Irene Ransom Bradley School of Nursing Faculty Handbook 2019-2020

Pittsburg State University

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Pittsburg State University
COLLEGE OF ARTS AND SCIENCES

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A MESSAGE FROM THE DIRECTOR

Welcome to the Irene Ransom Bradley School of Nursing, Pittsburg State University! We are pleased to share this Faculty Handbook with you. The Faculty Handbook was compiled to provide new faculty with a guide to helpful information to assist in transitioning well into the academic role at the School of Nursing. In addition, the School of Nursing Faculty Handbook is a valuable resource to be utilized for day-to-day activities for all faculty. More in depth information is provided during formal orientations to the School of Nursing, College of Arts and Sciences and the University.

We are very fortunate to have an outstanding and dedicated faculty as we continue to educate the future generation of nurses in our region. The expertise of each and every School of Nursing faculty member is needed as we move forward to achieve our vision. Working together, the realm of possibilities will be endless.

Go Gorillas!

Cheryl Giefer, PhD, APRN, FNP-BC
Program Director and University Professor

PSU IRBSON Faculty Handbook

The Pittsburg State University (PSU) Irene Ransom Bradley School of Nursing (IRBSON) faculty handbook is designed to provide policies specific to faculty of the IRBSON. It does not supersede other official records, documents, or letters of appointment of the University.

PSU Unclassified Personnel Handbook

The Unclassified Personnel Handbook for Pittsburg State University is designed to be a convenient summary of policies pertinent to faculty and administrative professionals (unclassified staff). The Handbook does not supersede other official records, documents, letters of appointment and so forth.

If an individual does not find information which he or she seeks in the Handbook, additional policies and information may be found online through the university website at http://www.pittstate.edu/. Various administrative offices including, but not limited to, the Office of the President, the Office of the Provost, the Office of Student Life, the Office of Administration and Finance, Human Resource Services, and the Office of Institutional Equity may have information available online.

https://www.pittstate.edu/hr/policies/unclassified-handbook-july-2017.pdf

PSU/KNEA and Pittsburg State University/Kansas Board of Regents Memorandum of Agreement

Tenured and tenured-earning faculty members may also reference the PSU/KNEA and Pittsburg State University/Kansas Board of Regents Memorandum of Agreement (the "Agreement"). Individuals may also inquire at the Office of the Provost.

https://www.pittstate.edu/office/provost/_files/documents/provost-office-documents/current-knea-contract.pdf

Additional policies may be found in the Kansas Board of Regents Policy Manual at http://www.kansasregents.org/ Although it is the intent of the University that policies stated in the Handbook conform to those stated in the Policy Manual issued by the Kansas Board of Regents, those in that Manual take precedence over those developed at the campus level.

Student Handbooks

All Irene Ransom Bradley School of Nursing Faculty and Staff are responsible for knowing and complying with all policies included in the Student Handbooks.

Bachelor of Science in Nursing Student Handbook
https://www.pittstate.edu/nursing/_files/documents/bsn/1920bsnstudenthandbook.pdf

RN-BSN Student Handbook
https://www.pittstate.edu/nursing/_files/documents/rn-to-bsn/rnbsnhandbook1920.pdf

Master of Science in Nursing Student Handbook
https://www.pittstate.edu/nursing/_files/documents/msn-education-emphasis/2020msnedhandbook072919.pdf

Doctor of Nursing Practice Student Handbook
https://www.pittstate.edu/nursing/_files/documents/msn-dnp-education-emphasis/1920dnpstudenthandbook072919.pdf

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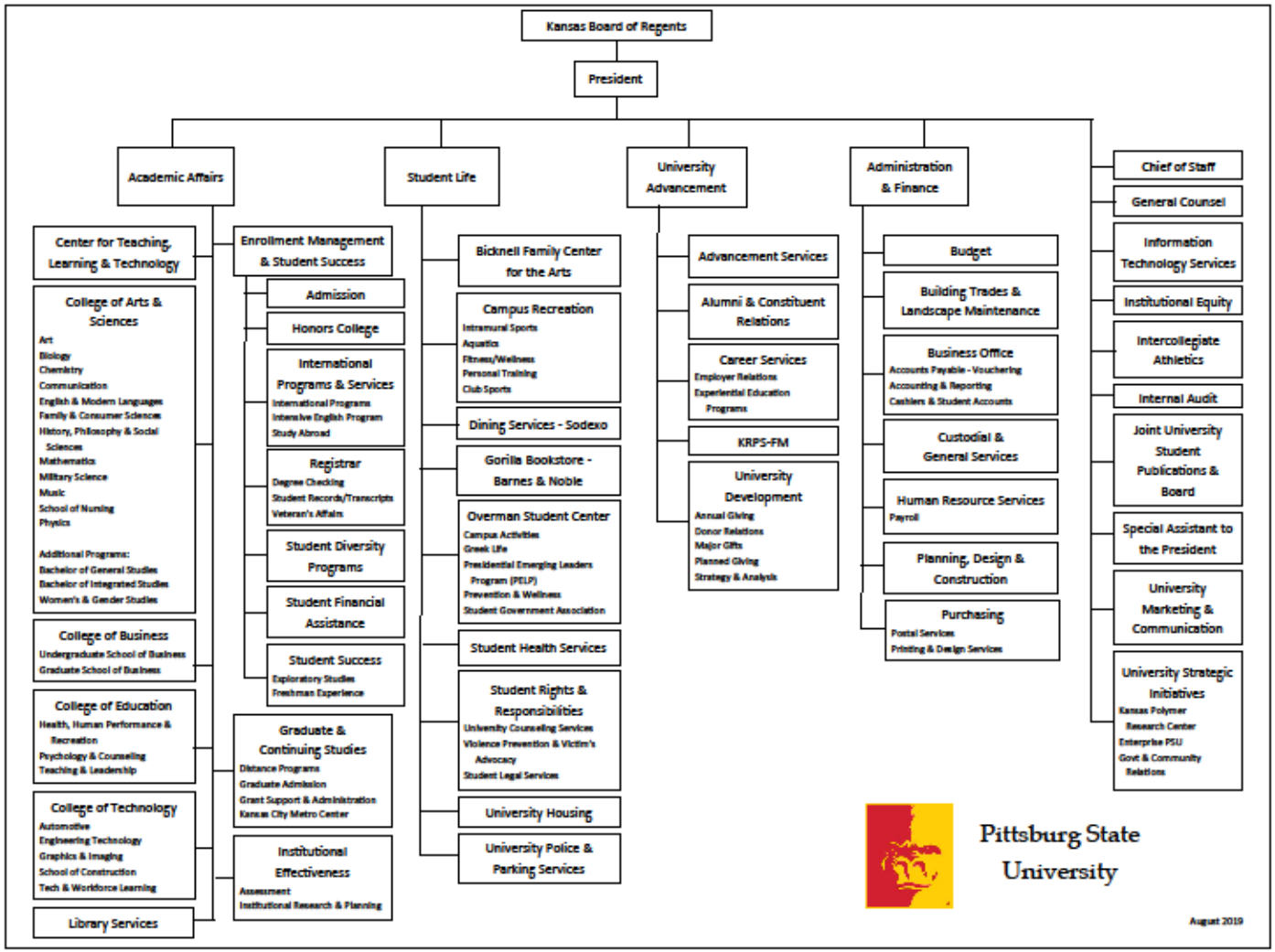
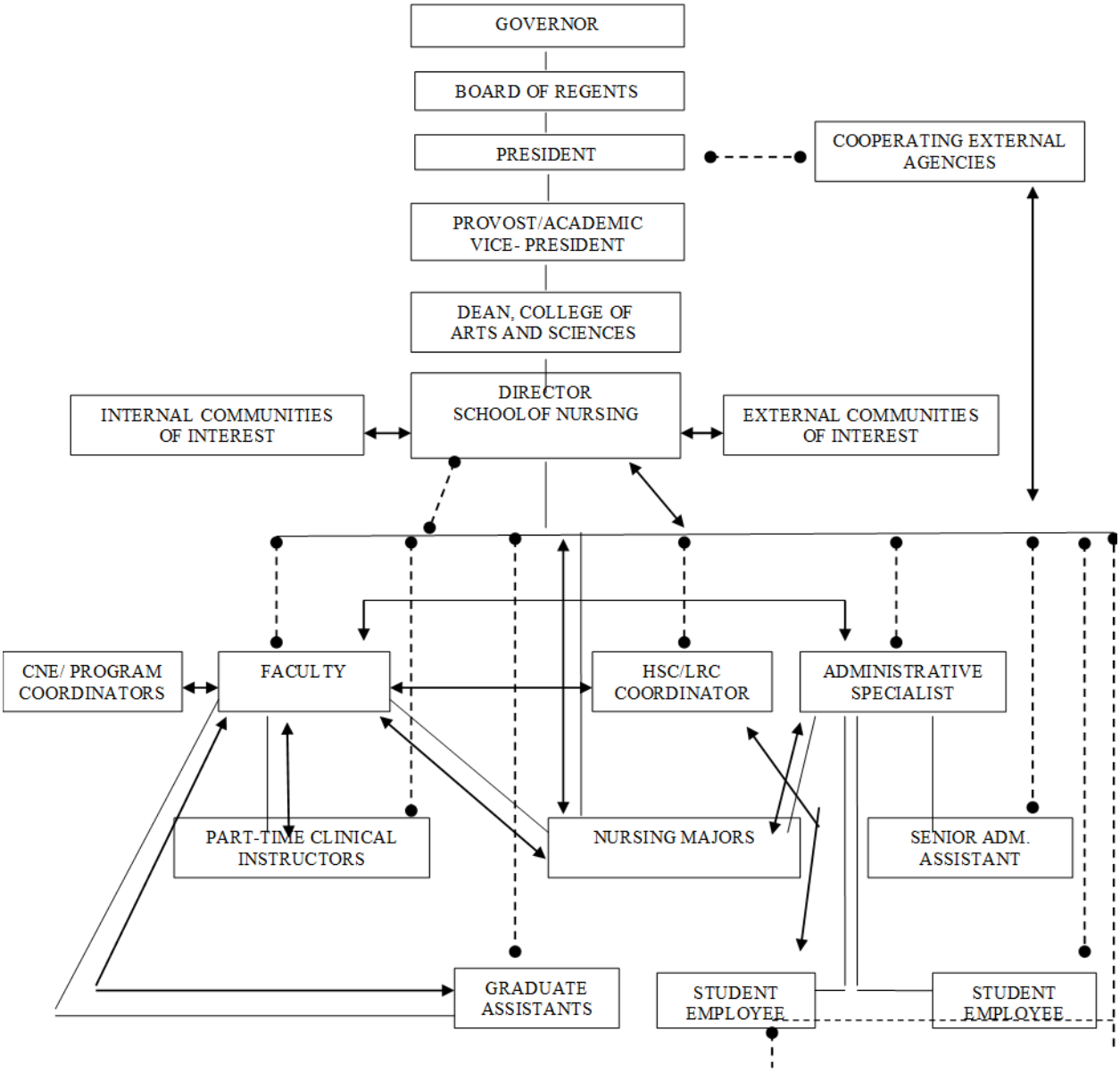


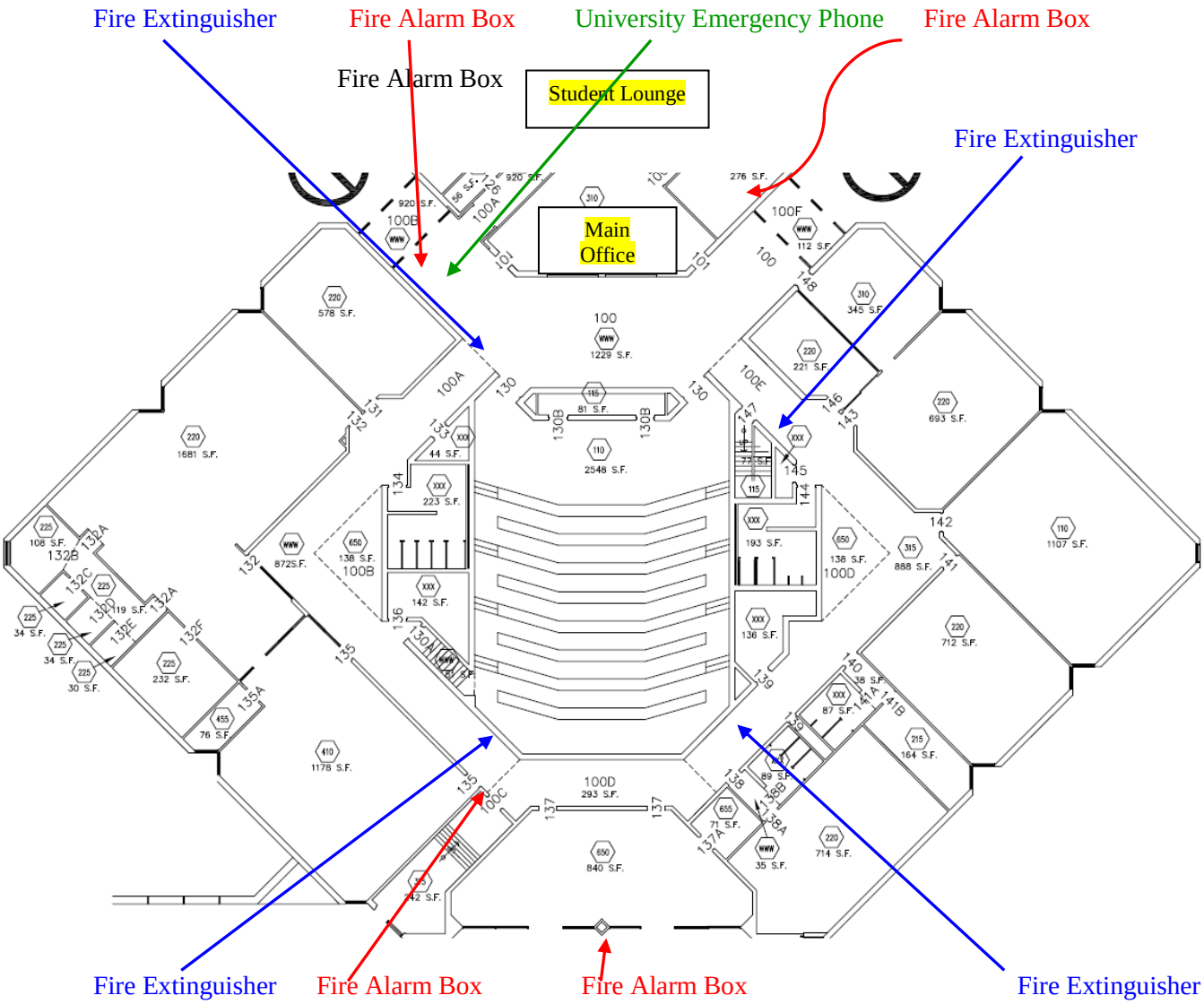
https://www.pittstate.edu/president/_files/documents/organizational-flow-chart/org-chart.pdf

IRENE RANSOM BRADLEY SCHOOL OF NURSING
ORGANIZATIONAL CHART



Revised: 8/11/08; 7/21/09; 08/04/10; 8/12/16; 9/18/19

Map of McPherson Hall – Emergency Telephone, Fire Alarm Boxes, Fire Extinguishers



IRENE RANSOM BRADLEY
SCHOOL OF NURSING
Building Security Policy
Building Hours

Monday – Friday **8:00 am – 4:30 pm**

Building security is the responsibility of all employees who work in McPherson Hall. All full-time faculty and staff have a key that allows them access to all areas of the building. Each faculty member also has a key to their own office. Please help in making McPherson Hall a safe and secure environment for all who use the building. The following describes the specific roles of each building team member in building security.

