cases where they are applicable. http://robertsrules.com/

APPENDIX D

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

FACULTY ORIENTATION CHECKLIST

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM
Faculty Orientation Checklist

Please note date when each content area has been completed. Faculty orientation will be conducted both online and on-site depending on the location and availability of the BSN Faculty.

1. SRSU Administration	Completed	Date
New BSN Faculty Orientation Schedule		
Review of SRSU Organization Chart		
Review of SRSU Faculty Handbook		
Review of SRSU Operating Procedures		
SRSU Faculty Support Services		
Tour of Building/facility/offices if available		
Meet SRSU administrators if available		

2. Department of Nursing

A. BSN Faculty Handbook		
B. Faculty Organization Bylaws & Committees		
C. BSN Faculty Evaluation/Plan/Evaluation Tools		
D. Nursing Program Policies/Procedures		
E. Faculty Workload Polices		
F. Faculty Job Descriptions/Full-time/Part-Time		
G. BSN Student Handbook		
H. Overview of the Curriculum/Syllabus		
I. Introduction to Concept-Based Curriculum		
J. BSN Program Director Job Description		
K. Faculty Workload and Assignments		
L. Nursing Student Handbook		
M. Class/Clinical Schedule		
N. Office Hours &/or contact information		
O. Student Advisement		

3. IT, Simulation Lab, Supplies, and Equipment	Completed	Date
A. Textbooks/supplies/Resources		
B. Copy Machine/Printers/Office Support		
C. Nursing /Simulation/Lab Orientation		
D. IT Black Board Orientation		
E. Email & Computer Information		
F. Library Holdings		
G. Scantron Use		

4. Orientation to Clinical Agencies		
A. Clinical Agency Education/Contact Person		
B. Clinical Orientation to Agencies		
C. Clinical Schedules		
D. Access to Agency Policies/Procedures		
E. Preceptor Handbook		
F. Tour of Clinical Agencies & meeting with Administration/Middle Managers		
G. Posting of Student Schedules		

APPENDIX E

BSN COURSE SYLLABUS FORMAT

APPENDIX E

DEPARTMENT OF NURSING
COURSE NUMBER
COURSE TITLE
SEMESTER AND YEAR

SEMESTER HOURS:
CONTACT HOURS:
CLINICAL HOURS: (if applicable)
PREREQUISITES:

FACULTY INFORMATION:
Name:
Contact Information:
Office Hours:
Hours available via e-mail:
Hours available on campus:
Hours available via phone office/home/cell:
Phone number(s): *(list numbers where you can be most easily reached)*
University e-mail:

COURSE DESCRIPTION: (*Post the course description as it appears in the college catalog. An additional paragraph or two can be included to more clearly define the course as deemed necessary by the faculty of record.)*

COURSE OBJECTIVES: (*List Course Objectives below).*

1. *(All course objectives and course content must relate to and be linked to the applicable identified RN-BSN Program Expected Student Outcomes, TBON DEC's, AACN BSN Essentials and QSEN Knowledge, Skills and Attitudes (KSA's) in this course. Create crosswalk table at end of syllabus.)*
2. *(Note: Syllabi MUST be accessible to enrolled students by the* ***First day ofClass****.)*

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU.

Students will:
1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:
Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as all nursing students progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:

Textbooks: (*Please list)*

Articles: *(as needed) (may list in modules if more appropriate)*

Web Resources: *(as needed) (may list in modules if more appropriate)*

RECOMMENDED REFERENCES:

Textbooks: (*Please list*)

Articles: *(as needed) (may list in modules if more appropriate)*

Web Resources: (*as needed) (may list in modules if more appropriate)*

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES: (*Please insert brief descriptions of the course assignments below in the order that they appear in the syllabus, along with the grading rubrics. Assignments should be listed in the order they are assigned but not by specific Module, as that may change over time. Due dates should be listed only on the course schedule, as this will reduce errors in matching dates as the semesters change.)*

Example:
Class, Discussion Board, and Online Seminar Participation: 20%
Students will participate in online, collaborative activities that explore the legal and ethical issues in professional nursing and health care. Student dialogue will focus on identifying and assessing resources, analyzing case situations and legal actions that impact professional- nursing regulation and ethics. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluation**: (*Percentages of each assessment applied to the final grade should be clear to the student. Delineation of requirements for the grade should include a brief explanation of the following:)*

Course Requirements	Percentage
List Assignments & Participation below	List % of final grade
Example:	
1. Class, Discussion Board, & Online Seminar Participation	20%
2. Examinations	15%
3. Critical Analysis of Literature/Research	15%
4. Presentation	25%
5. Scholarly Paper	25%
Total	100%

Sample Evaluation Rubric: (See last page of this document.)

3. **Calculation of Final Grade**: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

   Grading Scale:
   A = 90-100
   B = 80-89
   C = 75-79
   D = 69-74
   F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS *(as appropriate for the course)***:** The policies below need to be in the course syllabi as well as both the Student Handbook and the Faculty Handbook. They could also be linked from the course syllabi to the Student Handbook.

Online testing/Assessments: When assigned, online examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and Student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

Remediation and Student Support
The Nursing Program supports various initiatives to assist students to succeed. Students at risk of failure or withdrawal from the program or concerned about staying current in course requirements should immediately contact their course faculty so that remediation and additional learning experiences can be accessed.

COURSE SCHEDULE: Develop a Course Schedule with the following columns that address course requirements. If modules are utilized, it is suggested that content be combined so that there is a maximum of 4 to 5 modules. Students may need additional time to complete assignments, as it is difficult to complete a module every week. (If using modules, it is recommended that criteria for assignments, assignment templates, and rubric documents be included in the modules rather than in the syllabus.)

NUR XXXX, Course Title, and Course Schedule: (This schedule is subject to change by faculty as needed.)

Week & Module	**Topics & Objectives**	**Required Readings & References**	**Learning Activities, Assignments, & Submission Dates**
1 Date	Module I: Title List in outline form		
2 Date			
3 Date			
4 Date			

5 Date			
6 Date			
7 Date			
8 Date			
9 Date			
10 Date			
11 Date			
12 Date			
13 Date			
14 Date			
15 Date			
16 Date			

COURSE EXPECTATIONS: *(The following course expectations should be addressed in each course.)*

Specific Expectations: (*Include orientation to course, faculty & student picture and bio, student expectations, attendance, participation, late papers and make up assignments, writing expectations, inclusion of APA format, technical difficulty with Blackboard 9, communication announcements, and testing policy. A detailed course schedule and calendar with clear indications and due dates for all graded assessments must be included with elaboration by individual faculty for individual expectations at the end of the syllabus.)*

Orientation to Course: (*Include date, time, and media used for orientation on Course Schedule. Provide a brief explanation of the course orientation process, its purpose, why all students are expected to participate, and whether the orientation is asynchronous or synchronous.)*

Faculty and Student Picture and Biography:
Faculty will submit a picture and summary of educational and professional experiences that prepared them to teach in respective courses and post that information online.

During the first week of class, students must each submit a snap-shot or picture of themselves with a brief personal and professional biography, including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1) As adult learners we are partners in learning.
2) Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3) Our work and life experiences differ and serve to enrich our individual and mutual learning.
4) Each member of the class is committed to preparing for and successfully completing class learning activities.
5) Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
6) Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology**: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- **Responses to emails and course postings**: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 A.M. and 6 P.M. if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments:** Assignments will be reviewed and returned with feedback/grade within # days of submission.
- **Writing and use of APA**: All written assignments and bulletin board postings will be submitted using the American Psychological Association(APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face-to-face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.

- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete anassignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
   a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
   b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person's joke may be another person's insult.
   c. Do not use all caps in the message box (it is considered shouting).
   d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
   a. Use a meaningful title in the Subject line. For e-mail, include course number.
   b. Use the person's name you are writing to as a greeting in the first line ofthe message – this helps ensure you are writing to the intended person (group).
   c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
   a. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point of view.
   b. Avoid duplication. Read the previous discussions before you comment or ask a question, as the information may have already been covered.
   c. When posting a response, make sure you identify the post to which you are responding.
   d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
   e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.

f. Try not to lurk, meaning you are just reading and not participating.

6. Quality of online communications/postings is important.
   a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using yourown words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
   b. If the posting is going to be long, use paragraphs.
   c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
   d. Just as you would proofread a formal paper, before posting:
      i. Read what you have written for content;
      ii. Rethink what you have written for tone;
      iii. Reread what you have written for organization and coherence; and
      iv. Revise what you have written for grammar, punctuation and mechanics.
      Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don't send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students orfaculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS: (*Please Note that links to the following policies will be added to all courses to avoid bulk and duplication when they are uploaded to Blackboard.)*

Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.

7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunityto respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the Uvalde Campus, Room C102,Monday – Friday 8:00 a.m.-5:00 p.m.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance-education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriatestudent conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the University community. Association in such a university community is purely voluntary, and any student may resign from it at any time whenhe/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is notwithin the policies of the University rules and regulations are subject to dismissal.

Students are responsible for abiding by all published University rules and regulation. Failure to read publications will not excuse the student from the requirements and regulations described therein. The *SRSU Student Handbook* and other official University publications outline specific regulations and requirements.

STUDENT EVALUATION:

Sample Evaluation Rubric

DISCUSSION RUBRIC (example)

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
Content Information in the posting is relevant to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understand-ing of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions 10 Points	The discussion questions are not answered Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
Scholarly Presentation Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 15 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. Thoughts showlimited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. Postings contain in excess of 4 errors in SGP. 0 Points

Engagement Student engagement in discussion occurs through use of thoughtful replies to the postings of other students.	Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points	Gives a limited reply to peers in a respectful manner. 5 Points	No replies to any postings. Replies are clearly disrespectful. 0 Points
Citations/APA Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error. 20 Points	Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points	Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points	Postings include three or more errors in APA format. 5 Points
Literature/Evidence Ideas are supported by student-conducted research from sources outside the required course material.	Postings and replies are supported by more than two outside references in addition to required readings. 20 Points	Postings and replies are supported by one outside reference in addition to required readings. 10 Points	Postings and/or replies are only supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points

CROSSWALK OF COURSE OBJECTIVES WITH
TEXAS BOARD of NURSING DIFFERENTIATED EDUCATION COMPETENCIES (DECS) and ASSOCIATION OF AMERICAN COLLEGES OF NURSES ESSENTIALS FOR BACCALUAREATE NURSING EDUCATION (AACN)

Sample – COURSE #4321 Professional Nursing II

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

Objectives	TBON DECs	AACN Essentials
1. Engage in the health care system to evaluate access to safe, quality, and affordable health care to diverse populations in various settings.	I-B-2, 4, 6, 7; 1-4; I-C-3, 5; I-D 1-5; II-B-1-3, 5, 12; II-C-3, 4; II-D 1-5; II-E 2-4 & 7-12	I; VIII
2. Address the laws, regulations, and standards that impact health care systems and delivery issues.	I-B 2a, b; I-B 2, 3; I-B,4-9; III-B-5, 7	II; VI
3. Describe the role of the nurse in team building to ensure continuity and coordination of patient care.	I-A2; I-B-1-8; I-C-2; II-E-8-11; III-C1, 2, 3; III-D1, 2, 3; III-E 1-4; III-F1-3; IV-A1-4	III; V & VI
4. State the role of the nurse in performance improvement including Nursing Incident and SafeHarbor Peer Review	II-A 2b, 3; II-D-3,4; E-8-11; F3, 5,6; III-A1-6; B-1-5; C-1; D-1; E-1; F-1,2; IV-C4-8; IV-D2, 4, 6, 7; IV-F1-4	III & VI
5. Identify ways nurses impact health care delivery to promote patient safety and desired outcomes.	I-B 4-7; I-C 1-6; II-F; II-H-3, 7; III-A, B, C,F; IV-A-4, 5;	IV; VII
6. Address workplace issues including environmental safety, physical violence, incivility,and bullying.	I-D-1, 23; II-B- 1-5; IV-A-4, 5; IV-C-4, 5; IV-D-3,4; IV-G-1, 2, 4	VIII; IX
7. Apply the ANA Code for Nurses, Principals 4 – 6 for professional nursing collective action related to health care systems, services, and outcomes.	I-A 1-4; 1-D 1-4; II-D-2, 4, 5; II-E_ 7-11; II-H-1-7; III-A-4-6; III-B-3-5; III-C; IV-B-3,4;IV-D-1-3;	VI; VIII

APPENDIX F

LIBRARY RESOURCES

APPENDIX F
SUL ROSS STATE UNIVERSITY
LIBRARY RESOURCES

Nursing Program students have access to library resources at SRSU Wildenthal Library, located on the Alpine campus. Library contact information is WLIB Box C-109; 432-837- 8123; FAX 432-837-8400. The collections at the Bryan Wildenthal Memorial Library at Sul Ross State University total over 232,000 cataloged books, 2,576 serial titles, 73 newspaper subscriptions, 46,000 microforms, 8,382 DVDs, videos, films, and audio recordings; 5,000 maps, pictures, and charts; 116,000 full text eBooks; 25,000 photographs and 142 electronic databases, with full text from over 85,000 journals, newspapers, and periodicals.

Electronic searching of the collections is provided by the Classic Catalog (WebCat), and the Library recently purchased Ebsco Discovery System (EDS) which makes searching for all materials much easier with a one-search box (All Library Search) on our website. Articles not available in full text and books not available in the library can be requested by the Sul Ross faculty, staff, and students through InterLibrary Loan. Remote access to these electronic resources is available to Sul Ross students, faculty, and staff through authentication using SulRoss e-mail login and password.

Required textbooks for each nursing course are available in the Reference Section of the library. Answers to questions concerning the SRSU Library resources may be obtained by using *Ask a Librarian*, located on the SRSU Library home page, http://library.sulross.edu.

Special collections include the reference, curriculum, and juvenile collections and the Van Robinson Fine Press Books Collection. In addition, the Archives of the Big Bend contains thousands of books, manuscripts, and photographs depicting life and culture in the Big Bend/Trans-Pecos region of Texas from the early 1800's to the present. Because the Archives' materials do not circulate, use of items is restricted to the Archives' reading room.The Archives is open 8:00 a.m. – 5:00 p.m. Monday through Friday.

ONLINE PERIODICAL DATA-BASES

The following subscription databases are available:
The Nursing Research Guide is available at the Brian Wildenthal Memorial Library and at:
https://sulross.libguides.com/nursing
Suggested nursing Databases are listed at:
https://sulross.libguides.com/c.php?g=144481&p=6946794 and include:
EBSCO DISCOVERY SERVICE is available online at the Brian Wildenthal Memorial Library -
https://eds.a.ebscohost.com/eds/results?vid=0&sid=8138e763-9062-48f4-81ea-d182711d61c3%40sessionmgr4008&bquery=EBSCO%2BHOST&bdata=JmNsaTA9RlQxJmNsdjA9WSZ0eXBlPTEmc2VhcmNoTW9kZT1BbmQmc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRl
In addition, the CINAHL Database is available through the library at SWTJC. Information about the SWTJC Library may be found at" http://www.youseemore.com/swtjc or www.swtjc.edu

NURSING DATABASES

- **Consumer Health Complete Best Bet**
  Content: Includes access to more than 500 full-text journals and magazines, more than 240 full-text health reference books and encyclopedias, more than 2,600 full-text evidence-based health reports, nearly 500 medical images and diagrams, nearly 250 animations with audio narration, dozens of articles covering teen health topics, and full-text consumer health pamphlets and leaflets.
  Access: Access on or off campus with your SRSU credentials.
- **PubMed Central Best Bet**
  Content: Free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).Access: Open access
- **Alt HealthWatch**
  Content: Focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness. Offers access to full-text articles from more than 190 international and often peer-reviewed journals. Provides the latest information and materials for the evolving practice of holistic medicine and therapies, with in-depth coverage across the full spectrum of subject areas.
  Access: Access on or off campus with your SRSU credentials.
- **Health Reference Center Academic**
  Content: Provides access to millions of articles from a wide range of full-text nursing and allied health journals, magazines, newsletters and select consumer health information sources with full-text reference works and hundreds of health-related multimedia.
  Access: Access on or off campus with your SRSU credentials.
- **MEDLINE with MeSH**
  Content: Provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and more. Created by the National Library of Medicine, this database uses MeSH (Medical Subject Headings) indexing with tree, tree hierarchy, subheadings, and explosion capabilities to search citations from over 5,600 current biomedical journals.
  Access: Access on or off campus with your SRSU credentials.
- **SAGE Journals Online**
  Content: Includes access to more than 1000 journals spanning the Humanities, Social Sciences, and Science, Technology and Medicine, and more than 400 are published on behalf of learned societies and institutions.
  Access: Access on or off campus with your SRSU credentials.

Student or faculty ID is required to check out materials. Library services include:

- Assistance in the use of the library's collections and services.
- Loan of library materials.
- Interlibrary loan (photocopies or electronic versions of articles and loan of booksfrom other libraries).
- Electronic database searching.
- Duplication services (photocopying, printing from microform, reproduction of archival photographs).

- Availability of computers with Internet access and Microsoft Office and other software.
- Registration for a TexShare Library Card that permits SRSU students to borrow materials from other Texas libraries.
- Group Study Rooms and Viewing Rooms for A/V media.
- Flash drives, blank CDs, and fax and lamination services available for a fee.

In addition, Free Internet Resources that may be useful to nursing students are listed at: https://sulross.libguides.com/c.php?g=144481&p=945774

Library Hours Monday-Thursday 8:00 a.m. – 9:00 p.m. Friday 8:00 a.m. – 5:00 p.m. Saturday 12:00 p.m. – 9:00 p.m. Sunday Closed. Special hours are observed during final exam weeks, holidays, and between semesters.

APPENDIX G

SOCIAL MEDIA PERSONALWEBSITE POLICY

APPENDIX G
SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

SOCIAL MEDIA/PERSONAL WEB SITES POLICY

Purpose: To provide guidelines for students in the Department of Nursing at Sul Ross State University regarding the expectations related to the use of social media when identified as a student in the Department of Nursing.

Definition:

Social media platforms - Technology tools and online spaces for integrating and sharing user-generated content in order to engage constituencies in conversations and allow them to participate in content and community creation. Examples include, but are not limited to, Facebook, Twitter, LinkedIn, Group Me, and YouTube.

This policy discusses professional expectations as well as best practices while a student at the Department of Nursing.

Background:

The Sul Ross State University Department of Nursing recognizes that social media can be effective for exchanging information. The following information serves as a guideline regarding the use of social media that may affect the Nursing Department. In addition, it has the goal of protecting Sul Ross State University, the College of Agriculture, Life, and Physical Sciences, and Department of Nursing students, as well as the Department of Nursing, every semester.

The Guidelines suggest standards of conduct for students who are associated with the Department of Nursing. The Department of Nursing does not prohibit students from joining and participating in online communities as individuals. This policy is not intended for internet activities that are about personal matters and that do not associate or identify a student with the SRSU Department of Nursing, do not use a SRSU email address, and do not discuss SRSU.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Additionally, students should remember that all content contributed on all platforms becomes immediately searchable and shared. The message content leaves the contributing individual's control forever and may be traced back to the individual after long periods of time.

The Texas Board of Nursing Position Statement on the use of Social Media (15.29) at https://www.bon.texas.gov/practice_bon_position_statements_content.asp#15.29 establishes practice standards regarding the use of Social Media (see attached). Patient privacy is protected under regulatory or federal guidelines such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L. 104-191) and Family EducationalRights and Privacy Act (FERPA).

Sharing patient, student, or faculty confidential information or making harassing, threatening, or discriminatory statements against faculty, staff, or students will not be tolerated.

Any online behavior violating the SRSU Department of Nursing Student Handbook will be treated as a violation of Student Conduct. Contact the Department of Nursing Program Director regarding the potential misuses of social media as defined above.

Policy:

a. Personal social media accounts should not contain the SRSU name as an identifier, e.g. username, screen name, intellectual property, logos, trademarks, and copyrights. If one is identified as a SRSU student, faculty, or staff member, the views expressed are not those of the University.

b. Persons are prohibited from sharing confidential or proprietary information about SRSU and must maintain patient and student confidentiality, per HIPAA (https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html) and FERPA (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Students and employees who share confidential information do so at the risk of disciplinary action, including termination. Expectations of employee and student standards of conduct exist in this medium as well.

c. University computers and hours are reserved for university-related business as approved by faculty and preceptors.

d. Persons registering a new social media account under a personal name should not use an official SRSU email address to register the account.

e. All personal representation of SRSU intellectual property on social media should adhere to the institutional standards of Student Conduct & Discipline (page 4): https://www.sulross.edu/page/2454/student-handbook

See also: 15.29 Professional Boundaries including Use of Social Media by Nurses (Texas Board of Nursing Position Statement)

APPENDIX H

FACULTY EVALUATION FORMS (1-5) (FE) PACKET

APPENDIX H
SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM
Faculty Evaluation (FE) Packet

DIRECTOR/CHAIRPERSON/DEAN RATING OF FACULTY TEACHING EFFECTIVENESS
FORM FE-1

Faculty Member's Name_____ Date _____

Rating: 3 = Superior 2 = Good 1 = Needs Improvement

Formula: Rating X Weight = Score

A. Preparation for Teaching (30%)
Comment: _____ x 3 = _____

B. Classroom Presentation (30%)
Comment: _____ x 3 = _____

C. Evaluation of Student Achievement (10%)
Comment: _____ x 3 = _____

D. Response to Individual Student Needs (20%) _____ x 3 = _____
Comment:

E. Professional Conduct (10%)
Comment _____ x 3 = _____

Sum of Scores_____ divided by 30 X 100 = _____

General Comments:
(Comments are not required)

Rating of Faculty Teaching Effectiveness:

3 SUPERIOR This rating should be used only in rare cases. It carries the implication that the faculty member's performance in a particular area of activity reflects the highest degree of productivity and effectiveness.

2 GOOD This rating should always be interpreted in a favorable light. In a group, no matter what level, there is a middle range of performance. This rating implies that the individual has been productive and effective in the area that is being evaluated. It is expected that this rating will be the one which is most frequently applied.

1 NEEDS IMPROVEMENT This rating indicates that the performance in this area is not satisfactory but that the shortcoming may be compensated by other strengths. Continued overall performance at this level may be grounds for dismissal.

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

ACADEMIC EVALUATION SYSTEM STUDENT APPRAISAL OF FACULTY FORM FE-2

If a Scan-Tron has been provided, please mark your responses on the Scan-Tron and not on this sheet. Write any additional comments you might have on the back of the Scan-Tron sheet. Your help in improving instruction at Sul Ross is sincerely appreciated.

	Strongly Agree	Agree	Neutral	Strongly Disagree
1. The instructor is well-organized	4	3	2	1
2. The instructor is accessible to students	4	3	2	1
3. The instructor is tolerant of students' ideas	4	3	2	1
4. The instructor demonstrates effective knowledge of the subject	4	3	2	1
5. The instructor demonstrates effective use of teaching materials	4	3	2	1
6. The instructor rarely is absent from or late to class	4	3	2	1
7. The instructor's assignments are clear	4	3	2	1
8. The instructor provides adequate feedback regarding a student's academic progress	4	3	2	1
9. The instructor's examinations reflect important points covered in the course	4	3	2	1
10. The instructor does an excellent job of teaching this course	4	3	2	1

(Additional items may be added by the instructor, the department, or the school)

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

ANNUAL REPORT ON TEACHING/JOB PERFORMANCE, SCHOLARLY/ARTISTIC ACTIVITIES, PROFESSIONAL GROWTH, AND FUTURE GOALS

FORM FE – 3

Faculty Name	**Department**	**Program**
_____	_____	_____
Rank	**Years in Present Rank**	**Years in Teaching at SRSU**
_____	_____	_____

Cite your accomplishments; annotate as necessary. Use outline form when possible. Add pages and attachments as necessary.