Custodian of Building
Open outside doors.

Administrative Specialist and/or Senior Administrative Assistant
Secure reception area, file room, research room at 4:30 p.m.

Faculty

1. When your class is finished secure the classroom (turn off equipment and lock door).
2. Should faculty see areas that need securing, lock them.
3. Call university police or other appropriate office if you see problems with the building. Report problem to Director or Administrative Specialist/Senior Administrative Assistant as soon as possible.
4. Building employees that enter the building outside of the building hours listed above may call University Police at ext. 4624 to let them know the time frame that they expect to be in the building.

Lab Coordinator/Student Employees
Close Testing Center, Learning Resource Center, Simulation Rooms whenever you leave according to the posted lab hours. Make sure rooms 146 and 147 are locked.

Revised 061297; 1102; 1104; 0209; 1009 08241

Pittsburg State University has implemented "Guidelines for Response to Hostile Situations: Hostile Intruders".

Please review the information at:

https://www.pittstate.edu/president/policies/response-to-hostile-situations-hostile-intruders.html

We can never be too prepared for an active shooter situation.

McPherson Hall - Active Shooter Response Plan

A.L.I.C.E.

1.) Alert — Call 911
Don't assume others are contacting law enforcement. Give as clear and accurate information as possible that will answer the vital questions of **who, what, when, where, and how** (at this point, law enforcement doesn't care why).

2.) Lockdown — Shelter in Place
By locking down and barricading entry points, you are making yourself a hard target. **Locked down does not mean locked in.** You may choose to barricade the door and exit out windows to safety.

3.) Inform — Constant, Real-time Updates
This can be accomplished with things such as video surveillance equipment or public address systems. Information updates during a violent intruder incident allows occupants to make sound decisions about how to react and what steps — if any— to take next.

4.) Counter the Attack — A Last Resort
When other options are not immediately possible — a locked/lockable door does not exist, or the

intruder breaches a secured room — move, make noise, and get distraction devices (anything at hand) in the air and heading for the shooter's face. Then you may attack or evacuate the area.

5.) Evacuate — Get Out!

McPherson Hall - Active Shooter Response Plan

A.L.I.C.E. Training for Faculty, Staff and Students in McPherson Hall is ongoing as part of the goal to enhance the safety of all occupants of the building.

Active Shooter Defined

- A suspect or assailant whose activity is immediately causing death and serious injury
- Threat is not contained and there is immediate risk of death and injury
- There is no TYPICAL PROFILE for an active shooter

Active Shooters Intent is to Kill and Injure

- This necessitated a change in tactics by law enforcement
- Losses can be mitigated with community preparedness training and response during actual event
- If a person, or situation, is an immediate threat to themselves, someone else, or they are incapable of caring for themselves, CALL University Police, 620-235-4624, or DIAL 911.
  Please review information on the PSU Behavior Intervention/Threat Assessment Team webpage.
  http://www.pittstate.edu/office/student-life/behavior-intervention-threat-assessment-team/index.dot
- If a student hears another student make threats against another student or faculty/staff – tell an administrator/faculty or staff member. The threat may be real, the active shooter normally has intended victims and searches them out.

Unlike the middle/high schools, University facilities do not feature

- Intercoms in classrooms
- Doors that lock automatically
- One centralized administrative office
- Visitor access points
- Monitoring and control of students and other people on campus
- Multiple means for reporting emergencies and alerting the community to an emergency
- Places of refuge

- Multiple escape routes

Building Coordinator Responsibility

- Dissemination of emergency messages and needs to building staff and occupants
- Email
- Phone tree
- Paging, etc.
- Encourage Deans, Directors, and/or Department Chairs to bring training to individual departments for all staff.

Your Response

- Stay calm. Your actions will influence others
- Assure others that you and the police are working to protect them
- Secure the immediate area whether classroom, bathroom, or office
- Lock or secure the door. This may require advance planning to ensure ability to lock/secure the door, key and type of lock.
- Most doors in the university buildings are solid core, and many walls are block and brick. This may provide some protection.
- Block the door using whatever is available desks, file cabinets, books, other furniture
- If the shooter enters your room and leaves, lock/barricade the door behind him.
- If able to do so safely, allow others to seek refuge with you.
- The shooter will not stop until his/her objectives have been met, unless engaged by law enforcement
- Consider the risk exposure created by opening the door
- Attempts to rescue people should only be made if that can be done without further endangering the persons inside a secured area
- The shooter may bang on the door and yell for help to entice you to open the door
- Remember the safety of the masses versus the safety of a few
- If there is any doubt to the safety of the individuals inside the room, the area needs to remain secured

Doors, Windows, Openings, and Noise

- Close blinds, Block windows

- Turn off radios and computer monitors if necessary
- Silence cell phones
- Signs can be placed in the interior doors, windows, but remember the shooter can see these
- Place signs in the exterior windows to identify the location of injured persons
- Keep occupants calm and quiet
- After securing the room people should be positioned out of sight and behind items that might offer additional protection walls, desks, file cabinets, etc.

Contacting Emergency Personnel

- 911
- Keep in mind that emergency circuits may be overwhelmed
- Busy signal
- Multiple rings

Law Enforcement Response

- Law enforcement will immediately respond to the area.
- It is important for you to convey to others that help is on the way. Remain inside the secure area.
- Law Enforcements goal is to locate, contain, and stop the shooter.
- The safest place for you to be is inside a secure room
- The shooter will not flee when law enforcement enters the building, instead they will have new targets to shoot.
- Remember the shooters mindset is not escape. Their goal is to kill and injure.
- Initial responding officers will not treat the injured or begin evacuation until the threat is neutralized
- You may need to explain this to others in an attempt to calm them
- Once the shooter is contained, officers will begin treatment and evacuation
- Safety corridors will be established. This may be time consuming
- Remain in secure areas until instructed otherwise
- You may be instructed to keep your hands on your head
- You may be searched

- You will be escorted out of the building by law enforcement personnel

Closing Statement

- We can no longer predict the origin of the next threat.
- Assailants in some recent incidents across the country were not students or employees
- There were no obvious specific targets and the victims were unaware they were targets, until attacked.
- The police are not going to get to our location in time to prevent shootings.
- It is no secret that the actions of staff members during a critical incident will save more lives than responding law enforcement officers. Statistically, once the shooting starts, a life is taken every 15 seconds.
- Your goal here is to put as much time and distance as possible between you and the attacker.

Please note: The locked doors in the building are for your safety and for the safety of all occupants of the building. Blocking open locked doors is strictly PROHIBITED. Please do not endanger the lives of others by blocking open locked doors.

School of Nursing Organization

Article I. NAME

The name of this organization shall be the School of Nursing Organization (SONO).

Article II. PURPOSES

The purposes of the SONO are to provide structure for:

1. implementation of school functions.

2. faculty and student self-governance.

Article III. FUNCTIONS

The functions of the SONO are to:

1. develop, implement, evaluate, and revise the nursing education programs in accordance with the mission, vision, philosophy, program levels, program outcomes and level objectives of the School of Nursing.

2. develop, implement, evaluate, and revise school policies.

3. recommend action through administrative or academic channels on those matters requiring approval or support.

4. promote personal and professional development of faculty.

5. develop a strategic plan for the School of Nursing and evaluate progress toward attainment.

6. recruit and select individuals who have the potential for successful completion of the nursing programs.

7. provide for faculty representation/liaison within the University, community, and nursing profession.

8. facilitate compliance with the PSU/KNEA contract through timely decision-making and participation in all phases of the required processes with due regard to the ultimate purposes of the University as well as the rights of individuals and groups.

Article IV. MEMBERSHIP

Section 1. The membership of the SONO shall be composed of all faculty members who hold a full-time appointment to the School of Nursing, faculty members in the Phased Retirement Program, HSC/LRC coordinator, administrative specialists, and nursing student representatives. The HSC/LRC coordinator shall serve as an ex-officio member.

a. One junior student and one alternate who are elected by their peers.

b. One senior student and one alternate who are elected by their peers.

c. One registered nurse student and one alternate who are elected by their peers.

e. One graduate student from each of the two graduate programs and one alternate who are elected by their peers.

Section 2. Student representatives will be elected early in the fall semester and serve for the academic year.

Article V. VOTING

Section 1. Each faculty member of the SONO has one vote. In case of a tie, the director shall cast the deciding vote.

Section 2. Each selected student representative to the SONO has one vote. Each alternate may attend meetings of the Organization, but votes only in absence of the elected student representative. Student representatives discuss and vote on all agenda items except confidential issues related to another student.

Section 3. Decisions of the SONO shall be determined by a majority of members present and voting once a quorum has been established, except as otherwise stated herein.

Section 4. Adjunct and part time faculty members may attend meetings, but do not have a vote.

Section 5. Should a faculty member be absent from an SONO meeting and wish to vote on an issue before the SONO, an absentee ballot may be submitted to the senior administrative specialist in a sealed envelope with faculty's signature across the sealed flap.

Section 6. A SONO member may move to have the vote on an issue done by written ballot. If this motion carries, the written ballots will be counted by the vice SON Director and secretary.

Article VI. OFFICERS

Section 1. The officers of the SONO shall be:

a. The School of Nursing Director shall be the chair of the SONO.
b. The Vice-Director, Secretary, and Treasurer shall be elected from the faculty members of the SONO.

Section 2. Functions of Officers.

The Director shall:

a. Prepare the agenda for the SONO meetings and preside.

b. Serve as a member of the BSN, RN-BSN, Graduate, Curriculum and Continuing Education and Resources for Nursing (CERN) Committees and as an ex officio member of all other committees with the exception of the Appointment, Promotion, and Tenure Committee.

c. Appoint members to committees except otherwise stated herein.

The Vice-Director shall:

a. Preside in the absence of the Director.

b. Represent the School of Nursing at University and community meetings in lieu of the Director.

c. Serve as the parliamentarian of the SONO.

The Secretary shall:

a. In the absence of the administrative specialist record minutes of the SONO meetings.

b. Act as corresponding secretary for the SONO.

c. Reviews all minutes of the SONO meetings prior to posting on the website.

The Treasurer shall:

a. Collect and dispense SONO funds according to guidelines established by the Organization.

b. Serve as parliamentarian when the Vice-Director is presiding.

Article VII. ELECTION PROCEDURE

1. The election of officers will be held at the annual meeting in May for the forthcoming academic year.

2. Nominations for Vice-Director, Secretary, and Treasurer may be by ballot or from the floor.

3. The individual with a plurality of votes will be declared elected.

Article VIII. SCHOOL OF NURSING ORGANIZATION FUNDS

1. Funds for the SONO shall be determined at the annual meeting for the forthcoming academic year.

2. Full assessments will be collected only from the full-time faculty members. Staff assessments will be half the faculty amount. All assessments are optional.

3. Guidelines for expenditure of funds shall be reviewed as needed.

Article IX. MEETINGS

Section 1. Regular Meetings.

a. Regular meetings of the SONO shall be held during the calendar year.

b. Frequency and dates of meetings for the calendar year shall be established at the first meeting each semester, which is held prior to the beginning of classes.

Section 2. Annual Meeting.

a. The annual meeting of the SONO shall be held in May of each year for the purpose of:

1. holding elections.

2. submission of committees' annual reports.

3. reviewing accomplishments and recommending committee activities for the coming year.

Section 3. Special Meetings

Special meetings of the SONO may be called by the director or by request of two or more members.

Section 4. Quorum.

a. A two-thirds (2/3) majority of the faculty shall constitute a quorum.

b. The director should not take the chair until a quorum is present or there is no prospect of there being a quorum.

Article X. COMMITTEES

Section 1. Standing Committees

a. Guidelines for Standing Committees

1. Committee members will be appointed by the Director of the School of Nursing prior to the first meeting of the fall semester.

2. Student members (and alternates) of committees will be selected by their constituent groups at the beginning of the fall semester.

3. New faculty members will not be assigned to a committee during their first year in the school. Instead they will rotate among all standing committees and sit in on their monthly meetings as part of their orientation to the School of Nursing.

4. When a committee has a recommendation for action to be forwarded to the SONO, the recommendation shall be completed on the appropriate form and placed on the SONO Community website one week prior to the SONO meeting at which the recommendation for the action will be considered.

b. Appointment, Promotion and Tenure Committee

1. Members
   a) All tenured faculty members with the rank of associate or full professor~~s~~. If more than five faculty are eligible, an election will be held during the May annual meeting.

   b) The committee will select its own chair.

2. Functions
   a) Screen all applicants for full time faculty positions (tenure and non-tenure) and make recommendations to the Director of the School of Nursing.

   b) Guide and assist faculty members in preparing for promotion or tenure.

   c) Review annually the performance of non-administrative duties by the School Director.

d) Submit a written annual report summarizing achievements and –recommending future activities.

   e) Implement evaluative criteria as identified in the Master Evaluation Plan and provide summative assessment data to the Director of the School.

   f) Recommend policies and procedures regarding selection, appointment, promotion and tenure of faculty members to the School of Nursing.

   g) Develop and/or review position descriptions for faculty members by academic rank and for specific roles.

   h) Develop and implement criteria for selection, appointment, promotion, and tenure of faculty members in the School of Nursing.

   i) Participate in orientation of faculty members.

c. BSN Committee

1. Members
   a) Minimum of four faculty members including the Director of the School of Nursing.

   b) BSN coordinator will chair the BSN committee. The committee will elect the BSN Committee vice-chair.

   c) Two students from the respective classes (one junior, one senior).

2. Functions
   a) Develop policies related to admission, progression and graduation, and recommend to the SON for action.

   b) Review students for admission, progression, and graduation. Student members are excluded.

   c) Evaluate BSN curriculum and recommend changes to the Curriculum committee and the SONO.

   d) Provide for faculty and student academic/social/recognition.

   e) Coordinate student orientation and advisement.

f) Review and update program literature (handbook, catalog, booklet, website, and application materials, etc).

g) Identify needs and concerns of faculty/students and develop relevant policies for recommendation to the SONO.

h) Review the student Academic Due Process for Grievance procedure and recommend changes when indicated.

i) Review scholarship criteria and recommend recipients to the Director of the School.

j) Evaluate BSN program outcomes, including national certification pass rates, student evaluations, capstone course evaluations.

k) Implement evaluative criteria as identified in the Master Evaluation Plan criteria and provide summative assessment data to the Director of the School with recommendations.

l) Contribute and participate in the ongoing program accreditation and approval process.

m) Submit a written annual report summarizing achievements and recommending future activities.

d. RN to BSN Committee

1. Members

a) Minimum of four faculty members including the Director of the School of Nursing.

b) RN-BSN coordinator will chair the RN-BSN committee. The committee will elect RN-BSN committee vice-chair.

c) One RN-BSN student. Students have the option to attend in person, per phone call or FaceTime or via feedback in the Canvas Community.

2. Functions

a) Develop policies related to admission, progression and graduation, and recommend to the Nursing Department Organization for action.

b) Review students for admission, progression, and graduation. Student members are excluded.

c) Evaluate RN-BSN curriculum and recommend changes to the Curriculum committee and the School of Nursing Organization.

d) Provide for faculty and student academic/social/recognition.

e) Coordinate student orientation and advisement.

f) Review and update program literature (handbook, catalog, booklet, website, and application materials, etc).

g) Identify needs and concerns of faculty/students and develop relevant policies for recommendation to the School of Nursing Organization.

h) Review the student Academic Due Process for Grievance procedure and recommend changes when indicated.

i) Review scholarship criteria and recommend recipients to the Director of the School.

j) Evaluate RN-BSN program outcomes, including national certification pass rates, student evaluations, capstone course evaluations, evaluate entrance and exit assessment outcomes, etc.

k) Implement evaluative criteria as identified in the Master Evaluation Plan criteria and provide summative assessment data to the Director of the School with recommendations.

l) Contribute and participate in the ongoing program accreditation and approval process.

m) Submit a written annual report summarizing achievements and recommending future activities.

e. Graduate Committee

1. Members

a) Minimum of four graduate faculty members including the SONO Director.

b) Graduate coordinator will chair the Graduate committee. The committee will elect a Graduate committee vice-chair.

c) One graduate student from each of the two graduate programs. Students have the option to attend in person, per phone call or FaceTime or via feedback in the Canvas Community.