I. TEACHING/JOB PERFORMANCE

II. SCHOLARLY/ARTISTIC ACTIVITIES

III. PROFESSIONAL GROWTH AND DEVELOPMENT
To include QEP sponsored professional development:

IV. UNIVERSITY SERVICE

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

SUMMARY OF EVALUATION
FORM FE – 4

Teaching effectiveness ratings are to be taken directly from the Director/Chairperson/Dean and student rating sheets. These ranges are weighted averages and should be recorded to the nearest tenth of a percent. The remaining activity areas should be evaluated and assigned a rating from 0 to 100.

ACTIVITY	DEPARTMENTAL WEIGHTS =SCORE					
	Weight Range	Selected Weight		Rating as Percentage		Score
I. Teaching (must total at least 50%)						
A. Chairperson Rating	(.30 - .50)	_____	×	_____	=	_____
B. Student Rating	(.05 - .20)	_____	×	_____	=	_____
II. Scholarly and Artistic Endeavor	(.10 - .30)	_____	×	_____	=	_____
III. Professional Growth and Professional Activities	(.10 - .30)	_____	×	_____	=	_____
IV. Non-teaching Activities Supportive of the University	(.10 - .30)	_____	×	_____	=	_____
				TOTAL	=	_____

(At least the minimum weight of each category must be used and cumulative weights must total 100%)

Date of determination of weights_____ Date of evaluation_____

_____ _____
Chairman/Dean Chairman/Dean
( ) Approve ( ) Disapprove ( ) Approve ( ) Disapprove

_____ _____
Faculty Member Faculty Member
( ) Approve ( ) Disapprove ( ) Approve ( ) Disapprove

If either objects to any part of the above, documentation must be attached.

Staff member: I certify that this report has been discussed with me. I understand that my signature does not indicate agreement.

Signature: _____

Comments:

RATING SCALE:

3 SUPERIOR	This rating should be used only in rare cases. It carries the implication that the individual's performance in a particular area of activity reflects the highest degree of productivity and effectiveness.
2 GOOD	This rating should always be interpreted in a favorable light. In a group, no matter what level, there is a middle range of performance. This rating implies that the individual has been productive and effective in the area that is being evaluated. It is expected that this rating will be the one which is most frequently applied.
3 NEEDS IMPROVEMENT	This rating indicates that the performance in this area is not satisfactory, but that the shortcoming may be compensated by other strengths. Continued overall performance at this level may be grounds for dismissal.

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

ANNUAL EVALUATION OF SUPERVISOR
FORM FE-5

INDIVIDUAL EVALUATED:_____ **DATE:**_____

Mark your responses on this form. Base your responses on your usual interaction with the observation of this person and omit responses only on those items for which you have had no opportunity to observe or on items not applicable. Please respond to every item for which you have some basis for judgement. **Please return complete evaluation to Provost and Vice-President's Office (C-106 or BAB 203).**

Scale: 1 being Unsatisfactory to 5 being Exceptional

A. Planning Scale: 1 being Unsatisfactory to 5 being Exceptional

	1	2	3	4	5
1. Displays effective planning ability					
2. Listens to new ideas					
3. Establishes and communicates appropriate goals and objectives					
4. Defines and communicates priorities					
5. Defines and communicates policies and procedures					

B. Organization Scale: 1 being Unsatisfactory to 5 being Exceptional

	1	2	3	4	5
6. Delegates responsibilities and authority when appropriate					
7. Organizes and administers in a confident manner					
8. Keeps communication lines open					
9. Is accessible to faculty and staff					
10. Is accessible to students					

C. Administration Scale: 1 being Unsatisfactory to 5 being Exceptional

	1	2	3	4	5
11. Provides leadership					
12. Uses good judgement					
13. Acts fairly and decisively on important issues					
14. Is a good manager of financial resources					
15. Uses objective and fair methods of allocating resources					
16. Effectively uses personal contacts					
17. Makes effective use of committees					
18. Conducts meetings effectively					
19. Effectively uses memos, reports, and other contacts – keeps supervised Personnel informed					
20. Encourages individual initiative					
21. Is fair in evaluations					

22. Supports development of quality teaching/work					
23. Supports development of scholarly and artistic endeavors					
24. Supports quality institutional and public services					

D. Personnel Scale: 1 being Unsatisfactory to 5 being Exceptional

	1	2	3	4	5
25. Works effectively with supervised personnel					
26. Works effectively with other administrators					
27. Works effectively with office staff					
28. Works effectively with external groups					
29. Has skill in recruiting personnel					

E. Personal Traits Scale: 1 being Unsatisfactory to 5 being Exceptional

	1	2	3	4	5
30. Possesses high degree of integrity					
31. Is sensitive to concerns and needs					
32. Handles conflicts effectively					
33. Communicates ideas clearly					
34. Is an effective speaker					
35. Is supportive of faculty and administration needs					
36. Displays and enthusiastic, positive outlook					
37. Treats faculty, staff and students with respect and courtesy					
38. Supports the overall scholarly and artistic endeavors of the university					
39. Serves as good representative to internal units of the institution					
40. Serves as good representative to external publics					
41. Is active in professional organizations					
42. Serves as a professional role model for faculty and other administrators					
43. OVERALL COMPETENCE/EXCELLENCE IN ROLE					

Comments:

APPENDIX I

POLICY REGARDING INTERRATER RELIABILITY

APPENDIX I
Sul Ross State University
Department of Nursing
Policy Regarding Interrater Reliability

PURPOSE
This policy provides guidelines for performing interrater reliability reviews to promote consistency and fairness in the evaluation of student assignments, including written assignments and student performance during skills/simulated laboratories and clinical activities as required by the Texas Board of Nursing.

POLICY/PROCEDURE
The nursing faculty will use established grading rubrics to evaluate written assignments, clinical performance, and skill/simulated lab competencies.

Routine Interrater Reliability Assessments
Each semester, faculty members will carry out independent interrater reliability assessments of selected student written work and clinical performance in assigned courses. They will use established grading rubrics designed to reflect increasingly complex knowledge and skills students are expected to demonstrate across the program of study. Following the independent assessment, faculty will analyze similarities and differences in the application of grading rubrics, to clarify and reconcile expectations for student performance. Faculty will report on outcomes of interrater reliability assessments during faculty meetings.

Interrater Reliability Assessments for Failing Grades
If a failing grade is assigned to a student's written or clinical assignment, the faculty of record, who is responsible for grading, will request another faculty teaching in the course or, if a sole faculty, another faculty familiar with the grading rubric, to evaluate the student's performance, written or clinical. The requested faculty will grade the student's work or performance using an unmarked grading rubric for that assignment. The original grade will remain if the second grade is within +/- 5 points of the original grade. Faculty will confer and reconcile a final grade if the second grade is greater than +/- 5 points of the original.

Evaluating Interrater Reliability
1. Calculate the mean of all faculty grades on the selected assignment.
2. Identify the number of agreements and disagreements on the scores. Using a scale of 100, agreement is considered a range of +5 to –5 points off the mean; disagreement is any score outside this range.
3. Estimate the interrater reliability by using the following formula (Woods & Catanzaro, 1988):
   Total number of agreements and disagreements will be recorded.
   Interrater reliability (% of agreement) is equivalent to the number of agreements divided by the total agreements and disagreements (# agreements/total # agreements + # disagreements).
4. An acceptable rate of agreement is 85% or higher.
   Lack of Interrater Reliability: If the interrater agreement is less than 85%, the faculty members will discuss reasons for differences in the assessment and determine whether to revise the assignment or the rubric or whether the process of reconciliation resolves the discrepancies in

the view of the evaluators. Faculty will schedule a reassessment of the assignment and/or rubric. It is expected that grading by different faculty will reflect agreement following the interrater review process.

APPENDIX J

SUL ROSS STATE UNIVERSITY
BSN PROGRAM

SEMESTER COURSE EVALUATION SURVEY

APPENDIX J
SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM
SEMESTER COURSE EVALUATION

Course Name & Number:_____ **Term & Year**_____

Faculty:_____

In order to provide high-quality educational experiences, your instructors are interested in your perceptions of this course. This form includes statements related to both didactic and clinical components (as applicable) of the course as well as faculty instruction. If there was no clinical in your course, please check *"Not Applicable."* You are encouraged to offer specific advice and constructive appraisal of your learning experiences as you answer the open-ended questions at the end of the form. Thank you for providing feedback to improve the course.

Evaluation of Theory and Didactic Course	**Strongly Agree 5**	**Agree 4**	**Uncertain 3**	**Disagree 2**	**Strongly Disagree 1**	**Not Applic-able 0**
1. The course orientation provided helpful information about expectations for successful completion of the course.						
2. The introduction to Blackboard, online learning, weekly learning activities, and computer competency was for your learning needs.						
3. The course syllabus was well organized.						
4. Course materials were provided in sufficient time to allow you to prepare adequately for assignments.						
5. Assignments were helpful in acquiring a better understanding of course content.						
6. The use of Blackboard Discussions was helpful to accomplish the course requirements.						
7. The course provided ample opportunities to collaborate and learn from other students in synchronous and asynchronous assignments.						
8. Student responsibilities (being prepared, participation, group projects, communication etc.) were well defined in this course.						
9. The frequency of student & instructor interaction was adequate.						
10. Grading criteria and rubrics were clearly stated in the syllabus & consistent with methods used to assign grades.						
11. Assignment grades and/or test results were provided.						
12. Tests (if applicable) were directly related to assignments, Blackboard discussions, and other planned activities.						

13. Appropriate technical assistance was readily available.						
14. The quality of online instruction using synchronous and asynchronous methods was excellent.						
15. Adequate online library resources were provided.						
16. Course assignments were related to the focus of the course and related to the level of the program.						

Evaluation of Clinical Learning Activitiesand Experiences if Applicable	**Strongly Agree 5**	**Agree 4**	**Uncertain 3**	**Disagree 2**	**Strongly Disagree 1**	**Not Applic-able 0**
1. Students were encouraged to identify their individual clinical objectives that reflectedareas of need.						
2. Students were encouraged to select a patient population for their clinical experience.						
3. Students were provided weekly guidelines for developing physical assessment skills.						
4. Guidelines were provided for development of a population Data Base.						
5. Students were encouraged to suggest areas that would provide clinical experience for their patient population.						
6. Students were an integral part in planning clinical time with their clinical preceptors.						
7. Clinical experience was directed toward development of skill with physical assessment, relating diagnostic data to identified patient diagnoses, and linking management prescribed by the primary provider to patient needs.						
8. Students were encouraged to identify areas of need to enhance clinical leadership and management.						
9. Evaluation of physical assessment techniques was a meaningful learningexperience.						
10. Clinical activities were appropriate and directed to development of nursing knowledge and skill for a selected patient population.						
11. Weekly discussion topics were relevant and stimulated identification of appropriatediscussion areas.						

Evaluation of Instructor	**Strongly Agree 5**	**Agree 4**	**Uncertain 3**	**Disagree 2**	**Strongly Disagree 1**	**Not Applic-able 0**
1. The instructor's teaching stimulated my interest in the subject.						
2. The instructor expressed ideas clearly.						
3. The instructor encouraged students to feel free to ask questions.						
4. The instructor thoughtfully answered all questions raised by students.						
5. The instructor provided relevant & timely feedback regarding my work in this course.						
6. The instructor treated students with respect.						
7. The instructor seemed genuinely interested in my learning.						
8. The instructor was readily available for consultation with students online, by email, and by phone.						
9. The instructor used teaching methods that helped me understand the practical application of the course content.						
10. The instructor effectively used online learning systems (e.g. Blackboard) to promote learning.						
11. If I had academic difficulty or personal issues affecting my performance, the instructor advised me of my status and options.						

General evaluation of the Course:

Rate the amount of work you did:
( ) Less than assigned ( ) What was assigned ( ) More than what was assigned

Rate the level of your involvement in the activities of this course:
( ) Limited involvement ( ) Somewhat involved ( ) Highly involved

How much practical knowledge have you gained from this course?
( ) Minimum ( ) Some practical knowledge ( ) A great deal

General Evaluation of the Course when compared to other courses you have taken:
( ) Poor ( ) Very poor ( ) Average ( ) Good ( ) Excellent

What are the major strengths of this course? What are the major weaknesses of this course?

What would you suggest for improvement of this course?