2. Functions

a) Develop policies related to admission, progression and graduation, and recommend to the SONO for action.

b) Review students for admission, progression, and graduation. Student members are excluded.

c) Evaluate Graduate curriculum and recommend changes to the Curriculum committee and to SONO.

d) Provide for faculty and student academic/social/recognition.

e) Coordinate student orientation and advisement

f) Review and update program literature (handbook, catalog, booklet, website, and application materials, etc.)

g) Identify needs and concerns of faculty/students and develop relevant policies for recommendation to SONO.

h) Review the student Academic Due Process for Grievance procedure and recommend changes when indicated.

i) Review scholarship criteria and recommend recipients to the Director of the School of Nursing.

j) Evaluate Graduate program outcomes, including national certification pass rates, employment data, student evaluations, preceptor evaluations, and capstone course evaluations.

k) Implement evaluative criteria as identified in the Master Evaluation Plan criteria and provide summative assessment data to the Director of the School of Nursing with recommendations.

l) Contribute and participate in the ongoing program accreditation and approval process.

m) Submit a written annual report summarizing achievements and recommending future activities.

f. Curriculum Committee

1. Members

a) Minimum of seven faculty (four tenure-track and three full-time temporary faculty including those teaching classes in beginning, middle and end of program courses) and the School of Nursing Director shall comprise the membership of the Curriculum Committee.

b) The Director of the School of Nursing will appoint the Curriculum committee chair. The committee will elect a vice-chair of the Curriculum committee.

c) Six student representatives are requested (one junior, one senior, one RN-BSN, and one graduate student from each of the graduate programs). Students have the option to attend in person, per phone call or FaceTime or via feedback in the Canvas Community.

d) Opportunities for communication and input into School of Nursing governance process are available through the Canvas Student Communities Discussion Boards.

2. Functions

a) Evaluate the nursing program's philosophy, objectives, and goals.

b) Screen individual course syllabi for consistency with the program's philosophy, mission,
objectives, expected outcomes, and availability of course syllabi on CANVAS.

c) Evaluate course improvement summaries.

d) Monitor additions, changes, or deletions in course offerings based on analysis of curriculum.

e) Coordinate curriculum development and monitor ongoing review by the School of Nursing Organization with execution of the Master Evaluation Plan.

f) Ensure congruence of curriculum with professional nursing standards and guidelines used by the program.

g) Review utilization of ATI testing, portfolio and simulations in implementation of curriculum.

h) Review requests for textbooks and supplemental materials for congruence and appropriate leveling.

h) Discuss reports from Arts & Sciences Leadership Team Meetings, Arts and Sciences Curriculum Committee, University Graduate Council, and SONO standing committees for implications for curriculum development and revision.

i) Contribute and participate in the ongoing program accreditation and approval process.

j) Submit a written annual report summarizing achievements and recommending future activities.

g. Continuing Education and Resources for Nursing (CERN) Committee

1. Members

a) Minimum of three faculty members, one from each program committee plus the Director of the School of Nursing.

b) The Director of the School of Nursing will appoint the CERN committee chair. The committee will elect a vice-chair of the CERN committee.

c) The HSC/LRC coordinator.

d) Five student representatives (one junior & one senior BSN, one RN-BSN and one MSN, and one DNP student).

e) When student fee allocations are considered, student representatives will consist of one junior, one senior, one RN-BSN and one graduate student from each of the graduate programs.

2. Functions

a) Ensure maintenance of long term continuing nursing education providership according to Kansas State Board of Nursing guidelines.

b) Develop, coordinate and evaluate continuing nursing education and school professional development offerings.

c) Analyze community needs for continuing nursing education offerings.

d) Develop guidelines for implementation of continuing nursing education offerings.

e) Maintain communication with the Kansas Association of Nursing Continuing Education Providers (KANCEP) Continuing Nursing Education Committee of the Kansas State Board of Nursing.

f) Submit a written annual report summarizing achievements and recommending future activities to KSBN and SONO.

g) Assess faculty needs for resource materials and maintain a prioritized list for purchase as budget allows.

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h) Seek alternative methods for obtaining resource materials.

i) Serve as Student Fee Allocation Committee.

j) Plan, direct & evaluate building security and crisis, safety issues and activities related to McPherson in cooperation with McPherson building team leader.

k) Plan, direct & evaluate simulation center operations in cooperation with HSC/LRC coordinator.

l) Plan, direct & evaluate Student Study Leaders program.

m) Implement evaluative criteria as identified in the Master Evaluation Plan criteria and provide summative assessment data to the Director of the School of Nursing with recommendations.

n) Contribute and participate in the ongoing program accreditation and approval process.

Section 2: Ad Hoc Committees

a) The Director of the School will determine when Ad Hoc committees are needed, the number of members and the method of selection.

b) Recommendations for action will be forwarded in the same manner as those from standing committees.

ARTICLE XI. AMENDMENTS

The rules of the School of Nursing Organization may be amended by a majority vote of two-thirds (2/3) of the members, provided a copy of the proposed amendment has been sent to all members one week prior to the meeting at which such proposed amendments will be considered.

Approved at SONO 011516; reviewed at SONO 061919, reviewed 070919.

Pittsburg State University Strategic Plan "Pathway to Prominence"

Mission & Vision

MISSION

The mission of Pittsburg State University is to provide transformational experiences for its students and the community.

VISION

Pittsburg State University will be the first choice for:

- Students seeking a quality education through nationally recognized programs;
- The most talented faculty and staff seeking dynamic careers;
- Partnerships with communities, businesses, organizations, and individuals in the region;
- External investment by donors, grant makers, and government.

CORE VALUES

STUDENT-FOCUSED

Continue a campus environment where students feel a connection to the university and its faculty and staff by making students and their success the driving force behind institutional decisions at all levels.

EXCELLENCE

Ensure the university strives for outcomes that are exemplary by demanding quality in all aspects of the institution's operations.

BY DOING LEARN

Perpetuate the university's founding principal of "By doing learn" through the creation of academic programs and opportunities that engage students in real world activities.

DIVERSITY

Foster a diverse and international campus culture among students, faculty, and staff that supports an understanding and acceptance of a variety of ideas, beliefs, and cultures, thereby creating opportunity for all.

COMMUNITY

Enhance the university's strong relationship with the region and the Pittsburg community by maintaining a welcoming campus and creating big university opportunities in a small campus atmosphere.

INNOVATION

Encourage students, faculty and staff to take informed, calculated, and strategic risks to build upon their success, start new ventures, utilize new technologies, and forge an entrepreneurial path forward.

SUSTAINABILITY

Recognize there are limited and finite resources in the world and, therefore, commit ourselves to establishing best practices to conserve resources as well as decrease the university's carbon footprint.

The University's full Strategic Plan can be viewed via the following link:

https://pathwaytoprominence.pittstate.edu/_files/documents/strategic-plan-2016-2022.pdf

CAS Strategic Plan 2017-20

Mission:

The College provides transformational experiences that prepare students for global citizenship so they become life-long learners contributing to their communities and fully participating in democracy.

Vision:

The College aspires to provide high quality educational experiences to prepare students for life and work, the best possible work environment for faculty and staff for the accomplishment of professional goals, and avenues for significant community engagement.

Core Values:

Student Focused – Make students and their success the driving force behind decisions at all levels.

Excellence – Demand quality in all aspects of the college's operation.

By Doing Learn – Provide academic programs and acceptance of a variety of ideas, beliefs and cultures.

Diversity – Support an understanding and acceptance of a variety of ideas, beliefs and cultures.

Community – Enhance the College's strong relationship with the Pittsburg area community, region and beyond.

Innovation – Support creative and critical thinking that promotes informed intellectual risk taking.

Sustainability – Establish best practices relevant to resource conservation.

Goals:

1. Enhance the College's strong record of academic excellence.
    a. Create and sustain programs that enrich students and society and provide the appropriate allocation of resources, faculty and staff to support the programs, especially those that are in high demand.
        i. Utilize assessment, program review, national accreditation, state approval and other data in program improvement.
        ii. Effectively utilize data analytics in decision-making.
        iii. Position effectively for recruitment and retention of faculty and staff.
        iv. Weather fiscal challenges while maintaining quality experiences for students.
        v. Create partnerships for offer of interdisciplinary, 2 plus 2 and other program opportunities.
        vi. Attend to the teaching-learning environment.
        vii. Align resources.
    b. Encourage a culture of discovery and research by supporting these activities among faculty and students.
        i. Develop College-wide opportunities for dissemination of faculty, student and faculty-student research including web-based mechanisms.
        ii. Expand College recognition of research/creative endeavors.
        iii. Explore a partnership with G&CS on dissemination plans.

iv. Support research, scholarship and creative endeavors with resources when possible.

c. Support excellent teaching through an array of teaching-learning techniques and technologies.
   i. Create opportunities to recognize teaching and advisement including inclusion in the CAS Newsletter, web and social media sources.
   ii. Resource recognition opportunities.
   iii. Support the work of the CTL's professional development opportunities including Master Advising Academy.
   iv. Assess best practices within the College in support of excellence in teaching and advisement.
   v. Fund teaching-learning equipment and technology needs utilizing short and long-term planning data.

d. Strategically utilize resources at all levels in order to maximize their value to our academic goals and to model responsible behavior to our students.
   i. Utilize university-wide models/processes and program data in decision-making with input from students, faculty and/or staff.
   ii. Enable academic efforts in sustainability.

e. Engage fully in transformation of general education.
   i. Support engagement of faculty in general education transformation.

2. Support student success with renewed focus on recruitment and retention of students.
   a. Recruit and retain students in all academic programs.
      i. Develop and fund College recruitment and retention plans.
      ii. Establish with programs, yearly outcomes for R&R success.
      iii. Engage in university RPM processes.
   b. Embrace a diverse College culture of respect, understanding and awareness.
      i. Include faculty, students and staff in guided discussion of College culture.
      ii. Contribute to resourcing opportunities for development such as speakers and programs.
      iii. Model inclusion, respect, understanding and awareness in every interaction.
   c. Create opportunities for early and sustained engagement with faculty and staff through student orientations, student organizations, service-learning projects, student-faculty research, advisement and others.
      i. Create additional opportunities within the College.
3. Foster partnerships for the benefit of students, faculty, staff, alumni and the region and beyond.
   a. Continue development of PSU as a cultural center communicating effectively the substantial role of the College's programs.
      i. Enhance promotion of academic events, including lectures, workshops, plays, performances, competitions, exhibits, and others.
   b. Create and foster partnerships with potential employers and other interested entities.
      i. Develop new and foster existing partnerships with employers and others.
   c. Enhance partnerships with community groups, school districts and other colleges and universities as well as programs and units in other colleges within PSU.
      i. Establish a minimum of new internal partnerships or interdisciplinary programs.
      ii. Establish a minimum of 3 new external partnerships.
   d. Foster relationships with alumni and friends of the College.
      i. Utilize advisory boards.
      ii. Participate in alumni gatherings and other events.
      iii. Partner with advancement.
      iv. Utilize websites, newsletters and social media for positive messaging.

e. Seek external funds through development, grants, internships and employment in support of students, faculty and programs.
    i. Increase numbers or value of grants, internships, scholarships and other sources of support for students, faculty and programs.
    ii. Establish at least one endowed faculty line.
    iii. Demonstrate good stewardship in use of private gifts and external funding.

4. Embrace responsiveness and innovation.
    a. Support innovation while building on College traditions.
        i. Establish open lines of communication with faculty, staff, students, alumni and broader communities honoring College traditions.
        ii. Foster a climate of idea exchange, innovation and critical thinking.
    b. Enhance communication both internally and externally.
        i. Implement CAS Newsletter and Social Media Plan.
        ii. Explore, when funding allows, addition of a marketing expert for CAS.
        iii. Utilize student advisory councils and other constituent groups.

The CAS Strategic Plan and annual updates can be found at
https://www.pittstate.edu/artsci/index.html#undefined2

Irene Ransom Bradley School of Nursing
Strategic Plan 2017-2020

The **mission** of the Irene Ransom Bradley School of Nursing is to support the University in providing transformational experiences for our students and the community.

The School of Nursing prepares graduates to demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles and to engage in learning as a lifelong process.

The programs of the School of Nursing reflect the university mission of teaching, scholarship and service, with teaching-learning as the primary focus. Recognizing the unique characteristics and needs of our diverse, primarily rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, groups, communities, and populations in a variety of settings.

The baccalaureate nursing curriculum builds upon a foundation of the arts, sciences and humanities and provides a base for graduate study. The graduate curriculum builds upon the competencies of baccalaureate nursing and focuses on advanced nursing roles.

The **vision** of the Irene Ransom Bradley School of Nursing is to collaborate with health care systems, educational institutions, and communities-of-interest, while assuming the leadership role in pursuit of excellence in nursing through education of undergraduate and graduate students.

Core Values:

Student Focused – Make students and their success the driving force behind decisions at all levels.

Excellence – Demand quality in all aspects of the School of Nursing's operation.

By Doing Learn –Perpetuate PSU's founding principal by creating nursing programs and opportunities that engage students in real world activities.

Diversity –Foster a diverse culture supporting an understanding and acceptance of a variety of ideas, beliefs and cultures, thereby creating opportunity for all.

Community – Enhance the Irene Ransom Bradley School of Nursing's strong relationship with the Pittsburg area community, region and beyond.

Innovation – Support creative and critical thinking that promotes informed intellectual risk taking.

Sustainability – Establish best practices relevant to resource conservation.

Irene Ransom Bradley School of Nursing
Strategic Plan 2017- 20

Goal 1. Academic Excellence

Irene Ransom Bradley School of Nursing will be intentional in its efforts to improve the quality and value of nursing educational programs while responding to the needs of Kansas and beyond through emerging strategic initiatives.

PSU 1.1 Develop and optimize physical and financial resources to support both existing academic programs and emerging initiatives.

CAS Activity 1.1 Strive to develop a physical environment conducive to academic excellence.

PA1. Support faculty writing, administration, and utilization of support services from Graduate and Continuing Studies Office, Grants Coordinator, in particular.

PA 2. State and Federal grant(s) and initiatives submitted, awarded, implemented, and managed with quality.

PA 3. Submit applications for HRSA grant funding:

- Advanced Nursing Education Workforce (ANEW) for FY20-FY24
- Nurse Education, Practice, Quality, Retention-RNs in Primary Care (NEPQR-RNPC)

Non-Competing Continuation request for FY20-FY23

- Nurse Education, Practice, Quality, Retention-Veteran Nurses in Primary Care (NEPQR-VNPC)

FY20-FY22

- Advanced Nursing Education-Sexual Assault Nurse Examiner (ANE-SANE) Program, September 30, 3018 through September 29, 2021
- Advanced Nursing Education Nurse Practitioner Residency (ANE-NPR) Program, FY20-FY23
- Nurse Faculty Loan Program (NFLP) Initial Funding: $200,000 with PSU contributing 1/9th; CAS will contribute $11,000 and Graduate and Continuing Studies will contribute $11,000.
- Scholarships for Disadvantaged Students (Undergraduates), when available.