APPENDIX K

SUL ROSS STATE UNIVERSITY
BSN FACULTY SATISFACTION SURVEY

APPENDIX K
SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

BSN FACULTY SATISFACTION ANNUAL SURVEY

In order to ensure that faculty are able to provide a high-quality educational experience, it is important to survey Nursing Program faculty annually according to the Commission on Collegiate Nursing Education Standards (CCNE). If there is an item that you do not have enough informationon or experience with, please indicate *Uncertain*. If you think a particular item does not apply to you, please indicate *Not Applicable*. You are encouraged to identify specific strengths, opportunities for improvement, and specific advice on the open-ended questions at the end of the form. Thank you for providing feedback to maintain continuous quality improvement of the SRSU BSN program.

How satisfied are you with the following? On a scale of 5 *strongly agree* to 1 *strongly disagree*

Evaluation	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applic-able 0
Leadership						
Leadership of the Nursing Program Director provides clear direction for the current & future goals of the program.						
Leadership of the Nursing and University administrators provide sufficient support for the success of the BSN Program.						
The Program Director is accessible and responsive to faculty recommendations and concerns.						
BSN Program						
There are sufficient, qualified faculty to accomplish the mission, goals, & expected program outcomes.						
Faculty participate in development and review of the Nursing Programvision, mission, shared values, and expected student outcomes.						
The program philosophy and curriculum conceptual framework guide the curriculum.						
Professional standards are utilized in the development & implementation of the BSN curriculum.						
Faculty participate in and are responsible for the process of curriculum evaluation, revision, and course changes.						
Student course evaluations and recommendations are utilized for course revisions.						
The University formal complaint process is clear and accessible.						
Resources are provided for development of students' critical thinking, problem-solving skills, and achievement on the NCLEX.						

Procedures for selecting, validating, & orienting academically & experientially qualified clinical preceptors to clinical responsibilities are effective.						
Evaluation of preceptors and clinical sites is appropriate and conducted periodically according to the Systematic Evaluation Plan.						
Sufficient & appropriate clinical sitesare available for students.						
Faculty Role						
Applicable University and Program faculty orientation is provided.						
University polices regarding the process for promotion and tenure are clear and accessible.						
Expected faculty outcomes in teaching, scholarship, practice and service for promotion and tenure, and salary merit are clear and accessible.						
Additional discipline-specific criteriaregarding promotion and tenure for Nursing Program Faculty are clear and accessible.						
Opportunities for faculty clinical practice are addressed in University and/or Nursing Department policies.						
University & Program catalogs, websites, & documents are accessible and kept up to date.						
Opportunities for faculty participation in Nursing Program and University governance are provided.						
Flow of information and communication within the Nursing Program and/or Institution is functional.						
Accommodations in terms of travel expenses and time for faculty to teachclinical off campus in multiple sites is provided.						

Resources						
Fiscal resources are sufficient to meet the Nursing Program's needs.						
Faculty salaries meet the AACN mean for part-time faculty for type of university and region.						
University & Nursing Program physical space and resources are sufficient to meet the program's needs.						
University support of Nursing Program faculty's academic and professional development is provided through attendance at conferences and workshops.						
University and Nursing Program support for improving teaching effectiveness, research, and scholarship is provided when requested.						

The distance-education platform for developing and teaching online courses is accessible, appropriate, and functional.						
The system for validating online-course student enrollment, course participation, and evaluation for maintaining academic integrity is available & functional.						
Nursing Program and University evaluation of the quality for on-site & online courses is readily available.						
Academic services including IT support for email, online course development, revision and ongoing support, technical assistance for Blackboard & teaching on-site, and online library resources are readily provided and easily available.						
Academic support services, including advising, career/major & personal counseling, classroom instruction, academic workshops, tutoring, & financial aid counseling, are sufficient to meet program & student needs.						
Secretarial support is adequate and readily available.						
Evaluation						
The Systematic Evaluation Plan is consistently implemented on a defined, periodic basis, & results are utilized for program improvement.						

Individual student performance is evaluated by the faculty & reflects achievement of expected student outcomes.						

In your opinion:

What are the major strengths of the BSN Program?

What are the major opportunities & your specific recommendations for improvement of the BSN Program?

Please add additional pages if necessary.

APPENDIX L

BSN PROGRAM
SYSTEMATIC EVALUATION PLAN
AND
EVALUATION SCHEDULE BY MONTH

APPENDIX L
SUL ROSS STATE UNIVERSITY
BSN PROGRAM
SYSTEMATIC EVALUATION PLAN (SEP)

CCNE STANDARD I – Program Quality: Mission & Governance				
The mission, goals and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.				
Key Elements	**Process of Evaluation**			
	Methods, Source of Data, Analysis & Documentation of Outcomes	**Respon-sibility**	**Time Frame**	**Benchmark(s)**
1-A The mission, goals and expected program outcomes are: congruent with those of the parent institution; reviewed periodically and revised as appropriate.	**Methods**: Periodic review & analysis of congruence of SRSU & Nursing Program missions, goals, & expected program outcomes. **Data Source**: Mission & goal statements of SRSU & Nursing Program Nursing Program expected program outcomes. Nursing Program Faculty Handbook **Outcomes** documented in Faculty Committee minutes	Nursing Program Director & Faculty	Bi-annually (July)	90% or more congruence of Nursing Program mission, goals & expected program outcomes with SRSU mission & goals
1-B The mission, goals, and expected student outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	**Method:** Periodic review & revision if needed of Nursing Program mission, goals & expected student outcomes to reflect consistency with AACN Essentials of Baccalaureate Education for Professional Nursing Practice & Texas BON Differentiated Essential Competencies of Graduates of Texas Nursing Programs. **Data Source**: Course syllabi & course maps; **Outcomes** documented in the Faculty Committee minutes	Nursing Program Director & Faculty	Bi-annually (July)	90% or more congruence of mission, goals and expected student outcomes with AACN BSN Essentials and Texas BON Differentiated Essential Competencies of Graduates of Texas Nursing Programs.
1-C The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.	**Method**: Periodic review of how program mission, goals, & expected outcomes reflect the needs & expectations of the community of interest. **Data Source:** Electronic surveys &/or discussions with the community of interest **Outcomes:** Documented in minutes of the Nursing Program Advisory Committee meetings.	Nursing Program Director & Faculty	Bi-annually (July)	80% or more of the Community of Interest agree that the Program mission, goals, & expected outcomes reflect the needs & expectations of the community of interest.
1-D The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	**Method:** Periodic review of Nursing Program expected faculty outcomes for clarity & process for communicating to faculty. **Data Source**: SRSU Faculty Handbook; Nursing Program Faculty Handbook. Faculty Satisfaction Survey **Outcomes:** Documented in the Faculty Committee minutes.	Nursing Program Director & Faculty	Bi-annually (July)	A mean score of 4 or higher on a 5 point scale indicating that faculty agree that the Nursing Program expected faculty outcomes are clear, written, & communicated to faculty. A mean score of 4 or higher on a 5 point scale that faculty agree that the Nursing Program expected faculty outcomes are congruent with SRSU Expected Faculty Outcomes

1-E Faculty & students participate in program governance.	**Method**: Periodic review of faculty & student participation in program governance. **Data Source**: Faculty & Student Satisfaction survey results; Faculty Organization Bylaws regarding roles of faculty & students in meaningful governance of the program & evidence of participation in committee meetings. **Outcomes** documented in the Faculty Committee minutes.	Nursing Program Director, Faculty & students	Bi-annually (July)	A mean score of 4 or higher on a 5 point scale that faculty & students surveyed agree that there are clearly defined opportunities to participate in governance & influence of the program.
1-F Academic policies of the parent institution & the nursing program are congruent and support achievement of the mission, goals, & expected student outcomes. The policies are fair & equitable; published & accessible; & reviewed & revised as necessary to foster program improvements	**Method**: Periodic review of SRSU & Nursing Program academic policies for congruence & achievement of the mission, goals & expected student outcomes. Review of the process used to notify constituents about policy changes. **Data Source**: Nursing Program Faculty & Student Handbooks; University Catalog; Websites, Course Syllabi, Faculty & Student Satisfaction survey results. **Outcomes:** Documented in the Faculty Committee Minutes	Nursing Program Director & Faculty	Bi-annually (Dec) or as needed.	A mean score of 4 or higher on a 5 point scale indicating that faculty surveyed agree that academic policies support achievement of the mission, program goals, & expected student outcomes. A mean score of 4 or higher indicating that faculty & students surveyed agree that policies are fair & equitable; published, accessible, reviewed & revised to foster program improvement
I-G The program defines and reviews formal complaints according to established policies.	**Method**: Periodic review of SRSU formal complaint policy; review of formal complaints indicating a need for program improvement & actions taken. **Data Source**: Formal Complaints description & process; SRSU Catalog; Nursing Program Faculty Handbook; Nursing Program Student Handbook Nursing program written formal complaints. **Outcomes:** Documented in Formal Complaint folder in Program Director's office.	Program Director	Ongoing review of Nursing Program formal complaints & formal complaint policy & process	100% of formal complaints are reviewed and improvements are implemented and documented if indicated.
I-H Documents & publications are accurate. A process is used to notify constituents about changes in documents & publications.	**Method**: Periodic review of all Nursing Program online and paper documents & publications for accuracy. Review of student surveys and the process to notify constituents of changes in documents & publications. **Data Source:** Nursing Program Web-site, course syllabi, degree plans, student & faculty handbooks, notification process, program brochures & SRSU catalog information. **Outcomes** documented in the Faculty Committee minutes.	Nursing Program Director, faculty & staff	Review annually (Dec) & as needed	95% or more of Nursing Program documents & publications are accurate. A mean score of 4 or higher on a 5-point scale indicating that faculty and students agree that there is compliance with the notification process to notify constituents of changes in documents & publications

STANDARD II – Program Quality: Institutional Commitment & Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

Key Elements	Process of Evaluation			
	Methods, Source of Data, Analysis & Documentation of Outcomes	**Respon-sibility**	**Time Frame**	**Benchmark(s)**

II-A Fiscal resources are sufficient to enable the program to fulfill its mission, goals, & expected outcomes. Adequacy of fiscal resources is reviewed periodically & resources are modified as needed.	**Method**: Periodic review & analysis of adequacy of fiscal resources for support of program development, implementation & evaluation. **Data Source:** Nursing Program current & projected budget; Evidence of recruitment & retention of qualified faculty & staff; Faculty & student satisfaction survey results; Identification of program needs for budget planning. **Outcomes:** Documented in Nursing Program budget description and Faculty meeting minutes.	Nursing Program Director, faculty	Annually (Feb)	90% or more of faculty salaries are within 75% of AACN guidelines based on rank, institutional, region, & program characteristics A mean survey score of 4 or higher on a 5-point scale indicating that faculty believe that Program fiscal resources are sufficient.
II-B Physical resources & clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites are reviewed periodically, and resources are modified as needed.	**Method:** Periodic review of physical space, facilities and clinical sites. **Data Resource:** Faculty and Student Satisfaction Surveys of evaluation of physical space and facilities, equipment and supplies and learning materials Student and Faculty Survey Evaluations of clinical sites. **Outcomes:** Documented in Faculty Meeting Minutes.	Nursing Program Director, faculty and students.	Annually (Feb) or as needed.	A mean survey score of 4 or higher on a 5 point scale indicating that faculty and students rank the physical and clinical sites as adequate to fulfill the Nursing Program mission, goals and expected outcomes.
II-C Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.	**Method:** Periodic review and evaluation of academic support services to ensure quality & ability to meet program & student needs. **Data Source:** Student & faculty satisfaction survey results for adequacy of academic support services to meet program requirements & student needs. **Outcomes** documented in the Faculty meeting minutes.	Nursing Program Director, Faculty & Students	Annually (Feb) & as needed.	A mean survey score of 4 or higher on a 5 point scale indicating faculty & students agree that academic support services (Library, technology, distance education support, advising services) are adequate to meet program & student needs.
II-D The chief nurse administrator of the nursing unit is: A registered nurse (RN) Holds a graduate degree in nursing; Holds a doctoral degree if the nursing unit offers a graduate program in nursing; Is vested with the administrative authority to accomplish the mission, goals and expected program outcomes. Provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.	**Method**: Periodic review of Program Director's qualifications according to requirements of CCNE & Texas BON; Comparison of the Program Directors budgetary decision making and evaluation authority to that of other Program Directors of SRSU programs. Review of opportunities for faculty/staff and community of interest input into program decisions, & faculty satisfaction survey of Program Director's leadership qualities. **Data Source**: Program Director's CV SRSU & Nursing program organizational charts. Program Director's evaluation by appropriate reporting Dean & faculty survey. Faculty satisfaction survey of Program Director's leadership qualities. **Outcomes** documented in the Program Director's annual evaluation and results of Faculty Satisfaction surveys.	SRSU Dean of the College of Agriculture, Life, and Physical Sciences, faculty; students	Review Annually (Nov)	100% compliance with CCNE & Texas BON Program Director qualifications. Congruence that the Program Director's authority is comparable to SRSU Program Directors. A mean score of 4 or higher on a 5-point scale indicating that faculty and students agree the program director consults faculty, students & other communities of interest to make decisions necessary to accomplish the mission, goals, & expected student & faculty outcomes. A mean score of 4 or higher on the Faculty Satisfaction survey indicating that faculty agree the program director is perceived by the communities of interest to be an effective leader.