PA 4. Submit applications for Kansas Board of Regents grant funding:

- Kansas Nurse Initiative Professional Development Grant Funding, submitted January 30, 2019; KNI FY2019 funding of $3,023.60 to be expended prior to November 30, 2019.
- Kansas Nurse Initiative Nurse Faculty and Supplies, submitted annually in March.
- Submit KNI Reports annually in August.
- Kansas Nurse Educator Scholarship Fund; submit request annually.

PA 5. Submit applications for Community Foundation Grants:

- Rita J. Bicknell Women's Giving Circle, submit annually in April and report the following May.
- General Funds Grant, submit annually in May and the evaluation report annually by June 15th.

PA 6. Increase adequacy of computers and technology for classrooms and learning environments, faculty/staff offices, and workstations.

- Update Computers and Software to maintain state-of-the-art learning environment
- Update Human Patient Simulators to maintain state-of-the- art learning environment

PA 7. Increase capability of all classrooms in McPherson to enhance interactivity.

PA 8. Submit internal and external requests for funding of technological enhancements.

PA 9. Replace blackboards in McPherson with up-to-date whiteboards including interactivity components in targeted classrooms.

PA 10. Seek sources of funding or in-kind donations for Medical Supplies, equipment and furnishings.

PA. 11. Partner with PSU Foundation to obtain external sources of funding for building renovation and expansion.

PA 12. Work with the Planning and Design Team including Clark/Huesemann Architectural Firm in completing the Freeman Health System renovation of the McPherson 130, Lecture Hall.

PA 13. Develop a plan for funding of iPads for faculty/undergraduate/ graduate students for use in clinical areas.

PA 14. Develop plan with PSU administration for funding of increasingly costly simulation warranties.

PA 15. Restore Student Equipment funding.

Activity 1.2 Maintain national accreditation for UG and G programs, Commission on Collegiate Nursing Education (CCNE)/American Association of Colleges of Nursing (AACN) and maintain Kansas State Board of Nursing (KSBN) approval.

PA 1. While there were no recommendations or concerns from CCNE and KSBN in 2009 (10-year visit) or during the initial DNP Accreditation Review (October 2016), maintenance of high quality programs through program improvements documented in preparation for annual and reaccreditation (2019) reporting.

PA 2. Compile appropriate data and documentation for submission of required annual reports.

- AACN (August 25th) & KSBN (June 30th) Annual Reports submitted

- AACN/CCNE Self-Study Report submitted by September 23, 2019 for CCNE Accreditation Review scheduled for November 4-6, 2019.
- NONPF/NTF report completed annually in October.
- Other reports and surveys submitted per request of accreditation/approval body.

PA 3. One or two faculty to become credentialed as CCNE Site Visitors in FY2019 or FY2020.

PA 4. Pay required accreditation/approval bodies' annual fees (AACN ($4900); CCNE ($3772); KSBN/KSBN CNE Approval Fee ($400) respectively per year. Kansas Association of Colleges of Nursing (KACN) fees are an additional $150 per year.

- With partial support from university sources, all required fees paid.

PSU 1.2 Create strategies to attract and retain well-qualified faculty.

Activity 1.3 Meet state and national standards for faculty academic preparation and appropriately staff the Irene Ransom Bradley School of Nursing and the HSC/LRC in concert with recognized state/national standards and number of student majors.

PA 1. Evaluate achievement of appropriate staffing: mix of full-time and part-time faculty, tenure-earning/tenured/full-time temporary, full-time administrative assistants, HSC/LRC coordinator, GTAs, student employees in the HSC/LRC and front office, student study leaders, and other identified staffing needs.

PA 2. Request staffing needs per college and university protocol. Replace Director's tenure-earning position, add one administrative officer, GTAs, and account for academic leadership through compensation and/or release time.

PA 3. Maintain a minimum of nine doctoral prepared (moving toward goal of 10) full-time faculty in tenure-earning/tenured positions within the SON. (Ideal Target: minimum of 14/20 with offering of doctoral program and expanding other graduate programs).

PA 4. Faculty pursuing doctoral degrees supported with release time or other support within scope of resource availability.

PA 5. Convert three full-time temporary positions to tenure-earning positions.

PA 6. Implement terminal degree requirements and staffing plan per plan in Faculty Handbook.

PA 7. Continuously orient and mentor GTAs, staff & preceptors:

- Part-Time and GTA Orientation Manual
- Preceptor Online Orientation Module, developed in concert with the ANEW grant.

PA 8. Mentoring plans improved per need using face-to-face, online & modular formats.

PA 9. Participate in University's New Faculty Orientation, which is now a 2-year program.

PA 10. Faculty position Health Simulation Center fund and fill (Kansas Nurse Initiative).

PA 11. Enhance funding of ANEW positions (Rural/MUA Clinical Coordinator and Faculty Preceptor) and NEPQR Positons (Partnership Liaison and Clinical Coordinator).

PA 12. Celebrate faculty award of tenure, promotion, achievement of University Professor rank, completion of doctoral study, publication, and other key professional milestones.

PSU 1.3 Stimulate and elevate research, scholarship, and creative endeavors.

Activity 1.6 Stimulate and elevate research, scholarship, and creative endeavors. Keep abreast of swiftly evolving national and state of Kansas standards for research/scholarship, teaching and learning, service and practice in nursing and health care by attendance at national CCNE/AACN conferences, attendance at other national conferences, and immersion in literature, active participation in Kansas Association of Colleges of Nursing (KACN) and key organizations, and pursuit of other related strategies.

PA 1. National and state standards considered in decision-making.

- Stay abreast of discussions by reading AACN publications, attending AACN Webinars, and participation in the AACN and KACN organizations.

PA 2. Maintain BSN, MSN, and DNP curricula updates which require approval by university and KSBN in accord with current AACN Essentials and other standards.

PA 3. Attendance at minimum one national AACN/CCNE conference per year by the Director, with desirable attendance at minimum one BSN, MSN, and DNP AACN/CCNE conference by Director and/or faculty.

PA 4. At least 80% of faculty will attend one nursing conference per AY.

PA 5. One FNP faculty will attend NONPF Annual Conference each year.

- FNP faculty will attend the 45th Annual NONPF Conference in 2019, Atlanta, GA.

PA 6. Director's attendance at the AACN Academic Nursing Leadership Conference and Deans Annual Meeting, as well as participation in the AACN's Grassroots Network with Capitol Hill visits every October and March.

PA 7. CCNE Self Study Writing Workshop attended by Director and three faculty during FY19.

PA 8. Attendance at the Advanced Practice Nurses of the Ozarks annual conference, Branson, MO and encourage participation by students.

PA 9. Attendance at the Nurse Educator Conference in Branson, MO annually in the spring.

PA 10. Attendance at the Johnson County Community College, Simulation Conference.

PA 11. Attendance at the Kansas Clinical Teaching Institute, or KBOR Faculty Conference annually May through July (KNI funding).

PA 12. Fully utilize HSC/LRC as a medium for discovery and research.

PA 13. Utilize developed transcultural theory/clinical experience in New Orleans or other appropriate site for discovery and research.

PA 14. Utilize established partnerships for discovery and research.

PA 15. Integrate students into faculty led discovery and research projects; support faculty in efforts to enhance numbers and inclusion of students in national publications and regional/national/international presentations.

PA16. Support faculty/staff/student efforts in discovery and research through provision of resources within resource capability and track successes in PA process and ongoing accreditation records.

PA 17. Encourage faculty and students to apply for funding through the Office of Graduate and Continuing Studies initiatives.

PA 18. Encourage faculty and student collaboration with the Writing Center's expertise.

PA 19. Continue School of Nursing's internal IRB Committee regular meetings.

PA 20. Continue concentrated efforts to encourage BSN, RN-BSN, MSN, BSN-DNP, and MSN-DNP student participation in the Research Colloquium.

PSU 1.4: Strategically organize and support new program development to ensure alignment and internal strengths and workforce needs.

Activity 1.4 Explore and participate in options for Interdisciplinary Programs and Minors (Aging, Public Health and others), new course offerings, WL course designation, fast-track programs, new functional areas, part-time curriculum, altered orientation format, web subscription sites for clinical simulation, online courses, redesigned courses/curriculum and other curricular options.

PA 1. Respond to changes in PSU's graduate nursing programs: BSN-DNP and MSN-DNP for advanced practice and the MSN Education Emphasis Program.

- Offer MSN-DNP totally online with DNP Intensive Hybrid Option; admit new students until first day of class.
- MSN-Education Emphasis Program: continue interdisciplinary option with Summer, Fall and Spring admission cohorts.
- Explore Feasibility of new DNP Tracks (Leadership, Acute Care or Psychiatric/Mental Health Nurse Practitioner or Certificate Program).

PA 2. Deliver the Primary Care courses in the Family Nurse Practitioner program as a solitary effort due to the dissolution of the partnership support of the Kansas Advanced Practice Collaborative (KAPC) with KU and FHSU.

PA 3. Continue participation in interdisciplinary Master of Science in Education with Emphasis in School Health degree offering in collaboration with College of Education, Teaching and Leadership Department.

PA 4. Explore and develop as appropriate additional interdisciplinary/transdisciplinary options.

PA 5. Continue the Nursing Program Expansion in concert with the KBOR-funded KNI grant as a calculated effort to expand the capacity of pre-licensure BSN admissions in the IRBSON.

- Admit 86 junior cohort FY2019 and 90 junior cohort FY2020.

PA 6. Manage clinical nursing major theory and clinical class size. KSBN requires approved U programs not to exceed student/faculty clinical ratio of 10:1, G program national standard is 6:1 for direct patient care. Numerous clinical agencies further limit the numbers of students that can practice at any one time.

PA 7. Explore and implement alternative days and shifts for clinical times when feasible.

PA 8. Explore new clinical sites for undergraduate clinical, NEPQR Grant RN-BSN primary care clinics, as well as graduate level clinical sites.

- Explore use of Shawnee Mission Medical Center for Fall 2019 Junior Cohort.
- Explore use of Ortho Four States as a possible clinical site.

PA 9. HSC/LRC increasingly utilized for targeted clinical experiences particularly in light of national trend in nursing education and HSC/LRC increasingly utilized for targeted clinical experiences up to the 50% recommended by NCSBN.

PA 10. Offer the Online RN-BSN track with Fall and Spring admission cohorts.

PA 11. Continue the aggressive recruitment efforts in the RN-BSN track and ADN-BSN option:

- RN-BSN Committee will participate in 8-10 recruitment trips each academic year.
- Conduct activities that interest young persons in nursing as a career through visits to schools, provision of services such as Gorilla/Teddy Bear clinics, utilization of faculty written children's health promotion book series, integration into experiences in the HSC/LRC such as career exploration or making health living choices using simulation, or other targeted activities.

PA 12. Offer multiple sections (RN-BSN classes) or offer selected courses more times throughout the year as resources allow.

PA 13. Develop an online CNA program and offer CNA class every semester and continue the intercession option.

PA 14. Explore Academic Partnerships for RN-BSN track.

PA 15. Enhance teaching learning with addition of potential new curricular programming.

PSU 1.5 Create and support an inclusive program of faculty development using a diversity of methods, including technology.

PA. 1 Continue integration of additional alternatives for clinical experiences including high-fidelity simulation and other technologies in the HSC/LRC.

PA 2. Maintain faculty competence in use of simulation and other emerging technologies through attendance at appropriate workshops and training sessions.

- Kansas City Simulation Conference, September, 2019 with attendance of Simulation Committee.

PA 3. Explore cost-effective methods of facilitating at least one School of Nursing faculty development continuing education offering per year, inviting area nursing educators to participate when appropriate, and encourage faculty/staff participation in workshops, grants, professional development activities and other opportunities.

- Utilize Nurse TIM subscription.

PA 4. Maintain Irene Ransom Bradley School of Nursing State of Kansas Nursing Continuing Education Providership.

PA 5. Maintain collaborative continuing education relationship with University of Kansas AHEC.

PA 6. Document faculty/staff participation in Continuing Education.

PA 7. Support enhancement of teaching learning with web, LMS and other technologies with continued instructional training for faculty, staff and students.

PA 8. Support and document teaching-learning enhancements.

PA 9. Explore use of podcasts, iPad conferencing with students in clinical sites, and other emerging technologies that enable teaching/learning with higher quality, efficiency, and conservation of resources.

PA 10. Utilize emerging technologies in teaching/learning. (Zoom, VidGrid & Virtual Cadaver).

PSU 1.6 Stimulate the development of targeted graduate and interdisciplinary programs.

PA 1. Offer NURS 370-99 Women's Health Issues, Writing to Learn utilizing Open Education Resources.

PSU 1.7 Transform the general education curriculum to be cohesive and flexible in order to best prepare graduates for workforce and civic leadership.

Activity 1.5: Play an active role in the transformation of the general education curriculum into a cohesive and flexible package to prepare graduates for workforce and civic leadership.

PA 1. Participate in creation of the new PSU general education curriculum and adopt the new PSU general education curriculum when it is available.

PA 2. Incorporate the new Pitt State Pathway education curriculum into the nursing curriculum.

PA 3. Pitt State Pathway Advisement with dedicated advisor for freshman and sophomore students.

PA 4. All appropriate communications kept up-to-date and conveyed to appropriate communities of interest (Advisory Board, students, alumni, employers, and public) within the service region.

PSU 1.8 Align and strengthen assessment and program review processes.

PA 1. Continue School of Nursing Master Evaluation Plan according to University guidelines to document student and program success meeting Kansas Board of Regents/PSU requirements.

- Effectiveness plan utilized as a tool in decision-making.
- Review Master Evaluation Plan annually to maintain congruence with standards of accreditation/approval bodies.

PA 2. Summative reports completed by BSN, MSN and DNP programs.

PA 3. Continuously improve curriculum and assessment, implementation, and evaluation of standards and procedures for nursing major requirements, admission, progression, and graduation.

PA 4. Require every clinical nursing major to participate in a defined standardized testing package prior to entry into the clinical program, at defined points in the program, and upon exit from the clinical program at both UG and G levels.

PA 5. Fully utilize standardized testing program and analyses in support of student success and program improvement.

PA 6. Evaluate and improve capstone courses for UG and G programs as appropriate.

PA 7. Continue Faculty Outcomes meeting and Aggregate Reporting each semester as required by CCNE.

PA 8. Survey nursing alumni, employers, and clinical nursing majors will be conducted according to plan and will provide data for continuous program improvement. (Surveys conducted in FY18).

PA 9. Report program outcome measures yearly and meet or exceed benchmarks.

- Outcome measures (examples: NCLEX pass rates, national certification, graduation rates, employer surveys, alumni surveys, student exit surveys, pre-test/post-test results, portfolios) met or exceeded benchmarks and used for improvement of programs.

PA 10. Utilize Intensive Assessment, Advisement, and Enrichment Program for enhancement of student success with evaluation of program per need.

PA 11. Continuously update and maintain the School of Nursing Faculty Handbook (SON Director)

PA 12. Complete Commission on Collegiate Nursing Education (CCNE) Self-Study, FY19.

Goal 2. Student Success

Irene Ransom Bradley School of Nursing will strengthen relationships and enhance support systems and tools to help students achieve their academic and personal goals.

PSU 2.1 Increase the number of students who successfully attain a higher education credential.

Activity 1. Recruit and retain students in academic programs.

PA 1. Strategically recruit students for undergraduate nursing program both pre-licensure and RN-BSN tracks and graduate nursing program. (Currently turning away qualified U and G students due to resource availability).

PA 2. Continue Intensive Assessment, Advisement and Enrichment (IAAE) Program for clinical nursing majors at the baccalaureate level, key component to include employment of senior nursing students in the HSC/LRC for the purpose of mentoring with junior nursing students.

PA 3. Continuously improve effective plan for Intensive Assessment, Advisement and Enrichment Program (IAAE).

PA 4. Continue the ATI Live Review in 2019 and Virtual ATI program with “green light” achievement for graduation.

PA 5. Fitzgerald Online Review during Winter Intercession for Primary Care students and Live Review with the Pharmacology Review for BSN-DNP/ FNP class in May annually.

PA 6. Barkley 3Ps review for BSN-DNP/FNP class.

PA 7. Work with Office of Admissions to develop mechanisms to handle the large numbers of prospective and new students.

-100% of SON faculty trained as Master Advisors by 2020.
-70% of SON faculty will maintain Master Advisor by 2020.

-Increase # of Gorilla Gateway Faculty.

-Encourage Freshman Nursing Majors to enroll in a Gorilla Gateway section taught by Nursing Faculty.

PA 8. Secure CAS and Graduate office funding for $300 per dept./school for Recruitment &Retention.

PA 9. Engage students, faculty & staff in Recruitment &Retention discussions.

PA 10. Marketing Efforts, increased/updated every semester w PSU Marketing including the School of Nursing Website.

- Each semester update website, applications, brochures, all marketing materials.

PA 11. Revised RN to BSN, MSN Education Emphasis and DNP brochures are disseminated.

PA 12. Encourage, support, and track faculty recruiting initiatives.

PA 13. Continue participation in High School Career Day, Rumble in the Jungle, Junior Jungle Day, Gorilla Days, Transfer Tuesdays, Crawford County Business Education Association job fair, Camp Med, Senior Seminar, and PITT CARES.

PA 14. Continue to recruit students through daily availability of faculty appointments.

PA 15. Distribute the ANEW Newsletter & SON Updates every semester.

PA 16. PSU Recruitment:
KS State Fair, Hutchison, KS q year.
KSBN Newsletter
Recruit at APNO
Midwest Nursing Research Society brochure and program.
Recruit at the Kansas School Nurses Conference in Wichita, KS, July, 2019.

PA 17. Continue to attend RN-BSN recruitment events and education fairs at area/regional hospitals, and community colleges.

PA 18. Continue recruitment and retention of ADN-BSN option students from area community colleges.

PA 19. Collaborate with nursing program directors from area community colleges to develop and maintain the ADN-BSN option at LCC, FSCC, and NCCC.

- Establish and maintain ADN-BSN collaborative agreement with Crowder College, Neosho, Missouri and Northeastern Oklahoma (NEO) A & M College, Miami, Oklahoma during FY19.

PA 20. Continue to include community college nursing students in simulation activities in the HSC/LRC.

- Explore taking PSU students to LCC simulation center for simulation activities.

PA 21. Encourage Director and faculty participation in area community college nursing advisory boards.

PA 22. Seek articulation agreements with area community college nursing programs for ease in RN-BSN articulation in concert with guidelines of the Kansas Nursing Articulation Program.

- Johnson County Community College

PSU 2.2 Secure additional financial resources and employment opportunities for students.

PA 1. Work to build relationships to enhance opportunities for scholarships and other funding and communicate opportunities to students.

- Continue the "luncheon recruitments" with prospective donors and Director of Development for CAS, Mary Jo Meier.

PA 2. Seek additional financial aid/scholarships for RN-BSN and ADN-BSN students.

PA 3. Continue seeking financial/scholarships BSN students.

PA 4. Continue seeking financial/scholarships for graduate students.

PA 5. Communicate scholarship opportunities for all students.

PA6. Encourage area healthcare agency recruitment events: lunches/breakfasts for junior and senior classes; Junior Bootcamp opportunity; Career Fairs; Health Fairs at area healthcare agencies.

PA 7. Internship/preceptorship/capstone experience completed by every BSN and graduate student prior to graduation.

PA 8. Continue formally recognizing the commitment individual preceptors make to the university nursing program experience.

PSU 2.3 Fulfill high expectations for engagement and interaction of students with faculty and staff.

PA 1. Add an undergraduate and graduate student to PSU SON Advisory Board.

PA 2. Early and often tutoring; continually monitor student progression.

PA 3. Progression meetings will be held for all programs prior to midterm and monthly during SONO meetings.

PA 4. Provide sponsorship and guidance for undergraduate and graduate programs and organizations.

PA 5. Maintained junior and senior, RN-BSN, and Graduate class sponsors.

PA 6. Maintain Pre-Nursing Club, KANS, NCF and GSNO sponsors.

PA 7. Support and document student leadership and student representation on all SON committees.

PA 8. Continue student leaders' luncheon.

PSU 2.4. Enhance student support programs, services and systems.

PA 1. UG Student Study Leaders program

PA 2. Senior student EOF funded tutors trained and supervised in their student enrichment programming.

PA 3. Require participation of student tutors in Heather Eckstein's course on tutoring.

PA 4. Utilize Student Accommodations.

PA 5. Utilize Student Health and University Counseling services as necessary.

PA 6. Encourage undergraduate and graduate use of the Writing Center.

PSU 2.5 Expand opportunities to engage all students in campus life.

PA 1. Encourage students to participate in campus activities such as sporting events, homecoming activities, concerts, intramural activities, religious clubs, sororities and fraternities, School of Nursing clubs, etc.

PSU 2.6. Cultivate a diverse campus culture of respect, understanding, and awareness.

Activity 2.2: Embrace a diverse College culture of respect, understanding & awareness.

PA 1. Documented content within the curriculum that enhances diversity and cultural competence.

PA 2. Enhance diversity of Irene Ransom Bradley School of Nursing human resources.

- Establish Diversity in Nursing Association (Fall 2018)

PA 3. Multiple intentional conversations with college community at all levels including students.

PA 4. Encourage attendance at Tilford Conference.

PA 5. WGS academic program charge & committee membership moved under CAS with representation on the Diversity Council as well.

PA 6. Encourage service-learning projects, student and faculty volunteerism at Lord's Diner, sports physicals by DNP students, KMOM, Annual Heart Fair, Transcultural Nursing trip to New Orleans, Blood Drives, Blood Pressure checks at sporting events, Special Olympics First Aid station.

Goal 3: Partnerships

Irene Ransom Bradley School of Nursing will work with global and regional partners and the community of Pittsburg to enrich and advance cultural, economic, and educational opportunities.

PSU 3.1 Collaborate with external stakeholders to promote joint planning, priority setting, and resource sharing.

Activity 3. Foster partnerships for the benefit of students, faculty, staff, alumni & the region & beyond.

Activity 3.1: Continue development of PSU as a cultural center communicating effectively the substantial role of the college's programs.

Activity 3.2: Engage in relationship building & formation of partnerships with employers, community groups, pre-K through 12, community colleges, colleges & universities, other colleges in the university, alumni and friends for the benefit of teaching-learning experiences.

PA 1. Maintain clinical contracts with area agencies.

- Establish clinical agreements for NEPQR grant recipients.
- Establish Neosho Memorial Medical clinical agreement.
- Establish Shawnee Mission Medical Center clinical agreement.
- Establish VA Center in Nevada clinical agreement.

PA 2. Maintain ROTC Cadet Command Center of Excellence (one of 11 in the nation).

PA 3. KBOR's Military Initiative for prior service learning.

Activity 3.3: Seek external funds through grants, internships, and employment in support of students, faculty & programs.

PA 1. Write and/or participate in grants for the purpose of enhancing the teaching-learning environment of the School of Nursing.

PA 2. One or more grants for internal/external funding submitted to the Community Health Foundation.

PA 3. Continuously seek other sources of external grant funding.

PA.4. Establish one endowed faculty line; work with the Foundation.

PSU 3.2 Strengthen and diversify the University's Division II athletics program to be nationally competitive and to provide mutually beneficial events and opportunities.

PA 1. Support student athletes in the nursing major.

PSU 3.3 Support and attract performances, artists, cultural opportunities, and competitions that are of mutual University and community interest.

Activity 3.1 Continue development of PSU as a cultural center communicating effectively the substantial role of the college's programs.

PA 1. Encourage art and cultural activities on campus.

PSU 3.4 Lead local and regional economic development through partnerships, programs, conferences, and events.

Activity 3.2 Engage in relationship building & formation of partnerships with employers, community groups, pre-K through 12, community colleges, colleges & universities, other colleges in the university, alumni and friends for the benefit of teaching-learning experiences.

PA 1. Promote the School of Nursing and its students, faculty, staff, and alumni to the residents of the university, the region, the state, and beyond.

PA 2. Communicate the magnitude of the work and quality of the Irene Ransom Bradley School of Nursing through highlighting the FY19 PSU IRBSON major enrollment, number of employees, overall budget, national accreditation and state approval, NCLEX pass rates, national certification pass rates and other benchmark figures.

PA 3. Participate in service activities to the region and advantage opportunities to speak to professional groups, civic groups, and others about the School of Nursing while keeping the focus on its people.

PA 4. Service activities conducted by faculty, staff and students.

PSU 3.5 Promote the Pittsburg State University Brand and invest in innovative ways to tell the Pittsburg State University story to increase visibility and engagement.

PA 1. Utilized the collective wisdom of the Irene Ransom Bradley School of Nursing Advisory Board.

- Continually replenish and utilize the wisdom of the Grants Accountability and Advisory Board.

PA 2. Develop a plan for staff, student and faculty participation in key university events.

- Plan operationalized if needed.

PA 3. Appropriate media opportunities for communicating successes of students, staff, faculty and graduates are sought.

PA 4. Media effectively utilized.

PA 5. Work collaboratively with area agencies, preceptors and educational institutions to promote nursing education.

PA 6. Maintain contracts and positive relationships with the more than 150 clinical agencies and formal preceptors that the School of Nursing utilizes for student clinical experiences and on file per KSBN and AACN/CCNE requirement.

PA 7. Documented faculty/student compliance with clinical agency contract requirements.

PA 8. Integrate CPR, BLS, ACLS, PALS, NRP, and CNA certifications for students and health care providers into the offerings/capabilities of the HSC/LRC and SON.

PA 9. Provision of BLS, ACLS and PALS certifications fully explored.

PA 10. CPR offerings regularly scheduled.

PA 11. Continue teaching intercession CNA certification course; serve as a regional CNA testing center.

- Explore online CNA course and offer it every semester providing enough seats for 90+ UG nursing students.

PA 12. Continue administration and required reporting for the Kansas Legislative Nursing Initiative Funding grants awarded by the State of Kansas/KBOR, HHS HRSA Grants, and other funded initiatives to PSU and the School of Nursing.

PA 11. Provide grant compliance reports as required.

PA 12. Remain responsive to SEK and state/national needs for BSN graduates, MSN Education Emphasis, and BSN-DNP/FNP graduates and provision of nursing faculty and nursing administrative leaders.

PA 13. Needs served within capability of resources.

PA 14. Increase of one Academic-Practice Partnership for the UG and G program per Academic Year.

Goal 4: Responsiveness & Innovative Campus Culture

The Irene Ransom Bradley School of Nursing will be positioned to anticipate, respond to, and capitalize on opportunities.

Activity 4: Embrace responsiveness and innovation.

Activity 4.1: Support innovation while building on college tradition.

PSU 4.1 Create and emphasize University traditions to foster a greater sense of belonging.

Activity 4.1: Support innovation while building on college tradition.

PA. 1. Develop a plan for staff, student and faculty participation in key university events.

PSU 4.2 Embrace and systematically support innovation throughout the campus.

Activity 4.2: Enhance communication both internally & externally.

PA.1 Faculty members in the School of Nursing will take responsibility of reading their email every day (condition of employment).

PA.2. Utilize student advisory and other constituent groups.

PSU 4.3 Identify and remove barriers to flexibility and adaptability.

PA.1 Faculty members are oriented to teach a variety of courses.

PA.2 Faculty are given the opportunity to teach in more than one program.

PSU 4.4 Align Human and financial resources with growth expectations.

PA.1 Continue the nature and scope of the Kansas Nurse Initiative Grant/PSU Nursing Program Expansion encompassing a twofold endeavor, which will address the growing nursing shortage in the state by providing the needed resources in key focal areas:

- Faculty Development and Support
- Student Support Services

PA.2. Assess the ability of the IRBSON to increase enrollment numbers in each of its programs:

- Pre-licensure BSN
- RN-BSN
- MSN Education
- BSN-DNP
- MSN-DNP

PSU 4.5 Strengthen internal communication and use effective methods to solicit feedback from internal constituents on key issues.

PA.1. Continue student involvement on all committees.

PA.2. Continue with the Student Leaders Luncheon every semester.

PSU 4.6 Use data to inform strategic decisions and resource allocation at all levels of the institution.

PA1 Summative Reports created and outcomes evaluated annually to document effectiveness of program.

PA2. Utilize the Master Evaluation Plan annually.

PA3. Utilize Course Improvement forms.

PA4. Faculty accept professional responsibility in peer assessment.

PA5. Begin the early steps of a Succession Plan for Program Coordinators.

PA2. Establish the role of an Associate Director of Nursing.

PA3. Establish the role of a Grants Coordinator.

PSU 4.7 Create strategies to attract and retain well-qualified staff.

Activity 1.3 Meet state and national standards for faculty academic preparation and appropriately staff the Irene Ransom Bradley School of Nursing and the HSC/LRC in concert with recognized state/national standards and number of student majors.

PA 1. Evaluate achievement of appropriate staffing mix of full-time and part-time staff including: full-time administrative assistants, HSC/LRC coordinator, GTAs, student employees in the HSC/LRC and front office, student study leaders, and other identified staffing.

PA 2. Request staffing needs per college and university protocol. Replace Director's tenure-earning position, add one administrative officer, GTAs, and account for academic leadership through compensation and/or release time.

PA 3. Continuously orient and mentor administrative assistants, student employees, etc.

PA 4. Mentoring plans improved per need using face-to-face, online & modular formats.

Pittsburg State University
Irene Ransom Bradley
School of Nursing

Terminal Degree Statement

The **terminal degree statement** for the School of Nursing is: For the rank of Instructor, Assistant Professor and Associate Professor; an earned Master of Science with a major in nursing and a completed doctoral degree with a major in nursing or field such as Education, Health Science, Human Services, Business, Law or other related discipline from a nationally accredited institution of higher education. With exception, individuals may be hired at the Instructor or Assistant Professor ranks with the doctorate in progress with stipulation for completion within a specific period of time and prior to tenure or promotion.

For the rank of Professor, an earned Master of Science with a major in nursing and a completed PhD, EdD, or other doctoral degree with a significant research component including dissertation with a major in nursing or field such as Education, Health Science, Human Services, Business, Law or other related discipline from a nationally accredited institution of higher education.

For all ranks, possession of a registered nurse license in Kansas and states of clinical practice. Appropriate certification at state and/or national levels in areas of specialization when relevant.

Staffing Plan

The School of Nursing is committed to achieving the appropriate mix of faculty credentials to best support the mission of the School and the university. The **staffing plan** will include:
1) The majority of all full-time faculty positions as tenure track positions,
2) The majority of faculty in tenure track positions eligible for or possessing the rank of Professor, and
3) Continued ability to hire full-time temporary (FTT) faculty with a Master's Degree in Nursing.

Conversion Plan

The School of Nursing recommends that existing employed FTT faculty with satisfactory performance be offered the opportunity to **convert to tenure track** positions:

1) As funding becomes available to support conversion of position,
2) In accord with the above terminal degree statement and staffing plan, and
3) After application and selection in a national search.

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School of Nursing Tenure Guidelines

Pittsburg State University
Irene Ransom Bradley School of Nursing

Tenure Guidelines

The faculty member should review the guidelines and procedures set forth in the PSU/KNEA Contract, PSU, and The Core of Academe.

A faculty member's tenure-earning and length of probationary status are specified in their initial appointment letter.