II-E Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; Academically prepared for the areas in which they teach; & Experientially prepared for the areas in which they teach.	**Methods:** Periodic review for adequacy of number & mix of faculty to achieve the mission, goals, & expected student & faculty outcomes. Review of faculty –to – student ratios for adequate supervision & evaluation & compliance with Texas BON rules & regulations. Comparison of documentation of faculty qualifications (academics & experience, licensure, certification, etc.) with didactic & clinical teaching assignments. **Data Source:** Faculty Course Assignments Faculty CVs Faculty Evaluations & Workloads Faculty Satisfaction Surveys **Outcomes** documented in Nursing Program Faculty CVs & Evaluations.	Program Director	Annually (Nov) & as needed	A mean survey score of 4 or higher on a 5 point scale that faculty agree that the Nursing Program workload is adequate to achieve the mission, goals, & expected student & faculty outcomes. 100% of faculty qualified academically & experientially for teaching assignments or have a plan & deadline for meeting qualifications & are supervised by qualified faculty. 100% compliance with Texas BON faculty-to-student ratios.
II-F Preceptors used by the program as an extension of faculty are academically and experientially qualified for their role.	**Method:** Periodic review of policies and outcomes regarding the use, roles, academic qualifications, and experience of preceptors with respect to teaching, supervision & student evaluations for achieving expected student outcomes & congruence with relevant professional nursing standards & Texas BON Preceptor Guidelines. **Data Source:** Preceptors' CVs Student Weekly Evaluation by Preceptor Survey evaluation of clinical preceptors & clinical sites by both faculty and students. Preceptor's Self-Assessment evaluation of experience **Outcomes** documented in the Faculty Committee minutes**.**	Nursing Program Director, faculty & students	Annually (May) or as needed	85% of preceptors or more are academically qualified and have the expertise to support student achievement of expected learning outcomes or have a plan & deadline for meeting qualifications. Preceptors report performance expectations are clearly communicated. 90% of the time. Mean Score of 4 or higher on a 5-point scale for faculty & student evaluations of preceptors and clinical sites. Nursing Program Preceptor Guidelines are 100% congruent with Texas BON Preceptor Guidelines
II-G The parent institution & program provide & support an environment that encourages faculty teaching, scholarship, service, & practice in keeping with the mission, goals, and expected faculty outcomes.	**Method:** Periodic review of faculty policies, Faculty Satisfaction survey results & adequacy of SRSU & the Nursing Program to support faculty outcomes congruent with defined expectations of the faculty role & in support of the mission, goals, and expected student outcomes. **Data Source:** Faculty CVs SRSU Faculty Handbook Policies Nursing Program Faculty Handbook Faculty Evaluations & CVs Faculty Satisfaction Survey results **Outcomes** documented in Nursing Program Faculty Committee minutes.	Nursing Program Director & Faculty	Annually (Nov)	Mean Score of 4 or higher on a 5 point scale that faculty agree SRSU provides sufficient support for faculty teaching, scholarship, service & practice to meet expected faculty outcomes. .

Standard III – Program Quality: Curriculum, Teaching-Learning Practices

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

Key Elements	Process of Evaluation			
	Method, Source of Data & Documentation	**Respon-sibility**	**Time Frame**	**Benchmark(s)**
III-A The curriculum is developed, implemented,	**Method**: Periodic review, analysis and action report of curricular courses,	Nursing Program	End of each Semester (Dec/May/ Summer	100% of curricular objectives clearly reflect expected

and revised to reflect clear statements of expected student outcomes congruent with the program's mission and goals: congruent with the roles for which the program is preparing its graduates; & considers the needs of the program identified by the community of interest.	module objectives and/or competencies & outcomes for reflection of clear statements of expected student outcomes congruent with the program mission, goals and role. **Data Source:** Course Syllabi; Course Maps; & Summaries of End of Semester Course Evaluation Reports and Improvement Plans. Surveys &/or communication with the Community of interest **Outcomes** documented in the Faculty Committee minutes.	Director & Faculty	terms)	student outcomes. 100% of curricular objectives contribute to the mission, goals, expected student outcomes and roles. 80% or more of the Community of Interest agrees that the Program considers program needs as identified by the Community of Interest.
III-B The BSN curricula are developed, implemented, & revised to reflect relevant professional nursing standards & guidelines, which are clearly evident within the curriculum & within the expected student outcomes (individual & aggregate). The BSN program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).	**Method:** Periodic evaluation of course syllabi & expected student learning outcomes to reflect current AACN BSN Essentials & Texas BON Differentiated Essential Competencies & other relevant current standards & guidelines **Data Source:** Nursing Course Syllabi, Course Maps, Crosswalks of Courses and Professional Standards **Outcomes:** Documented in the Faculty Committee minutes.	Nursing Program Director & Faculty	End of semester (Dec/May/ Summer terms))	100% of learning outcomes reported in end of course reports reflect AACN BSN Essentials, and/or Texas BON Differentiated Essential Competencies & expected student outcomes (individual & aggregate).
III-Elements C, D, & E are N/A				
III-F The curriculum is logically structured to achieve expected student outcomes. The BSN curricula build upon a foundation of the arts, sciences, & humanities.	**Method:** Periodic review of required courses in the arts, sciences & humanities that form the foundation for the Nursing Program courses for a logical structure. **Data Source:** Nursing Program pre-curriculum Courses Texas Higher Coordinating Board criteria for core curriculum SRSU University requirements **Outcomes** documented in the Faculty Committee minutes.	Nursing Program Director & Faculty; Applicable SRSU faculty and committees	Bi-annually (July) & as needed.	100% of BSN curricula are logically structured on a foundation of the arts, sciences and humanities as prescribed by the Texas Higher Education Coordinating Board
III-G Teaching-learning practices support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest; & expose students to individuals with diverse life experiences, perspective, and backgrounds.	**Method**: Periodic review of teaching-learning practices & environments (synchronous & asynchronous classroom, clinical, lab, simulation, online platform) related to expected student learning outcomes identified in course and/or module objectives. **Data Source:** Faculty & Student Satisfaction Surveys Student end-of-course evaluation satisfaction surveys End-of-semester course syllabi review by faculty **Outcomes** documented in Faculty Committee minutes.	Nursing Program Director & Faculty	End of each semester Course Evaluation Reports & Improvement Plans. Faculty analysis & report of courses taught.	A mean score of 4 on a 5 point scale that faculty agree and provide evidence that teaching learning practices support the achievement of expected student outcomes. A mean score of 4 on a 5-point scale that faculty & students agree teaching-learning environments (classroom, clinical, online platform) support achievement of expected student outcomes.
III-H The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge & demonstrate	**Method:** Periodic evaluation of appropriateness of teaching-learning practices in clinical practice experiences based on prior learning, student demographics, course delivery, clinical site & preceptor evaluations	Nursing Program Director & Faculty	End of each semester (Dec/May/ Summer terms)	A mean score of 4 or more on a 5-point scale indicating that faculty & students believe planned clinical practice experiences enable students to integrate new

attainment of program outcomes; foster inter-professional collaborative practice; & are evaluated by faculty.	**Data Source:** Student Evaluations by faculty & preceptors Student & faculty evaluations of preceptors & clinical sites. Weekly Evaluations by Preceptors End of Semester Preceptor Self-Assessment **Outcomes** documented in Faculty Committee minutes.			knowledge & demonstrate attainment of program outcomes. 90% or more of planned clinical practice experiences & clinical sites are evaluated by faculty and students.
III-I Individual student performance is evaluated by the faculty & reflects achievement of expected student outcomes. Evaluation policies & procedures for individual student performance are defined & consistently applied.	**Method**: Periodic review and analysis of formal evaluation tools used to inform decisions that facilitate the achievement of individual student learn outcomes. **Data Source:** Course Syllabi Student & faculty satisfaction surveys Course Evaluation Tools & Rubrics Evaluation policies & procedures **Outcomes** documented in Faculty Committee minutes.	Nursing Program Director & Faculty	End of each semester (Dec/May/Summer terms)	85% or more individual student performance reflects achievement of expected student outcomes and is evaluated by faculty. 100 % of all nursing program courses include evaluation policies & procedures for individual student performance & are consistently applied.
III-J Curriculum & teaching–learning practices are evaluated at regularly scheduled intervals and evaluation data are used to foster ongoing improvement.	**Method:** Periodic reviews of teaching-learning practices in all courses are evaluated to foster ongoing improvement. **Data Source**: Faculty and Student Satisfaction surveys Course Syllabi and End-of-semester course evaluation Reports and Improvement Plans. **Outcomes** documented in Nursing Program Faculty Committee minutes	Nursing Program Director & Faculty	End of each semester (Dec/May/Summer terms)	90 % or more courses & teaching-learning practices are reviewed during the end of semester faculty course analysis and report & improvements are implemented based on data provided

Standard IV – Program Effectiveness: Assessment & Achievement of Program Outcomes

The program is effective in fulfilling its mission & goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, & other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Key Elements	Process of Evaluation			
	Method, Source of Data & Documentation	**Respon-sibility**	**Time-Frame**	**Benchmark(s)**
IV-A A systematic process is used to determine program effectiveness.	**Method**: Periodic review of the implementation of The Nursing Program Systematic Evaluation Plan **(**SEP**)** with evaluation and analysis of the outcomes and effectiveness of revisions. **Data Source:** Data provided by the Nursing Program Systematic Evaluation Plan **Outcomes** documented in Nursing Program Faculty Committee minutes.	Nursing Program Director & Faculty	Annually (summer)	Data provided by the Nursing Program SEP meets the established benchmarks 80% or more of the time and is effective in determining program effectiveness. The Evaluation Plan is implemented according to the time frame 80% of the time.
IV-B Program completion rates demonstrate program effectiveness.	**Method:** Review of the Nursing Program completion rates for recent calendar year according to CCNE Elaborations. **Data Source:** Cohort completion rates by calendar year. **Outcomes:** Documented in Nursing Program Faculty Committee minutes and Annual Program Report.	Nursing Program Director & Faculty	Annually (Dec)	70% or more BSN students complete on time within 8 semesters for at least one of the criteria described in the CCNE Element Elaboration.
IV-C Licensure pass rates demonstrate program effectiveness.	**Method:** Review of NCLEX pass rates for recent calendar year. **Data Source**: Texas BON Licensure pass rates recalculated by calendar year **Outcomes:** Documented in Nursing Program Faculty Committee minutes and Annual Program Reports.	Nursing Program Director	Annually (Dec)	Pre-licensure BSN graduates meet the NCLEX pass rate of 80% for Texas BON and at least one of the CCNE criteria described in the Element Elaboration by calendar year.

IV-D Element D is N/A				
IV-E Employment rates demonstrate program effectiveness.	**Method:** Periodic review of data of employment rates of graduates, alumni & known current employers. **Data Source:** Electronic, mailed, and/or phone surveys of graduates. **Outcomes:** Documented in Nursing Program Faculty Committee minutes and Annual Program Reports.	Nursing Program Director & Faculty	Annually within 6-12 months of graduation (June-May)	90% or more BSN graduates are employed within 6-12 months post-graduation.
IV-F. Data regarding completion, licensure, and employment rates are used, as appropriate, to foster ongoing program improvement.	**Method**: Periodic review of Nursing Program outcomes related to completion, licensure, and employment rates to determine program effectiveness **Data Source:** Program improvement changes based on the following data: Completion rates calculated by calendar year; Texas BON NCLEX pass rates and NCLEX pass rates calculated by calendar year for at least one of the CCNE criteria described in the Element Elaboration. Employment rates within 6 -12 months post-graduation. Evidence of review and measures to foster improvement in end of semester course reviews and program outcomes. **Outcomes:** Program Improvement documented in Faculty meeting minutes.	Nursing Program Director & Faculty	Annually (Dec)	70% or more BSN student cohorts will complete on time. 80% or more graduates will pass NCLEX for Texas BON criteria and by calendar year. 90% or more graduates will be employed within 6-12 months of graduation. Evidence of review of outcomes and implementation of measures to foster ongoing program improvement.
IV-G Aggregate faculty outcomes demonstrate program effectiveness.	**Method:** Periodic review of aggregate faculty outcome accomplishments. **Data Source**: Individual and aggregate faculty teaching, scholarship and service accomplishments Faculty CVs and yearly formal evaluations, **Outcomes:** Documented in Annual Program Report.	Nursing Program Director	Annually (Nov)	**Teaching Effectiveness:** Total Teacher Mean Satisfaction with all Courses by Semesters and by years will be 4.0 or higher on a 5-point scale. **Scholarship:** Measurement of aggregate faculty yearly scholarship outcomes with 80% or more participation. **Faculty Service**: 90% or more faculty will be involved in professional, university and/or Nursing Program committee service. **Post-Graduation Exit**: **Satisfaction Survey:** Total Mean Post-Grad Program Satisfaction Survey will be 4 or above on a 5-point scale.
IV-H Aggregate faculty outcomes are analyzed and used, as appropriate, to foster ongoing program improvement.	**Method:** Periodic analysis of faculty outcomes related to teaching effectiveness, scholarship, & service. **Data Source**: End of Course & Post-Grad Evaluations End of Semester Course Evaluation Reports and Improvement Plans Yearly formal faculty evaluations Faculty CVs and other documentation **Outcomes:** Documented in annual faculty evaluations	Program Director & Faculty	Annually (Nov)	All aggregate faculty outcomes are reviewed annually and compared to the past year to determine needs for improvement.
IV-I Program outcomes demonstrate program effectiveness.	**Method:** Periodic review of Nursing Program outcomes to determine program effectiveness. **Data Source**: Institutional Effectiveness analysis of Program Outcomes.	Program Director & Faculty	Annually (July)	Met expected program outcomes benchmarks as determined by annual Institutional Effectiveness benchmarks and process.

	Outcomes: Documented in SRSU Institutional Effectiveness Reports.			
IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.	**Method**: Ongoing review and analysis of all outcome evaluation data. **Data Source**: All data from Nursing Program and SRSU faculty & student surveys, program evaluation forms, completion rates, NCLEX pass rates, employment rates, and input from community of interest. **Outcomes** documented in Faculty Committee minutes and Action Plans.	Nursing Program Director & Faculty	Ongoing	Program improvement action plans based on data analysis are successfully implemented 90 % of the time.

Rev 2-3-2020; Rev 1-28-2021 CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs as (as Amended 2018)

Sul Ross State University
BSN Program
Systematic Evaluation Plan (SEP) Schedule by Month

Month	CCNE Standard/Element	Tool(s)	Responsibility	Time Frame
Sept	N/A	N/A	N/A	N/A
Oct	N/A	N/A	N/A	N/A
Nov	II-D Chief Nurse Qualifications	SRSU administrative evaluation forms	SRSU Appropriate Dean Report	Annually (Nov)
Nov	II-E Faculty academic & experience qualifications	SRSU Faculty Evaluation forms & CVs	Program Director	Annually (Nov) & as needed
Nov	II-G SRSU & Program support for faculty teaching, scholarship, service & practice	Faculty satisfaction surveys & evidence of support resources	Program Director & Faculty	Annually (Nov) & as needed
Nov	IV-G Aggregate faculty outcomes	Faculty Evaluation forms; Aggregate summary of end of course evaluations; Aggregate evidence of teaching, scholarship & service	Program Director	Annually (Nov)
Nov	IV-H Aggregate faculty outcomes are analyzed & used for program improvement	SRSU Faculty Evaluation forms; Evidence of analysis of aggregate faculty outcomes used for program improvement	Program Director & Faculty	Annually (Nov)
Dec	I-F Academic Policies	SRSU & Program academic policies	Program Director & Faculty	Bi-annually (Dec) & as needed
Dec	I-H Accuracy of documents & Publications	SRSU & Program documents & publications	Program Director. Faculty & Staff	Bi-annually (Dec) & as needed
Dec/May	III-A Curriculum reflects clear statements of expected student outcomes	Analysis & aggregate summary of all End of Semester Course Evaluation Reports	Program Director & Faculty	End of each semester; (Dec/May/ Summer terms)
Dec/May	III-B Curriculum reflects professional nursing standards, (AACN BSN Essentials & TBON DECs)	Analysis of aggregate summary of all End of Semester Course Evaluation Reports & course maps	Program Director & Faculty	End of each semester (Dec/May/ Summer terms)
Dec/May	III-G Teaching Learning practices support achievement of expected student outcomes	Analysis of aggregate summary of all End of Semester Course Evaluation Reports	Program Director & Faculty	End of each semester (Dec/May/ Summer terms)

Dec/May	**III-H Curriculum includes planned clinical practice experiences**	**Analysis of aggregate summary of all End of Semester Course Evaluation Reports; Preceptor & Clinical Site evaluations**	**Program Director & Faculty**	**End of each semester (Dec/May/ Summer terms)**
Dec/May	**III-I Evaluation of individual student performance by faculty and use of evaluation data for program improvement.**	**Analysis of aggregate summary of End of Semester Course Evaluation Reports**	**Program Director & Faculty**	**End of each semester (Dec/May/ Summer terms)**
Dec/May	**III-J Evaluation of curriculum & teaching – learning practices and use of evaluation data for program improvement**	**Results of formal Evaluation data resulting in program improvement**	**Program Director & Faculty**	**End of each semester (Dec/May/ Summer terms))**
Dec	**IV-B Program completion rates**	**Calculation of completion rates by calendar year & cohort**	**Program Director**	**Annually (Dec)**
Dec	**IV-C NCLEX Licensure pass rates**	**Calculation, evaluation & analysis of NCLEX results by calendar year**	**Program Director**	**Annually (Dec)**
Dec	**IV-F Use of completion, licensure, & employment rates for program improvement**	**Results of completion, licensure, & employment rates; resulting in needed program changes & evidence of program improvement**	**Program Director & Faculty**	**Annually (Dec)**
Jan	**N/A**	**N/A**	**N/A**	**N/A**
Feb	**II-A Sufficient fiscal resources to fulfill program mission**	**Current & next fiscal year budget**	**Program Director**	**Annually (Feb) & as needed**
Feb	**II-B Adequacy of physical resources and clinical sites**	**Data from program institutional surveys & Faculty & Student evaluation of clinical sites**	**Program Director, Faculty, & Students**	**Annually (Feb) & as needed**
Feb	**II-C Sufficient academic resources**	**Faculty & Student satisfaction surveys & program institutional surveys**	**Program Director, Faculty, & Students**	**Annually (Feb) & as needed**
March	**N/A**	**N/A**	**N/A**	**N/A**
April	**N/A**	**N/A**	**N/A**	**N/A**
May	**II-F Preceptor academic & experience qualifications**	**Faculty & Student evaluations of**	**Program Director & Faculty**	**Annually (May) & as**

		preceptors & Preceptor CVs		needed
May	**IV-E** Employment Rates	Electronic, mailed &/or telephone surveys of graduates	Program Director & Faculty	Annually within 6-12 months of graduation (June-May)
May	Additional Outcome Data	End of Program Student Satisfaction Survey	Program Director & Staff	Annually (May) & as needed
May	Additional Outcome Data	SRSU Student Satisfaction Survey	SRSU	4 weeks before end of semester
May	Additional Outcome Data	Alumni Satisfaction Survey	Program Director & Staff	Annually (May) 12 months post-graduation
June	**N/A**	**N/A**	**N/A**	**N/A**
July	**I-A** Mission, Goals & expected program outcomes	Mission, Goals & Expected Program Outcomes	Program Director & Faculty	Bi-annually (July)
July	**I-B** Mission, Goals & Expected Outcomes consistent with professional standards	Mapping of Mission, Goals & Expected Outcomes consistency with AACN Essentials & Texas BON DEC's	Program Director & Faculty	Bi-annually (July)
July	**I-C** Mission, Goals & Expected Outcomes/Needs of Community of Interest	Mission, Goals & Expected Outcomes & Community of Interest input	Program Director & Faculty	Bi-annually (July)
July	**I-D** Expected Program Faculty expectations & congruence with SRSU expectations	SRSU & faculty expectations; teaching, scholarship & service	Program Director & Faculty	Bi-annually (July)
July	**I-E** Faculty/Student participation in Program Governance	Committee membership & Faculty minutes	Program Director & Faculty	Bi-annually (July)
July	**III-F** Curriculum is logically structured & builds on the arts, sciences, & humanities	Pre-nursing courses required in the curriculum	Program Director & Faculty; applicable SRSU faculty & SRSU committees	Bi-annually (July) & as needed
July	**IV-A** Systematic process is used to determine program effectiveness	Evaluation & analysis of SEP results & effectiveness	Program Director & Faculty	Bi-annually (July)
July	**IV-I** Program outcomes demonstrate program effectiveness	Expected Student Outcome data; Institutional effectiveness program outcomes	Program Director & Institutional Effectiveness Director	Annually (July)
August	**N/A**	**N/A**	**N/A**	**N/A**

Ongoing	**I-G Formal Complaints**	**Submitted written complaints & results**	**Program Director & Faculty**	**Ongoing as needed**
Ongoing	**IV-J Program outcome data are used for ongoing program improvement**	**Aggregate summary of sources of Program Evaluation data; Institutional Effectiveness outcome data**	**Program Director, Faculty, & Institutional Effectiveness Director**	**Annually (summer) & ongoing as needed**

Revised August 31, 2019 MVF SRSU BSN Systematic Evaluation Plan (SEP) Calendar by Month
Revised January 27. 2021

APPENDIX M

BSN PROGRAM
STUDENT/PRECEPTOR
EVALUATION FORMS

SUL ROSS STATE UNIVERSITY

BACCALAUREATE NURSING PROGRAM

STUDENT COURSE EVALUATION

Course Name & Number:_____ **Term & Year:**_____

Faculty:_____

In order to provide high-quality educational experiences, your instructors are interested in your perceptions of this course. This form includes statements related to both didactic and clinical components (as applicable) of the course as well as faculty instruction. If there was no clinical in your course, please check *"Not Applicable."* You are encouraged to offer specific advice and constructive appraisal of your learning experiences as you answer the open-ended questions at the end of the form. Thank you for providing feedback to improve the course.

Evaluation of Theory and DidacticCourse	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
The course orientation provided helpful information about expectations for successful completion of the course.						
The introduction to Blackboard, online learning, weekly learning activities, and computer competency was for your learning needs.						
The course syllabus was well organized.						
Course materials were provided in sufficient time to allow you to prepare adequately for assignments.						
Assignments were helpful in acquiring a better understanding of course content.						
The use of Blackboard Discussions was helpful to accomplish the course requirements.						
The course provided ample opportunities to collaborate and learn from other students in synchronous and asynchronous assignments.						
Student responsibilities (being prepared, participation, group projects, communication, etc.) were well defined in this course.						
The frequency of student & instructor interaction was adequate.						
Grading criteria and rubrics were clearly stated in the syllabus & consistent with methods used to assign grades.						
Assignment grades and/or test results were provided.						
Tests (if applicable) were directly related to assignments, Blackboard discussions, and other planned activities.						