To be recommended for tenure in the Irene Ransom Bradley School of Nursing (IRBSON), a faculty member must demonstrate during her/his probationary period the ability to meet levels of achievement as a productive member of the academic community that are appropriate to her/his rank. Achievement in teaching, discipline research, scholarly activity and creative endeavors, and community, professional, and University service, which is in the professional judgments of the appropriate IRBSON and University evaluators, to be of such recognizable merit as to justify the status and commitment of a continuing appointment. In considering tenure, the entire length of service that a faculty member has rendered at Pittsburg State University may be considered.

Beginning with the appointment to the rank of full-time instructor, recommendations for tenure shall be earned on the following schedule of probationary service at Pittsburg State University: Instructor, seven years; Assistant Professor, five years; Associate Professor and Professor four years.

Excellence in Teaching

During the probationary period, the faculty member must demonstrate ability to meet levels of achievement in the following areas:

1. Carry out classroom and clinical teaching assignments, keep regular office hours, and fulfill assigned advising duties. This is expected of every faculty member and is not considered as a contribution toward exceptional work or teaching.

2. Clearly demonstrate teaching effectiveness as well as dedication to teaching. Course evaluations must be done for all courses, results summarized, and submitted with documents for tenure consideration.

3. Demonstrate effectiveness as an advisor. The knowledge of IRBSON programs and IRBSON and university requirements is essential. A summary of student evaluations of advisement must be included with documents for tenure consideration.

4. Contribute significantly to IRBSON planning. This includes course revisions, curriculum development, seeking funding that focuses on curriculum and learning enhancement,

identification of practicum and/or internship possibilities, and development of student recruitment and retention strategies.

5. Create a learning environment for students, which supports learning, critical thinking, and positive professional growth in content areas in which teaching occurs.

6. Faculty must show continual effort to improve their teaching. This includes demonstrated participation in professional meetings focused on teaching, development and implementation of new teaching strategies, study of evidence-based literature in the area of teaching and clinical practice.

Excellence in Research, Scholarship, and/or Creative Endeavor

1. Remain active as a scholar, engaging in organized research to enhance the knowledge base of one's specialization or clinical expertise and practice.

2. Make presentations at professional conferences at national, state, and local levels and participate in national, state, and local professional meetings and seminars/webinars.

3. Publish in recognized journals within the nursing field or related health care publications. Contributions to the enhancement of the knowledge base of one's specialization are the norm. Off campus peer reviewed publications and dissemination will be important considerations in the assessment of these accomplishments.

4. Maintain an active research agenda through gathering and analyzing data, seeking funding, and development of manuscripts which contribute to evidence-based practice.

Excellence in University, Professional, and Community Service

1. Participate in governance of the IRBSON and university through committee membership and participation on IRBSON and University committees.

2. Participate actively in the recruitment and retention of qualified students. This includes such activities as university and IRBSON recruitment events, individual contacts with prospective students, development of recruitment materials, and positive student advisement.

4. Serve as faculty advisor for organizations and/or assist with IRBSON events as needed. This requires attendance at organization meetings or planning sessions for events and reporting to Director and other faculty members.

5. Assume an active role in professional organizations at local, state, and national levels.

6. Serve in roles such as consultant, presenter, workshop leader, and advisory board member to groups and organizations outside the IRBSON and University.

7. Contribute to the mutually supportive atmosphere already established by the faculty of the IRBSON. Assist in assuring the satisfactory completion of various projects undertaken by the IRBSON.

8. Participate in community organizations through membership and active participation in community sponsored events and activities.

Assessment and Evaluation

When eligible for tenure, a candidate must submit a portfolio that contains but is not limited to summaries of her/his annual performance reports.

To receive a positive recommendation for tenure, candidates must provide documentation of teaching effectiveness, sustained and directed research and scholarly achievement, and service to IRBSON, the university, the profession, and the community. The faculty accomplishments are of such recognizable merit as to justify the status and commitment of a continuing appointment in the professional judgments of the evaluators.

Teaching Effectiveness. Documentation must include:

1) Course evaluations for all courses taught throughout the probationary period and other evidence of successful direct involvement with students throughout the probationary period.

2) Summary of student evaluations of advisement.

3) Materials related to course preparations and revisions, as well as instructional materials, handouts, syllabi, tests, or major assignments that would provide a picture of the candidate's present approach to teaching and pedagogy as well as to the candidate's ongoing development as a teacher.

4) Other evidence the candidate feels demonstrates her/his teaching effectiveness. This may include but not be limited to professional development activities or presentations that have a direct, immediate impact on pedagogy and teaching beyond the boundaries of PSU, solicited or unsolicited peer evaluations, professional recognition of teaching excellence, evidence of active recruitment, or initiatives to improve retention of students.

Research, Scholarly Accomplishment. The candidate must provide a record of sustained accomplishment and should show promise for future contributions that will be meaningful to the IRBSON.

1) The candidate is expected to show evidence of research endeavors that enhance the knowledge base of their specialty or clinical expertise and practice.

2) Candidates must provide a record of sustained accomplishment. This may be demonstrated through publications, presentations, progress in large research projects, and/or other activities in the field such as editorial work, critical studies, software development, or technological

applications that are recognized in the nursing profession as important contributions to the field. Off campus peer review and dissemination will be important considerations in the assessment of these accomplishments.

Service to the University, IRBSON, the Profession and the Community. The candidate must show an active, sustained record of participation as well as interest in her/his profession and in Pittsburg State University and the community at large.

1) Candidates may demonstrate their service by membership on IRBSON and University committees, involvement in special projects that serve the IRBSON or the University as a whole, and consistent participation in the governance of the IRBSON.

2) A sustained record of service may also include activities that support outreach programs, recruitment, and participation in supporting and sustaining the nursing profession.

3) Participation in civic groups and other community service that promote Pittsburg State University and the IRBSON.

4) If it is unclear to the candidate whether an activity should be listed under "Service" or one of the other two categories, she/he should select the area that she/he believes best reflects its nature or purpose. If an activity clearly applies to more than one of the three categories, the candidate will so note.

Probationary Period and Procedures

(Please refer to the Agreement between PSU and PSU/KNEA for full detail)

In order to assure that an evaluation standard is evenly and fairly administered, the Director will make a tenure recommendation separate from and independent of the recommendation made by the IRBSON tenure committee, which is comprised of all tenured faculty in the IRBSON.

Additionally, by statute the Director has the obligation to keep the candidate informed as to progress toward tenure:

1) First year: Letter of continuation, March 1.

2) Second year: Letter of continuation, December 15.

3) Letter from Director to Candidate regarding progress toward tenure, end of second academic year. For Associate Professors and Professors, this letter is prepared at the end of the first year.

4) For Assistant Professors, Third and Fourth Years: Focus on issues or concerns raised in second-year letter from Director; discontinuation requires one-year notice.

5) For Assistant Professors, Fifth Year: Final Year of probationary period. Candidate applies for tenure in the Fall. Tenure recommendation is made to the Board of Regents in the Spring. If unsuccessful, the candidate is given a sixth and final year of employment at PSU.

6) Sixth Year: Fully tenured.
Electronic

These IRBSON specific guidelines for tenure are approved for the IRBSON.

Janis Schiefelbein (electronic signature) 5/20/2019
Janis Schiefelbein — Date
Chair, APT Committee IRBSON

Cheryl Giefer — 6/29/19 — Date
Director, IRBSON

Mary Carol Pomatto — 9/19/19 — Date
Dean, College of Arts and Sciences

Howard Smith — 9/23/19 — Date
Provost and Vice-President for Academic Affairs

School of Nursing Promotion Guidelines

Pittsburg State University
Irene Ransom Bradley School of Nursing

Promotion Guidelines

The faculty member should review and follow the guidelines & procedures set forth in the Irene Ransom Bradley School of Nursing (IRBSON) Handbook, PSU/KNEA and PSU/KBOR Contract, and The Core of Academe, and Appendix A.

To be considered for promotion in this Irene Ransom Bradley School of Nursing, a faculty member must demonstrate the ability to meet levels of achievement as a productive member of the academic community that are appropriate, in the judgment of the IRBSON and University evaluators, for promotion to the next higher academic rank. Professional levels of achievement in teaching, research, scholarship, creative endeavor, and community service, professional and/or university service are required. One of the three areas must be selected for demonstration of excellence in the nomination process.

In addition, the faculty member must meet the following general requirements of eligibility for promotion:

1. Document adequate years of service. The faculty member should be in at least the fifth year of service to request promotion to associate professor. On an annual basis, the university publishes a list of eligible faculty who may apply the following year. This list is available near the end of the academic year prior to the year in which faculty members are eligible to apply for promotion.

2. Meet criteria cited in the most recent PSU/KNEA Agreement.

3. Show growth and accomplishment in teaching, research, scholarly activity, and/or creative endeavor, and community service, professional and/or university service that are appropriate for promotion to the next higher academic rank.

4. Achieve a definite trend of annual ratings of Exceptional in the chosen area of excellence, i.e., either teaching, research, scholarly activity and/or creative endeavor or university, professional and/or community service.

5. Demonstrate collegiality that contributes to the successful completion of IRBSON goals and maintains the academic integrity of the unit.

Procedure

1. Indicate to the Director, within the appropriate time frame for eligibility, the desire to be considered for promotion, as designated in the PSU/KNEA contract.

2. Meet published deadline for initial submission of dossier to the Director. The dossier

model provided by the Provost and Vice President for Academic Affairs should be followed.

Promotion Criteria

To be considered for promotion, a faculty member shall be tenured or holding a tenure-earning appointment and be able to demonstrate excellence in at least one of the three areas of teaching, research, scholarly activity and/or creative endeavor or university service, professional, and/or community service, with professional accomplishments in the remaining two. Faculty are not expected to achieve excellence in each of the three areas, but they should be able to demonstrate professional accomplishments in all three. Faculty members shall select a primary basis for nomination for promotion from among teaching, research, scholarly activity and/or creative endeavor and university, professional, and/or community service. It should be emphasized that the following criteria are broad and conceptual in nature and define a number of areas in which contribution to teaching scholarship, and service may be made.

Excellence in Teaching

1. Carry out classroom teaching assignments, keep regular office hours, and fulfill assigned advising duties. This is expected of every faculty member and is not considered as a contribution toward exceptional work or teaching.

2. Clearly demonstrate breadth of teaching competence in the content area, graduate committee memberships, MSN projects and DNP scholarly projects, directed special investigations, honors courses taught. Professionally developed norm referenced student evaluations are one of a variety of ways to measure competence and effectiveness in teaching. The submission of student evaluations is required in the promotion process and, along with other evidence submitted in the process, they shall be used to measure competence and effectiveness in teaching. Examples of additional indicators that may be submitted as evidence of teaching competence and effectiveness in the promotion process can be found in **XXVIII Appendix A, The Core of Academe.**

3. Demonstrate effectiveness as an advisor. Knowledge of IRBSON programs and IRBSON and university requirements is essential. A summary of student evaluations of advisement must be included with the dossier.

4. Contribute significantly to IRBSON planning. This includes, for example, contributions to courses and curriculum development, use and preparation of instructional media (textbooks, laboratory manual, computer programs, class projects, cases, video, individual instructional modules, models, simulations, and other technologies). Participation in identification of clinical/practicum opportunities or internship possibilities, development of student recruitment and retention strategies and evidence of pedagogical impact on students. The faculty will utilize student evaluations, pre and post-testing results, state board results, certification examination results, job placement, graduate school admissions, standardized testing, etc.

5. Create an environment for students which supports learning, critical thinking, and positive professional growth in the process of developing appropriate skills in one's particular area of teaching.

6. Establish a record of self-development that demonstrates continuing growth in teaching. This includes, for example, demonstrated participation in professional conferences or meetings focused on teaching, development and implementation of new teaching strategies, and study of evidence-based literature in the area of teaching.

Excellence in Research, Scholarship and/or Creative Endeavor

1. Remain active as a scholar, engaging in organized research projects to enhance the knowledge base on one's specialization by creating new interpretations or reassessing existing interpretations.

2. Remain active professionally through participation in national, state, and local professional conferences, meetings and seminars/webinars.

3. Deliver peer reviewed presentations at national, state, and local professional meetings.

4. Publish in recognized journals within the nursing field or related fields. Contributions to the enhancement of the knowledge base of one's specialization are the norm. Off campus peer review and dissemination will be important considerations in the assessment of these accomplishments.

5. Disseminate scholarly work through publications and presentations.

6. Maintain an active research agenda through gathering and analyzing data, seeking funding, and development of manuscripts or other mechanisms or report of data.

7. Gain recognition beyond the university for contributions to the nursing profession.

Excellence in University, Professional, and/or Community Service

1. Provide evidence of involvement in discipline-related service and university-wide service such as workshops/webinars, consultation and/or technical support for other programs or guest speaker for other classes.

2. Participate in governance of the IRBSON and University through committee membership, assistance with special projects and participation in the decision-making process that characterizes shared governance.

3. Participate actively in the recruitment and retention of qualified students. This includes such activities as University and IRBSON recruitment events, individual contacts with prospective students, development of recruitment materials, and positive student advisement.

4. Serve as faculty advisor for organizations and/or assist with IRBSON events as needed. This requires attendance at organization meetings or planning sessions for events and reporting to Director and other faculty members, participation in organization sponsored activities and individual consultations with organization officers.

5. Demonstrate recognition of professional leadership through expanding roles in professional organizations at local, state, and national levels. Outstanding public service contributions may be made by helping to implement regional community services and other types of field service. A significant contribution may be as an officer of a professional, technical, or scholarly society at the state or national level.

6. Show recognition of professional ability through invitation to serve in roles such as consultant, presenter, workshop leader, and advisory board member to groups and organizations outside the IRBSON and University. Non-credit workshops or webinars offered for Continuing Education credits may be included.

7. Contribute to the mutually supportive atmosphere already established by the faculty of the IRBSON. Assist in assuring the satisfactory completion of various projects undertaken by the IRBSON.

8. The faculty member may also be highly regarded as a consultant to government and industry on technical matters.

9. In all service categories, evidence must available to be presented to substantiate the quality and quantity of the service provided.

These IRBSON specific guidelines for promotion are approved for the IRBSON of Nursing.