Evaluation of Theory and DidacticCourse	**Strongly Agree 5**	**Agree 4**	**Uncertain 3**	**Disagree 2**	**Strongly Disagree 1**	**Not Applicable 0**
Appropriate technical assistance was readily available.						
The quality of online instruction using synchronous and asynchronous methods was excellent.						
Adequate online library resources were provided.						
Course assignments were related to the focus of the course and related to the level of the program.						

Evaluation of Clinical LearningActivities and Experiences if Applicable	**Strongly Agree 5**	**Agree 4**	**Uncertain 3**	**Disagree 2**	**Strongly Disagree 1**	**Not Applicable 0**
Students were encouraged to identify their individual clinical objectives that reflected areas of need.						
Students were encouraged to select apatient population for their clinical experience.						
Students were provided weekly guidelines for developing physical assessment skills.						
Guidelines were provided for development of a population Data Base.						
Students were encouraged to suggest areas that would provide clinical experience for their patient population.						
Students were an integral part in planning clinical time with their clinical preceptors.						
Clinical experience was directed toward development of skill with physical assessment, relating diagnostic data to identified patient diagnoses, and linking management prescribed by the primary provider to patient needs.						
Students were encouraged to identify areas of need to enhance clinical leadership and management.						
Evaluation of physical assessment techniques was a meaningful learning experience.						
Clinical activities were appropriate and directed to development of nursing knowledge and skill for a selected patient population.						
Weekly discussion topics were relevantand stimulated identification of appropriate discussion areas.						

Evaluation of Instructor	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
The instructor's teaching stimulated my interest in the subject.						
The instructor expressed ideas clearly.						
The instructor encouraged students to feel free to ask questions.						
The instructor thoughtfully answered all questions raised by students.						
The instructor provided relevant & timely feedback regarding my work in this course.						
The instructor treated students with respect.						
The instructor seemed genuinely interested in my learning.						
The instructor was readily available for consultation with students online, by email, and by phone.						
The instructor used teaching methods that helped me understand the practical application of the course content.						
The instructor effectively used online learning systems (e.g. Blackboard) to promote learning.						
If I had academic difficulty or personal issues affecting my performance, the instructor advised me of my status and options.						

General evaluation of the Course:

Rate the amount of work you did:
( ) Less than assigned ( ) What was assigned ( ) More than what was assigned

Rate the level of your involvement in the activities of this course:
( ) Limited involvement ( ) Somewhat involved ( ) Highly involved

How much practical knowledge have you gained from this course?
( ) Minimum ( ) Some practical knowledge ( ) A great deal

General Evaluation of the Course when compared to other courses you have taken:
( ) Poor ( ) Very poor ( ) Average ( ) Good ( ) Excellent

What are the major strengths of this course? What are the major weaknesses of this course?

What would you suggest for improvement of this course?

SUL ROSS STATE UNIVERSITY

BACCALAUREATE NURSING PROGRAM

STUDENT EVALUATION OF CLINICAL PRECEPTOR

Facility/Site:_____ Semester/Year:_____

Preceptor Name:_____ Dates of Clinical Experience: _____

Student Evaluator: _____

During my clinical experience, my preceptor:	ALWAYS	MOST OF THE TIME	SOME TIMES	RARELY	N/A
1. Was available for initialplanning for clinical.					
2. Provided an orientation to unit and staff.					
3. Introduced student to professional culture of the unit.					
4. Served as a role model for professional growth.					
5. Planned experiences to meet clinical objectives.					
6. Developed a plan based on learning needs.					
7. Provided learning opportunities commensurate with patient availability.					
8. Discussed learning outcomes on a regular basis.					
9. Encouraged developmentof critical thinking/clinical reasoning skills.					
10. Provided opportunities for skills/techniques.					
11. Provided an environment conducive to learning.					
12. Incorporated clinical informatics/technology competencies into learning experience.					
13. Demonstrated professionalism and peerrespect.					
14. Incorporated currentchanges occurring in health-care delivery.					

15. Provided constructiveevaluation of clinical performance.					

Comments:

Student Signature:_____ Date: _____

SUL ROSS STATE UNIVERSITY

BACCALAUREATE NURSING PROGRAM

STUDENT EVALUATION OF CLINICAL SITE

Facility/Site:_____ Semester/Year:_____

Dates of Clinical Experience:_____

Student Evaluator: _____

The clinical learning environment provided:	**ALWAYS**	**MOST OF THE TIME**	**SOME TIMES**	**RARELY**	**N/A**
1. Orientation which led to adequate preparation for the clinical rotation.					
2. Clinical learning experiences that supported achievement of course objectives.					
3. Staff members who were supportive of student's learning.					
4. Clarity of student's function and responsibility.					
5. Adequate availability of patients.					
6. Diversity of types of patients to meet objectives.					
7. Staff members who were willing to address learning needs.					
8. Protocols/practice guidelines.					
9. Positive communication/collaboration with multidisciplinary staff.					
10. Appropriate internet/intranet informatics/EBP tools.					
11. An overall environment conducive to professional growth.					
Physical Location					
1. Secure availability for personal-items storage such as purse/backpack/food storage.					
2. Adequate space for private counseling.					
3. Adequate parking.					
4. Adequate availability and condition of hospital equipment.					

Comments:

Student Signature:_____ Date:_____

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

STUDENT COURSE SATISFACTION QUESTIONNAIRE

Questions 1 through 13 use a 5-point Likert scale of agreement (Strongly disagree, disagree, neutral, agree, strongly agree).

Questions 14 and 15 are open-ended questions.

Evaluation of Instructor	Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1	Not Applic-able 0
1. The instructor is well organized.						
2. The instructor is available to students.						
3. The instructor is tolerant of student ideas.						
4. The instructor demonstrates effectiveknowledge of the subject.						
5. The instructor demonstrates effective use of teaching materials.						
6. The instructor is rarely absent from or late to class.						
7. The instructor's grading policies are clear.						
8. The instructor's assignments are clear.						
9. The instructor provides adequate feedback regarding a student's academic progress.						
10. The instructor's examinations reflect important points covered in the course.						
11. The instructor does an excellent job of teaching this course.						
12. Overall, I would recommend this course to other students.						
13. Overall, I would recommend this instructor to other students.						

14. What aspects of the teaching or content of this course do you feel are especially good?

15. What changes could be made to improve the teaching or content of this course?

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

SKILLS COMPETENCY ASSESSMENT FORM

Student:_____ **Semester:**_____

Preceptor_____ **Faculty:**_____

Instructions: Students will be evaluated wherever clinical activities occur. Clinical activities occur in Nursing Skills and Simulation Laboratory and agencies.

Scale of 4 to 0 using the following:

4 = Accomplished (routinely and consistently demonstrates competency)
3 = Proficient (demonstrates competency in most situations)
2 = Evolving (demonstrates basic competency with faculty/preceptor support or reminders)
1 = Developing (Requires direction or support in order to carry out basic competency)
0 = Unsafe (Unable to demonstrate competencies without direct monitoring or instruction)
CI = Critical Incidence (requires completion of a critical incident report)

All skills must be **Proficient or Evolving** for each course competency at the summative evaluation. Skills evaluated as **Developing or Unsafe** during any formative evaluation will require the student to successfully complete a Learning Contract in conjunction with the student's clinical faculty. The student is required to complete a self-evaluation using **this form prior to** the evaluation appointment with the faculty. The Contract form may be copied.

The skills on the following list are expected to be mastered at level 3 or 4 by the end of the course. Once the skill is demonstrated as mastered, the score and date are entered into the chart.

Initial	Follow-up	Clinical Competency Assessment
Date & Grade	Date & Grade	Skill –

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

LEARNING CONTRACT

Student:_____ Faculty_____ Course:_____

Concern:_____ Skill Attempt 1 2 3

Objectives (What am I going to learn?)	
Strategies and Resources (How am I going to learn it?)	
Time Frame (When willI need to finish?)	
Evidence of Completion (How will I know that I have learned it?)	
Verification/Evaluation (How will I prove that I have learned it?)	

The signatures below indicate approval/completion of the contract:

_____ _____
Student Date

_____ _____
Faculty Date

_____ _____
Course Coordinator verifying evidence of completion Date

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM
CLINICAL PERFORMANCE EVALUATION

Student:_____ **Semester:**_____

Preceptor_____ **Faculty:**_____

Instructions: Students will be evaluated at midterm and final for where clinical activities occur. Clinical activities occur in the Skills and Simulation Laboratory and agencies.

Scale of 4 to 0 using the following:

4 = Accomplished (routinely and consistently demonstrates competency)
3 = Proficient (demonstrates competency in most situations)
2 = Evolving (demonstrates basic competency with faculty/preceptor support or reminders)
1 = Developing (Requires direction or support in order to carry out basic competency)
0 = Unsafe (Unable to demonstrate competencies without direct monitoring or instruction)
NO = No Opportunity (did not have the opportunity to demonstrate competency based on clinical setting or experience)
CI = Critical Incidence (requires completion of a Department of Nursing Critical Incidence Report and a Learning Contract)

Scoring sample

59 items X 4 = 326 = 100%
59 items X 3 = 177 = 75%
59 items X 2 = 118 = 50%

The final passing score for the semester must be 75% or higher for each course competency (Accomplished, Proficient, and Developing). Behaviors evaluated as "Developing" or "Unsafe" during any formative evaluation will require the student to successfully complete a Learning Contract in conjunction with the student's clinical faculty. The student is required to complete a self-evaluation using this form prior to the evaluation appointment with the faculty. Students who are rated at "Unsafe" in any course competency by the end of the semester will not pass the course.

Score	Midterm	Score	Final
	Professional Nursing Standards		**Professional Nursing Standards**
	Standard 1: Clinical Attendance, Scheduling, and Appearance		**Standard 1: Clinical Attendance, Scheduling, and Appearance**
	Adheres to institutional policies and procedures		Adheres to institutional policies and procedures
	Accountable for adhering to clinical schedule		Accountable for adhering to clinical schedule
	Attends clinical on time		Attends clinical on time
	Adheres to dress code		Adheres to dress code

Score	Midterm	Score	Final
	Standard 2 – Professional Behaviors		**Standard 2 – Professional Behaviors**
	Maintains patient confidentiality		Maintains patient confidentiality
	Exhibits professional attitude		Exhibits professional attitude
	Exhibits civility and respect for patients, colleagues, staff, and families		Exhibits civility and respect for patients, colleagues, staff, and families
	Seeks out resources to inform practice		Seeks out resources to inform practice
	Standard 3 – Professional Integrity		**Standard 3 – Professional Integrity**
	Accountable for learning and clinical preparation		Accountable for learning and clinical preparation
	Seeks out and engages in learning opportunities		Seeks out and engages in learning opportunities
	Accepts individual responsibility and accountability for actions		Accepts individual responsibility and accountability for actions
	Accepts constructive criticism and develops a plan of action of improvement		Accepts constructive criticism and develops a plan of action of improvement
	Applies legal and ethical standards		Applies legal and ethical standards
	Member of the Profession		**Member of the Profession**
	1. Demonstrate accountability to provide holistic, culturally sensitive, and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations, and standards as evidenced by:		**1. Demonstrate accountability to provide holistic, culturally sensitive, and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations, and standards as evidenced by:**
	Communicates clearly with Patient, Family, and Community		Communicates clearly with Patient, Family, and Community
	Values cultural and health beliefs of Patient, Family, and Community		Values cultural and health beliefs of Patient, Family, and Community
	Contributes to the coordination of care for the Patient, Family, and Community		Contributes to the coordination of care for the Patient, Family, and Community
	Applies the nursing process in care for Patient, Family, and Community		Applies the nursing process in care for Patient, Family, and Community
	Demonstrates clinical reasoning and judgment in planning and providing patient-centered care		Demonstrates clinical reasoning and judgment in planning and providing patient-centered care
	Communicates effectively with faculty, staff, and team members		Communicates effectively with faculty, staff, and team members
	Adheres to professional standards of practice		Adheres to professional standards of practice
	2. Engage in self-evaluation and reflection to appraise and		**2. Engage in self-evaluation and reflection to appraise and**