Janis Schiefelbein (electronic signature) 5/20/2019
Janis Schiefelbein — Date
Chair, APT Committee IRBSON

Cheryl Chefer — 6/29/19 — Date
Director, IRBSON

Mary Carol Pomatto — 9/19/19 — Date
Dean, College of Arts and Sciences

Howard Smith — 9.24.19 — Date
Provost and Vice-President for Academic Affairs

School of Nursing New Faculty Orientation Checklist

OBJECTIVE	CONTACT	DATE COMPLETED
SIGN FOR HR / BENEFITS	HR Coordinator for Nursing School – Russ Hall – 2nd Floor	
OBTAIN GUS CARD / PHOTO TAKEN	Student Union – 2nd Floor	
OBTAIN GUS USER NAME / PIN	OIS Service Window 109 Whitesitt – x4602	
OBTAIN EMAIL USER NAME / PIN	OIS Service Window 109 Whitesitt – x4602	
OBTAIN PARKING PERMIT	Shirk Hall – Basement	
ATTEND PSU NEW FACULTY ORIENTATION	Nursing School Director	
ATTEND PSU OPENING DAY CAMPUS FACULTY MEETING	Nursing School Director	
ATTEND NEW FACULTY RECEPTION AT PRESIDENT'S HOME	Nursing School Director	
ATTEND NURSING SCHOOL ORIENTATION (See attached list)	Nursing School Director	
TOUR CAMPUS	Mentor or Designee	
TOUR SCHOOL OF NURSING – Include Safety items (emergency phone, fire alarms, automatic defibrillator, severe weather policy, room checks, etc)	Mentor or Designee	

OFFICE: KEYS TO DOOR & BUILDING COMPUTER AND PRINTER DESK AND DIRECTORS OFFICE SUPPLIES NAME PLAQUE FOR DOOR PHONE PSU PHONE DIRECTORY OBTAIN PHOTO ID OFFICE PAINT COLOR	Administrative Assistant	
BUSINESS CARDS	Administrative Assistant	
OBJECTIVE	**CONTACT**	**DATE COMPLETED**
ORIENT TO LEARNING RESOURCE CENTER / HEALTH SIMULATION CENTER (HSC/LRC)	HSC/LRC Coordinator	
MEET WITH MENTOR: OBTAIN SCHEDULE / DUTIES DISCUSS ANY ISSUES	Mentor	
OBTAIN TEXTBOOKS FOR CLASSES PARTICIPATING IN	Administrative Assistant	
GET NAME LISTED AS INSTRUCTOR IN CANVAS FOR CLASSES PARTICIPATING IN	Instructor for Class	
OBTAIN CANVAS ORIENTATION	Mentor or Designee	
OBTAIN GUS ORIENTATION	Mentor or Designee	
OBTAIN RN LICENSE IN BOTH KS AND MO TURN IN COPY OF RN LICENSES, TB TESTING, AND CPR/ACLS CARD	Administrative Assistance	
Pay dues to SONO Fund for Miscellaneous Expenses (Optional)	SONO Committee Treasurer	

RECEIVE OVERVIEW OF CURRICULUM (Brief explanation of each class and how it all ties in together)	Mentor or Designee	
RECEIVE ORIENTATION TO LECTURE HALL AND CLASSROOM OPERATIONS	Mentor or Designee	
OBTAIN INFORMATION AND INSTRUCTION ABOUT ADVISEMENT AND INTAKE, ASSESSMENT & ENRICHMENT	Mentor or Designee	
OBTAIN MILEAGE REIMBURSEMENT FORMS AND INSTRUCTIONS	Mentor or Designee	
REVIEW FACULTY HANDBOOK	Mentor or Designee	
COLLEGIO	Mentor or Designee	
ORIENT TO COURSE MATERIALS AND CLINICALS IN FALL AND SPRING COURSES Including "Evaluation of Agencies for Student Clinical Experience" forms	Mentor or Designee Co-Faculty of Courses	

This list to be completed with School of Nursing Director:

OBJECTIVE	DATE	INITIAL
PSU Unclassified Handbook		
PSU Website and Nursing School Website		
PSU Student Rights & Responsibilities		
PSU Campus/Student Resources		
PSU Crisis Procedures Manual & Policies on President's Website		
AACN/CCNE Accreditation & KSBN approval		
BSN/MSN Handbooks/Program Books		
Office Hours Requirement		
Faculty, staff, student, administration, and community relationships, expectations, and responsibilities		
PSU-KNEA Contract & University Catalog		
PSU Organizational Chart, SONO, Committees		

Scholarly, cultural, athletic, creative, and entertainment opportunities at PSU and in community		
Nursing School Curriculum		
FERPA and HIPAA		
Personal & Professional Goals/Objectives & Performance Evaluation		
Participate in Fall & Spring Strategic Planning Retreats		
Meet School faculty & staff		
Monthly meeting (minimum) with School Director &/or Faculty Mentor to discuss concerns, surprises, successes, challenges, questions		
Special Needs		
HealthQuest LIFELINE Employee Assistance Program 1-800-284-7575		
Copyright Issues		
Assessment – BSN & Graduate		
Government Ethics Commission		
"Developing Ourselves"; Journal of Nursing Education; September 2005		
Password Policy		
Policy on Prevention of Alcohol Abuse & Drug Use		
Campus Map		

ACRONYMS / ABREVIATIONS

SONO – School of Nursing Organization

APT – Appointment Promotion Tenure

HESI – Health Education Systems, Inc. – A testing company

FERPA – Family Educational Rights and Privacy Act (1974)

ATI – Assessment Technologies Institute LLC – The testing company currently used by Nursing School

CANVAS – A New Global Environment for Learning - The learning management system for courses used at PSU

CERN – Continuing Education and Resources for Nursing Committee

Curriculum Vitae and Performance Appraisal

Curriculum Vitae's for all faculty should be updated every year.

Tenured/Tenure Earning faculty are required to complete a performance appraisal process according to instructions on the Provost's website and following the KNEA-PSU contract for tenured and tenure-earning faculty.

Annual Performance Report (Nontenure Faculty) may be found after logging into the GUS system to Activity Insight.

Meritourious Annual Performance Report may be found after logging into the GUS system to Activity Insight.

Exceptional Annual Performance Report The following outline is to be used as a guide for the development of the annual report if you are submitting for the competitive rating of Exceptional Annual Performance. In addition, documentation must be submitted to substantiate accomplishment.

I. TEACHING

1. Workload
   (Such factors as course assignments, credit hour production, heavy advisement load, course overload, independent studies, theses directed, office hours, etc. Also report performing teaching-related duties, e.g., directing the Writing Center, directing a play, etc., in exchange for release from teaching one or more classes, and other information you consider related to workload.)

2. Advising/Recruiting Activities
   (The emphasis is upon *quality* of advising and recruiting activities rather than *quantity*, which is considered under Workload.)

3. Course Ratings
   (Summarized, norm referenced SPTE and E-SPTE results and student comments. Results from other instruments used to solicit student input may be included but are not required.)

4. Student Involvement and Success
   (Other evidence, besides course ratings, that the faculty member chooses in order to document effectiveness in teaching. Could include success of students in competitions, or in publishing or presenting when the faculty member can claim credit for mentoring or preparing the student. Other information you consider related to student involvement and success.)

5. Course revisions, curriculum development, course content, grants that focus on curriculum or that provide opportunities for student learning
   (The emphasis here is upon contributions to the curriculum and its content that enhance quality or facilitate learning.)

6. Professional development activities, presentations having impact on pedagogy, teaching or content beyond the boundaries of P.S.U. (Most professional development activities and presentations should be reported under

Scholarly Activity. However, those that have an immediate or direct impact on pedagogy, teaching or content beyond the boundaries of P.S.U. may be considered here. Examples: a new approach to teaching language that is adopted by a significant number of schools across the state; a text that is widely adopted and successfully tested by other institutions; etc.)

7. Other
(Include here any other evidence of teaching effectiveness that does not fit in any of the above six categories.)

II. SCHOLARLY/CREATIVE ACTIVITY

1. Papers Submitted/ Published/ Presented

2. Performances, Exhibits, Creative Endeavors (Recitals, art exhibits, drama productions, etc.)

3. Scholarly/ Professional Development
(Work in progress, self study, completed workshops or course work, progress toward degrees, etc.)

4. Conferences Attended

5. Grants (writing, reviewing)
(Grants that primarily support teaching rather than the development of new knowledge usually belong under Teaching, Item 5. Including review of grant proposals if not listed under professional service)

6. Other

III. SERVICE

- University & College
- Department
- Professional
(Service to professional organizations and other information you consider related to professional service.)
- Community

FACULTY FORMS

Audio-Visual/Computer Software Request Form

Date:_____

From:_____

Course(s) used for_____

How Used

Why is this audio visual/computer software needed?_____

Audio-Visual/Computer software Name:_____

Year of Manufacture/publish year_____

Have you pre-viewed the video_____

Cost_____

Purchase Information (include mailing address and telephone numbers)_____

Faculty Absence Report
School of Nursing

***PREPARE THIS FORM IN DUPLICATE**

Faculty Member:_____

Date(s) of Absence:_____

Cause of Absence:_____
_____
_____
_____
_____
_____
_____

Provision Made for Classes

HOUR	NAME OF CLASS	M	T	W	TH	F	TEACHING ARRANGEMENT

ARRANGEMENTS APPROVED: _____
CHAIR SIGNATURE

Note: The purpose of this report is to insure that the teaching proceeds without interruption and at the proper quality level.
*Prepare in duplicate: the Chairman gives a signed copy to the Faculty Member and retains the other one.

Pittsburg State University
School of Nursing
1701 S. Broadway
Pittsburg, KS. 66762

Desk Copy Book Order

Course #_____ Faculty Name:_____

Department Phone Number: (620) 235-4431 Department Fax Number: (620) 235-4449

Course Name:_____

Expected Enrollment:_____

Textbook Information

Title_____

Author_____

Publisher_____

ISBN#_____

*Copies Requested:_____

* If you have requested more than one copy please indicate whom the additional copies are for.

For Office Use Only

Date Ordered:_____ Date Received:_____

_____

_____

_____

_____

PITTSBURG STATE UNIVERSITY
DEPARTMENT OF NURSING
Evaluation of Agencies for Student Clinical Experience

Agency _____ Semester _____
Course Name and Number _____ Evaluator _____
Purpose of Evaluation:___ Selection/consideration of new site___ Evaluation of ongoing site

General Characteristics	Yes	No	NA	Comments
1. Mission and purposes of agency are congruent with those of the baccalaureate program.				
2. Agency personnel are oriented to the curriculum and course objectives.				
3. Faculty and students are oriented to the agency.				
4. Faculty and agency staff cooperate in evaluation of agency for appropriateness of student learning.				
5. A formal written contractual agreement is reviewed and signed by both university and agency personnel.				
6. A climate of friendliness toward faculty and students and interest in their well-being and education exists.				
7. Appropriate client records and reports are accessible to faculty and students.				
8. Agency approved by appropriate accrediting bodies.				
9. Agency policies compare favorably with current standards of practice.				
10. Medical and other professional staff are supportive of a high quality of nursing care and education.				
11. Agency is sound in organization and administration.				
12. Average daily census and variety of client care problems are adequate to meet learning experience needs of students.				
13. Opportunities are available for collaboration with interdisciplinary staff in agencies with and without nurses.				
14. Role models, including RNs, are available among agency professional staff.				
15. Agency utilization by multiple nursing programs does not interfere with student learning.				
16. Conference room available.				
17. Cafeteria services open to students and faculty.				
18. Parking available for student and faculty.				
19. Agency library facilities and/or reference works on units, if such exists, are available for student use.				
20. Within commuting distance from campus (one hour or less by car).				
21. Sufficient supplies, equipment, and resources are available.				
22. Physical area of agency large enough to accommodate students.				
23. Staff are sufficient in number and quality to ensure safe and continuous care for client and families.				

Pittsburg State University
Regional Health Simulation Center
Reservation Form

Operating hours *– Monday -Friday from 8am to 12pm and 1pm to 3:30pm, which includes time to properly set up for and clean up from daily activities. The HSC must be closed from 12:00pm – 1:00pm to allow time for clean up and set up. Other hours including weekends and Holidays must be approved by Project Directors and HSC staff.*

If you are interested in requesting time at the Pittsburg State University Regional Health Simulation Center, please fill out the request below and return to PSU Nursing department. If you have special requests, please include these at the bottom of the form. You should receive an email response within 2-3 business days. If you do not receive a response within this time, please call 620-235-4433 to verify that your request has been received.

Please be sure to fill out and turn in your reservation request at least 2 weeks in advance of your requesting visit date so the proper equipment and training materials will be available. **If you must cancel your scheduled visit, please do so a minimum of 24 hours in advance.** Thank you and we look forward to seeing you soon!

Person Filling Out Reservation Form *	Contact: Person	Contact Phone:	Contact e-mail/fax
Participant	○ Pittsburg State University ○ Fort Scott Community College ○ Labette Community College Other_____		
First Date of Choice			
Second Date of			
Third Date of Choice			
Times	Start: End:		
Number of Faculty Facilitating	**Faculty: Learner Ratio cannot exceed 1:10**		
Number of Learners	# expected	# completers	
Name of Scenario			

Simulator Preferred	○ iStan ○ Adult ○ Pediatric ○ Infant ○ Static mannequins
Are you requesting an HSC Staff Operator?	○ Yes, an HSC Staff Operator is needed. ○ No, arrangements for a qualified operator have been made.
Billing Contact (if applicable)	
Billing Address Street, City, State, Zip	
Other Needs	
Comments or Special Requests	

Please complete form and return or fax to:

Julie Drenick
Pittsburg State University
Irene Ransom Bradley School of Nursing
1701 S. Broadway
Pittsburg, KS 66762
Ph: 620-235-4433
Email: dpruitt@pittstate.edu
Fax: 620-235-4449

Thank you for your interest in the PSU IRBSON Health Simulation Center.

REQUEST FOR MULTI-MEDIA

DATE NEEDED _____

NAME OF BORROWER _____
Circle one or fill in

Alonzo	Carter	Coltharp
Coomes	Dennis	Fischer
Frisbee	Giefer	Gilmore
Harris	Heter	Hite
Johnson, K.	Johnson, T.	Kuhlman
Larery	McClaskey	Pomatto
Pruitt	Schiefelbein	Shull
Stahl		

BARCODE AND/OR TITLE OF REQUEST

Please give 48 hours notice so that your request can be filled. The requested multi-media will be placed in your mail box 24 hours in advance if you reserve it at least 48 hours in advance. You will be contacted by e-mail if the requested multi-media is already checked out for that date.

Library Book Requests

Library Book request occur through Axe library's interlibrary loan service which may be accessed at: https://pittstate.illiad.oclc.org/illiad/logon.html

Disposition of Reference Materials

1. Donations are considered gifts.

2. Minimal security is available for their protection.

3. Reference materials will be inventoried in May of each year. Books with copyright dates that exceed 5 years from the year of inventory (five years for magazines) will be disposed of.

4. Faculty, staff, students who donate books and/or magazines to the Independent Study Area need to indicate if the materials can be checked out by students. This can be done by informing the HSC/LRC Coordinator.

5. Faculty, staff, students who wish to reclaim books and/or magazines donated to the Independent Study Area that have exceeded the 5-year/5-year age limit can do so by placing their name, address, and phone number on the inside front cover of the material(s). Notification will take place as soon as possible following the May inventory.

6. Historical books are non-circulating reference materials (cannot be checked out). They are not included in the May inventory.

Textbook Desk Copy Policy

Requesting of textbooks adopted by Curriculum Committee for classroom instruction is handled through the Senior Administrative Specialist. Review of textbooks for possible adoption for classroom instruction is handled by the faculty member directly with the publisher. Publisher contact information is available from the Administrative Specialist.

Ss080209;CKG 092216

Campus Internet Copyright Policy

Pittsburg State University acknowledges and upholds federal and state copyright laws. Copyright protection exist for documents and information distributed and shared via the Internet. The copyright policy can be accessed via the following link.

https://www.pittstate.edu/president/policies/campus-internet-copyright-policy.html

Clinical Requirement

Faculty will demonstrate evidence of current TB Skin Test, current CPR, and a yearly Influenza Vaccination will be required prior to attending clinical practicum experiences with

students. Faculty will comply with the same clinical practice requirements as IRB/SON students.
092316 SONO

HSC/LRC Policies

Laboratory Hours

Laboratory hours will be determined by the semester's classes and will be prominently posted near the entrance. The Health Simulation Center and Learning Resources Center area will be open only when there are lab personnel (instructor, lab coordinator, or student employee) present.

Available Resources

Computers are available for student use in the student library study area (Room 131). There are an additional fifteen laptops that can be checked out in the office (Room 101) for use in McPherson Hall. These computers may not be removed from the building and must be checked back in by 4:30 PM unless the students has made arrangements with a faculty member who will take responsibility for checking in the computer. When you check out a computer you are responsible to return the laptop in working condition. Computer-assisted instructional units are also available for independent use in the student library study area. Other resources that may be utilized and/or checked out include selected periodicals, texts, videos, filmstrips, B/P cuffs, otoscopes, ophthalmoscopes, and neuro exam kits.