Score	Midterm	Score	Final
	improve practice as evidenced by:		**improve practice as evidenced by:**
	Accountable for individual practice		Accountable for individual practice
	Reflects on practice, evaluates effects of choices and actions on others		Reflects on practice, evaluates effects of choices and actions on others
	Provider of Patient Centered Care		**Provider of Patient Centered Care**
	3. Demonstrate assessment skills for patients across the life span as evidenced by:		**3. Demonstrate assessment skills for patients across the life span as evidenced by:**
	Conducts a comprehensive physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs		Conducts a comprehensive and focused psychical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs
	Interprets assessment findings in the context of the patient presentation		Interprets assessment findings in the context of the patient presentation
	Applies assessment findings to the plan of care		Applies assessment findings to theplan of care
	Recognizes the need for follow-up patient assessment		Recognizes the need for follow-up patient assessment
	4. Organize patient care activities based upon identified priorities as evidenced by:		**4. Organize patient care activities based upon identified priorities as evidenced by:**
	Plans holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance within a variety of healthcare systems		Plans holistic, patient-centered care that reflects psychosocial integrity, physiological integrity,and health promotion and maintenance within a variety of healthcare systems
	Uses the nursing process in providing care for Patient, Family, and Community		Uses the nursing process in providing care for Patient, Family, and Community
	Demonstrates clinical reasoning and judgment in planning and providing patient-centered care		Demonstrates clinical reasoning and judgment in planning and providing patient-centered care
	Accurately prioritizes patient safety		Accurately prioritizes patient safety
	5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members as evidenced by:		**5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members as evidenced by:**
	Communicates clearly with Patient, Family, and Community		Communicates clearly with Patient, Family, and Community
	Actively seeks to understand the patient experience		Actively seeks to understand the patient experience

Score	Midterm	Score	Final
	Delivers compassionate patient-centered care		Delivers compassionate patient-centered care
	6. Demonstrate selected nursing activities, interventions, including medication administration as assigned for patients across the life span as evidenced by:		**6. Demonstrate selected nursing activities, interventions, including medication administration as assigned forpatients across the life span as evidenced by:**
	Demonstrates psychomotor clinical skills for efficient, safe, patient-centered care under appropriate faculty supervision		Demonstrates psychomotor clinical skills for efficient, safe,patient-centered care under appropriate faculty supervision
	Engages only in clinical skills in the clinical setting that are successfully demonstrated in the skills lab		Engages only in clinical skills in the clinical setting that are successfully demonstrated in the skills lab
	Delivers care within the expected time frame		Delivers care within the expectedtime frame
	7. Use nursing standards and evidence-based findings to plan, implement, and evaluate nursing care for selected patients and families as evidenced by:		**7. Use nursing standards and evidence-based findings to plan, implement, and evaluatenursing care for selected patients and families as evidenced by:**
	Locates resources appropriate for clinical practice		Locates resources appropriate for clinical practice
	Adheres to TBON standards of practice		Adheres to TBON standards of practice
	Patient Safety Advocate		**Patient Safety Advocate**
	8. Apply principles of safety in the performance of patient care with medication administration as evidenced by:		**8. Apply principles of safety in the performance of patient care with medication administration as evidenced by:**
	Provides safe and effective patient-centered care		Provides safe and effective patient-centered care
	Provides care in a timely and efficient manner		Provides care in a timely and efficient manner
	Adheres to clinical support technology systems		Adheres to clinical support technology systems
	Administers medications using 2 patient identifiers, 3 checks, and 6 rights at the bedside		Administers medications using 2 patient identifiers, 3 checks, and 6 rights at the bedside
	Completes both pre- and post-medication administration assessments as appropriate for the medication and safety factors		Completes both pre- and post-medication administration assessments as appropriate for the medication and safety factors
	Uses medication technology dispensing systems as available in the clinical setting		Uses medication technology dispensing systems as available in the clinical setting

Score	Midterm	Score	Final
	Completes documentation of medication administration in accordance with facility policy and legal standards		Completes documentation of medication administration in accordance with facility policy and legal standards
	9. Assess potential safety hazards inpatient care environments to reduce patient and community risks as evidenced by:		**9. Assess potential safety hazards in patient care environments to reduce patient and community risks as evidenced by:**
	Identifies risks to patients and implements actions to reduce risks		Identifies risks to patients and implements actions to reduce risks
	Incorporates patient safety risks in plan of care		Incorporates patient safety risks inplan of care
	10. Implement measures to promote aseptic techniques and reduce exposure to infections as evidenced by:		**10. Implement measures to promote aseptic techniques andreduce exposure to infections as evidenced by:**
	Demonstrates infection-control standards by consistently completing hand hygiene protocols immediately prior to care and when exiting patient room		Demonstrates infection-control standards by consistently completing hand hygiene protocols immediately prior to care and when exiting patient room.
	Demonstrates adherence to isolation protocols in patient care		Demonstrates adherence to isolation protocols during patient care
	Member of Health Care Team		**Member of Health Care Team**
	11. Demonstrate initial interpersonal and therapeutic communication skills as evidenced by:		**11. Demonstrate initial interpersonal and therapeuticcommunication skills as evidenced by:**
	Communicates effectively with faculty, staff, and team members		Communicates effectively with faculty, staff, and team members
	Uses I-SBAR technique for patient handoffs		Uses I-SBAR technique for patient handoffs
	Manages human and material resources effectively		Manages human and material resources effectively
	12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient as evidenced by:		**12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient as evidenced by:**
	Limits discussion of clinical cases and learning experiences to specified faculty-led activities		Limits discussion of clinical cases and learning experiences to specified faculty-led activities
	Communicates patient sensitive information to the collaborative team on a need-to-know basis		Communicates patient sensitive information to the collaborative team on a need-to-know basis
	Adheres to agency, institutional, or organizational policies and		Adheres to agency, institutional, or organizational policies and

Score	Midterm	Score	Final
	procedures for the protection of patient-sensitive information		procedures for the protection of patient-sensitive information
	13. Recognize roles and functions of interdisciplinary team members as evidenced by:		**13. Recognize roles and functionsof interdisciplinary team members as evidenced by:**
	Identifies examples of collaborative relationships with members of the interdisciplinary team.		Identifies examples of collaborative relationships with members of the interdisciplinary team.
	14. Use informatics and technology skills to accurately assess, process, and document patient data as evidenced by:		**14. Use informatics and technology skills to accurately assess, process, and document patient data as evidenced by:**
	Accesses information effectively		Accesses information effectively
	Manages patient information systems and use of EHR to ensure accuracy of information and to protect against errors		Manages patient information systems and use of EHR to ensure accuracy of information and to protect against errors
	Applies information management and use of technology according to agency guidelines to communicate and support decision making		Applies information management and use of technology according to agency guidelines to communicate and support decision making
	Documentation is accurate, timely, and maintained in a confidential manner		Documentation is accurate, timely, and maintained in a confidential manner
	Total score for Midterm		**Total Score for Final**
	Percentage of possible score => 75%		**Percentage of possible score =>75%**
Faculty Evaluation Date _____		**Faculty Evaluation Date _____**	
Student Self Evaluation Date _____		**Student Self Evaluation Date _____**	

SUL ROSS STATE UNIVERSITY
BACCALAUREATE NURSING PROGRAM

END-OF-SEMESTER PRECEPTOR SELF-ASSESSMENT

Student:_____

Preceptor:_____ Semester:_____

Hospital/Unit: Healthcare Agency _____

A. Circle the number on the scale which best describes your response in relation to your student.

To what extent did I:	**Always**	**Frequently**	**Some-times**	**On Occasion**	**Never**
1. Discuss my student's clinical objectives with him/her?					
2. Incorporate experiences relevant to his/her learning objectives?					
3. Help my student identify realistic learning goals?					
4. Encourage my student to be part of the team?					
5. Discuss a patient's care with him/her?					
6. Encourage my student to participate as a professional?					
7. Encourage my student to think independently?					
8. Help him/her use critical thinking skills?					
9. Encourage my student to ask questions?					
10. Acknowledge his/her viewpoint?					
11. Give critical feedback on his/her work?					
12. Acknowledge when he/she did good work?					
13. Have time to work with my student?					
14. Help my student learn time management?					
15. Serve as a role model for my student?					
B. Indicate the extent to which					
1. Instructor oriented you to your role as preceptor.					
2. Student kept you informed of week's learning objective.					
3. The preceptor training course was helpful.					
4. Information on handheld computer was useful. Note: check here if you did not use a PDA____					

B. What would help me to provide clinical instruction to my student? (check any that apply)

_____1. Skill list of what students can do in clinical

_____2. Topic outline of what student is learning each week

_____3. Frequent interaction with instructor.

Choice is by: email_____ phone _____ in person _____

_____4. Other (specify)

C. In your opinion, the preceptor model for nurse education is a good way to:

a. Provide clinical instruction to nursing students Yes ___ No ___

b. Prepare future nurses Yes ___ No ___

D. General Comments:

APPENDIX N

FERPA INFORMATION

U.S. Department of Education

Family Educational Rights and Privacy Act (FERPA)

Get the Latest on FERPA at https://studentprivacy.ed.gov/

- **Frequently Asked Questions**
- FERPA for **parents and students**, **K12 school officials** and **Postsecondary school officials**
- Protection of Pupil Rights Amendment (**PPRA**)
- **Guidance** and **Notices**
- **Filing a complaint under FERPA or PPRA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Family Educational Rights and Privacy Act (FERPA) -- Printable. (2020). Ed.gov. https://www2.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html#

APPENDIX O

PROGRAM APPROVALS
AND
ACCREDITATION

CCNE
COMMISSION ON
COLLEGIATE NURSING
EDUCATION

ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.CCNEACCREDITATION.ORG

May 24, 2017

Geraldine Goosen, Phd, RN, CNS, CCRN,
Director
Sul Ross State University Rio Grande College
2623 Garner Field Rd., C112
Uvalde, TX 78801

Dear Dr. Goosen:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 25-27, 2017, to grant accreditation to the **baccalaureate degree program in nursing** at Sul Ross State University Rio Grande College for 5 years, extending to June 30, 2022. The accreditation action is effective as of October 19, 2016, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2021.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are compliance concerns with respect to Key Elements IV-F and IV-H.

A Compliance Report must be submitted to demonstrate the program's compliance with the following key elements:

1. Provide evidence that faculty outcomes, individually and in the aggregate, demonstrate program effectiveness; and, specifically, that actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes (Key Element IV-F).

2. Demonstrate that data analysis is used to foster ongoing program improvement (Key Element IV-H).

The deadline for submitting the Compliance Report to CCNE is June 1, 2018. Please email the report, along with appendices, if any, as a PDF attachment to ccnereports@ccneaccreditation.org.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2019. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as CCNE's official report to Sul Ross State University Rio Grande College. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

Serving the Public Interest
Through Quality Accreditation

TEXAS HIGHER EDUCATION
COORDINATING BOARD

Workforce, Academic Affairs and Research

P.O. Box 12788 Austin, Texas 78711 • 1200 East Anderson Lane 78752

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Phone 512/427-6200
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Web site:
http://www.thecb.state.tx.us

May 24, 2013

Quint Thurman, Ph.D.
Provost
Sul Ross State University-Rio Grande College
P.O. Box C-106
Alpine, Texas 79832

Dear Dr. Thurman:

I am pleased to approve at the staff level the request from Sul Ross State University-Rio Grande College to create an Associate Degree in Nursing (ADN) to a Bachelor of Science in Nursing (BSN) degree with a major in Nursing completion program (51.3801.00).

This new program is approved with the understanding that your institution certifies compliance with the *Standards for Bachelor's and Master's Programs*. These standards can be accessed online at www.thecb.state.tx.us. Additionally, approval to offer the BSN is restricted to an ADN to BSN completion program. Any other concentration, pathway, or track leading to the BSN, including a two-year generic or traditional program, will require a new request to the Coordinating Board.

Enclosed is an Information Sheet for your reporting official.

Sincerely,

Stacey Silverman

Enclosure

c: Ricardo Maestas
Anna Dragoo
Geri Goosen

WAAR/cf/18170

AN EQUAL OPPORTUNITY EMPLOYER AND SERVICE PROVIDER