Scanners are available during lab hours for student use in room 131.

Daily issues of the local newspaper, The Morning Sun, and the national newspaper, USA Today, are available along with the University newspaper, The Collegio, in Room 101 of McPherson Hall

HSC/LRC Equipment

1. Equipment may be checked out only during established HSC/LRC hours. The student must sign his/her name, student ID number; item(s) checked out and date when removing equipment from storage. **If the equipment is not returned or returned in working order the individual student that signed for the equipment will be responsible to replace the equipment at the current replacement cost.** Holds will be placed on your transcript until you have taken care of this issue.
2. All equipment must be returned within 24 hours (unless prior arrangement is made with the instructor or LRC Coordinator.
3. **All equipment checked out during the semester must be returned by Monday of finals week for end of semester inventory.**
4. Check out Policy for Books and Periodicals
    a. Shelved textbooks may be checked out for 3 days
    b. Reserve books (those requested by instructors and used in their class work) may not be checked out nor removed from the HSC/LRC unless authorized by instructor.
    c. HSC/LRC Coordinator and/or course faculty or Chair will contact any person failing to return borrowed material in allotted time as appropriate.
    d. The following **may not** be checked out from the Lab
        i. PDRs (latest issue)

ii. All books on the Reserve Shelf
iii. Handouts submitted by instructors for class work, unless otherwise specified by the instructor.
iv. Video/CAI media

TEXTBOOK EVALUATION AND SELECTION CRITERIA

Name of Text:_____

Author(s):_____

Publishing Company and Year:_____

YES NO OTHERWISE

I. Organization

A. Is the table of contents well organized?
B. Is the index complete?
C. Is there a bibliography?
D. Are there suggested references?
E. Are the appendices useful?
F. Is there a glossary?
G. Is the vocabulary appropriate for the intended purpose?

II. Content

A. Is the content compatible with the philosophy and conceptual framework of the
    a. nursing department?
B. Is the content accurate?
C. Is the material current?
D. Is the subject matter presented in a readable format?
E. Does the content stimulate the reader's curiosity?
F. Does the content follow a logical sequence?
G. Does the content stimulate the reader to think critically?
H. Does the content achieve its intended purpose?
I. Are the author's qualifications appropriate for writing the text?
J. Are the sources documented?
K. Are the practice or study exercises?

III. Ideological Considerations

A. Does the book expose the reader to conflicts of controversy?
B. Is the material free of sexual, racial, and role biases?
C. Is the size, cost, and quality of paper of the book appropriate for the intended use?
D. Is the print readable?
E. Are the illustrations and photographs clear and useful?
F. Are the captions easy to read and identify?
G. Is there a computerized test bank available? Are the questions of good quality? V. A. Are all reviews of the item favorable?

Course Syllabus Template

Please see the University policy for required information in the syllabus at https://www.pittstate.edu/registrar/_files/documents/syllabus-required-information

Cover Page (centered) with:

1. Pittsburg State University
2. School of Nursing
3. NURS ####
4. Course Title
5. Semester and Year
6. Faculty Name, if applicable

Body:

1. Course Number
2. Course Title
3. Placement in Curriculum
4. Faculty with Contact Info and Office Hours
5. Course/Catalog Description as listed in University Catalog and approved by KSBN
6. Course Objectives
7. Teaching Strategies
8. Testing Policy and other evaluation methods:
    a. Explanation of minimum passing score of 75% or better on tests as a requirement for passing the course
    b. Review of tests, scheduled time each semester to review tests
9. Enrichment statement from Student Handbook followed by specific enrichment info for your course
10. Grading Scale
11. C or better for progression in program
12. Required Textbooks
13. Recommended Materials
14. Class Schedule, Content, Assignments with appropriate support information
15. Honors
16. Course Requirements to include things like:
    a. Attendance
    b. Channels of communication
    c. Gorilla Geeks Help Center contact info at 109 Whitesitt, 620-235-4600 or geeks@pittstate.edu
    d. CANVAS training info
    e. Classroom and /or Clinical etiquette or other issues including cell phones in clinical, etc.
    f. Special Concerns statement
    g. ATI Testing (comprehensive achievement testing): test prep times, dates/issues/ATI expectations
    h. ATI Statement for Syllabus
    i. Privacy Hold (and Instructor communicates to Director/Associate Director)
    j. Cell Phones/use of technology in class or clinical
    k. Bibliography
    l. Honesty Pledge and policy
    m. Syllabus Supplement: The Syllabus Supplement is provided each semester by the Registrar's Office and is to be included in every syllabus https://www.pittstate.edu/registrar/syllabus-supplement.html

Pittsburg State University
School of Nursing
Course Improvement Summary
Undergraduate Courses

Course Number _____ Term (circle one) spring summer fall
Course Name _____ Year _____

Instructor(s):
_____

Primary Textbook(s):
_____

Number of credit hours
Number of clock hours in lecture/theory/class each week ____
Number of total clock hours in clinical/practicum for course (# of credit hours x 3) _____
Number of clock hours with instructor in simulation center _____
Number of clock hours with instructor in lab lecture _____
Number of clock hours with instructor in patient care setting _____
Number of clock hours with instructor in other setting _____ (Describe _____)
Number of clock hours in observation (must be less than 15% of total clinical hours) _____

Student Retention

Description	**Number of Students**
Number of students entering course	
Number of withdrawals from course	
Number of students with final grade below 79%	
Number of students with final grade below 75%	
Number of students participating in enrichment activities	
Number of students passing course	
Course retention rate (percentage)*	

*# students passing course / # of students who entered course X 100 = % Retained

ATI Testing Results

Name of each ATI proctored exam and form	**Group Mean (group score)**	**Group Percentile Rank - National**	**# of students testing**	**# < Level I**	**# ≥ Level I and < Level II**	**# ≥ Level II and < Level III**	**# ≥ Level III**

Competency is demonstrated by attainment of Level II or higher.

From the Perceived Quality Index on the Student Perceptions of Teaching Effectiveness II (SPTE)

	Low	Good	Very Good	High
Course Design				
Course Value				

From the Experiential-Student Perceptions of Teaching Effectiveness Survey (E-SPTE) record the area mean score for the following:

Physical location	
Resources	
Outcome Satisfaction	

Please note any trends in student comments regarding what students liked about the course:

Note any areas or trends regarding what students stated could be done to improve the course:

Summarize the FACULTY evaluation of the course. Include whether achievement of course objectives was documented with testing or with graded assignments. Identify any items that contributed to or detracted to the achievement of the course objectives.

Objective Number (not necessary to rewrite objective – see attached syllabus for objective)	How was achievement of objective documented – testing, assignment, performance in clinical, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Comments:

Areas for Improvement/Concerns:

Identify any recent healthcare trends/issues in the area of nursing covered by this course (including on the local or national level) and comment whether they appear in the course content and clinical experiences. If not, address how they might be incorporated in future course offerings:

Testing Evaluation and Improvement Plan:

Exam (include content area or units covered by exam)	KR-20 Value	Mean	Mode	Median	Range	Grade Distribution	Recommended changes prior to next administration of the exam
Quiz/Exam #1:						A= B= C= D= F=	
Quiz/Exam #2:						A= B= C= D= F=	
Quiz/Exam #3:						A= B= C= D= F=	

Quiz/Exam #4:						A= B= C= D= F=	
Quiz/Exam #5:						A= B= C= D= F=	
Quiz/Exam #6:						A= B= C= D= F=	
Quiz/Exam #7:						A= B= C= D= F=	
Quiz/Exam #8:						A= B= C= D= F=	

Pittsburg State University
School of Nursing
Course Improvement Summary
Graduate Courses

Course Number _____ Term (circle one) spring summer fall
Course Name _____ Year _____

Instructor(s):
_____
_____

Primary Textbook(s):
_____

Number of credit hours
Number of clock hours in lecture/theory/class each week ____
Number of total clock hours in clinical/practicum for course (# of credit hours x 3) _____
Number of clock hours with preceptor in patient care setting _____
Number of clock hours with instructor in other setting _____
Describe if hours attained in other settings _____

Student Retention

Description	**Number of Students**
Number of students entering course	
Number of withdrawals from course	
Number of students with final grade below 80%	
Number of students with final grade below 70%	
Number of students passing course	
Course retention rate (percentage)*	

*# students passing course / # of students who entered course X 100 = % Retained

From the Perceived Quality Index on the Student Perceptions of Teaching Effectiveness II (SPTE)

	Low	Good	Very Good	High
Course Design				
Course Value				

From the Experiential-Student Perceptions of Teaching Effectiveness Survey (E-SPTE) record the area mean score for the following:

Physical location	
Resources	
Outcome Satisfaction	

Please note any trends in student comments regarding what students liked about the course:

Note any areas or trends regarding what students stated could be done to improve the course:

Summarize the FACULTY evaluation of the course. Include whether achievement of course objectives was documented with testing or with graded assignments. Identify any items that contributed to or detracted to the achievement of the course objectives.

Objective Number (not necessary to rewrite objective – see attached syllabus for objective)	How was achievement of objective documented – testing, assignment, performance in clinical, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Comments

Areas for Improvement/Concerns:

Identify any recent healthcare trends/issues in the area of nursing covered by this course (including on the local or national level) and comment whether they appear in the course content and clinical experiences. If not, address how they might be incorporated in future course offerings.

Testing Evaluation and Improvement Plan:

Exam (include content area or units covered by exam)	KR-20 Value	Mean	Mode	Median	Range	Grade Distribution	Recommended changes prior to next administration of the exam
Quiz/Exam #1:						A= B= C= D= F=	
Quiz/Exam #2:						A= B= C= D= F=	
Quiz/Exam #3:						A= B= C= D= F=	
Quiz/Exam #4:						A= B= C= D= F=	
Quiz/Exam #5:						A= B= C= D= F=	
Quiz/Exam #6:						A= B= C= D= F=	
Quiz/Exam #7:						A= B= C= D= F=	
Quiz/Exam #8:						A= B= C= D= F=	

School of Nursing
Recommendation for Action

Date:_____
Written By:_____
Signature:_____
Committee of Origin or Other (please specify): _____
_____

To: SONO or Other (please specify):_____
_____

TOPIC: _____
_____
_____

RECOMMENDATION: _____(be specific)_____
_____
_____
_____

Timeline for Implementation:_____

Data in Support of Recommendation: (please provide summarized description of data & source(s) of data in support of recommendation-student exit program evaluation, field test results, advisory board, etc.)____
_____
_____
_____

Plan for Notifying Key Stakeholders if necessary:_____
_____
_____
_____
_____

ACTION: (circle one) APPROVED REJECTED AMENDED REFERRED TO_____
_____
DEFERRED
(see comments)
COMMENTS:_____
_____
_____
_____
_____

_____
_____
Director or ASSISTANT DIRECTOR Signature
51608

Acknowledgement Form
Unsatisfactory Clinical Performance

Unsatisfactory Clinical Performance
A cumulative record will be kept of student's unsatisfactory clinical days and more than 4 during the semesters in the major may result in dismissal from the program. A day of unsatisfactory clinical performance could include (but is not limited to): not meeting all pre-clinical requirements (CPR, immunizations, etc); unsafe practice; unprofessional conduct; arriving late for clinical; not being prepared (with appropriate uniform, name tag; equipment, and knowledge). Approved NDO 05/04

Specific course standards (i.e., clinical preparation and/or professional conduct) will supersede the standards on the Acknowledgement Form and could result in an unsatisfactory clinical grade for the course. For students whose unsatisfactories do not result in a course unsatisfactory as a final grade, a cumulative record will be kept in the student file and in an administrative database. NDO 12/16/04, 8/9/05

By my signature below, I acknowledge that I have read and understand the following:

I acknowledge that I did not meet the required clinical performance standards of:

_____ Completing pre-clinical requirement (CPR, immunizations, etc)
Specify:_____

_____ Safe practice
Specify:_____

_____ Professional conduct
Specify:_____

_____ Arriving for clinical as scheduled
Specify:_____

_____ Being prepared (with appropriate uniform [Dress code], name tag, equipment and knowledge). This includes bringing nurse packs or needed supplies to class, clinical or lab practice.
Specify:_____

_____ Attendance at Clinical Assignments (unless excused by instructor).
Specify dates missed:_____

_____ Other _____

Student ID: _____ Advisor: _____

_____ _____
Student Signature Print student name

_____ _____
Instructor Signature Date

Pittsburg State University
Irene Ransom Bradley
School of Nursing

Position Description for Part-Time Instructor; Clinical Supervisor

POSITION:	Part-time Clinical Instructor
DEPARTMENT:	Nursing
ACADEMIC	Teaching responsibilities include teaching Bachelor of Science in Nursing clinical courses.
SPECIFIC FUNCTIONS	Supervises students in the clinical setting. Participates in evaluation and provides feedback of laboratory and/or clinical experiences. Serves as an appropriate role model.
QUALIFICATIONS:	Minimum of Masters in Nursing required. Must possess RN license in Kansas and Missouri by start date. Relevant clinical experience required. Criminal background check required. Teaching experience preferred.

Approved	022781
Revised	050782
	050484
	051985
	030488
	090788
	042291
	111894
	032805
	111009
	091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing

Position Description for Instructor

POSITION:	Instructor
DEPARTMENT:	Nursing
ACADEMIC RESPONSIBILITIES:	Participates in planning and organizing courses and student experiences, teaching, and working with other faculty in coordinating curriculum content. Serves as academic advisor to students and stimulates students in creative and scholarly activities.
SPECIFIC FUNCTIONS:	Participates with other faculty members in course development, curriculum planning, implementation, and evaluation. Coordinates and supervises teaching-learning experiences for students. Maintains clinical expertise in specialty areas through Continuing Education activities and utilization of appropriate clinical resources. Serves on university and departmental committees. Provides leadership in interdisciplinary activities, i.e., voluntary health agencies, and other community agencies. Participates in professional programs and organizations by accepting responsibility on local and/or state level. Evaluates attainment of professional goals. Serves as an appropriate role model. Recognizes and utilizes areas of nursing research and demonstrates beginning scholarly abilities. Collaborates effectively with colleagues in meeting the goals of the department. Motivate students in their educational growth. Duties may include: Supervision of students in lab practice, prepare and deliver lab or course lecture, grade assignments, proctor exams, assist with test reviews, other assignments as delegated by the SON Director/Associate Director.
QUALIFICATIONS:	Educational and/or experiential preparation in nursing In the area of teaching. Masters degree in nursing required. Teaching experience preferred. Eligible for licensure in Kansas and in other states as required.

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Assistant Professor

POSITION:	Assistant Professor
DEPARTMENT:	Nursing
ACADEMIC RESPONSIBILITIES:	Participates in planning and organizing courses and student experiences, teaching, and working with other faculty in coordinating curriculum content. Serves as academic advisor to students and stimulates students in creative and scholarly activities.
SPECIFIC FUNCTIONS:	Participates with other faculty members in course development, curriculum planning, implementation, and evaluation. Maintains clinical expertise in specialty areas through Continuing Education activities and utilization of appropriate clinical resources. Serves on university and departmental committees. Provides leadership in interdisciplinary activities, i.e., voluntary health agencies, and other community agencies. Participates in professional programs and organizations by accepting responsibility on local and/or state level. Evaluates attainment of professional goals. Serves as an appropriate role model. Recognizes and utilizes areas of nursing research and demonstrates beginning scholarly abilities. Collaborates effectively with colleagues in meeting the goals of the department. Motivates students in their educational growth. Eligible for licensure in Kansas and other states as required.
QUALIFICATIONS:	Educational and/or experiential preparation in nursing In the area of teaching. Meets terminal degree requirements As published in the Unclassified Handbook. Eligible for licensure in Kansas and in other states as required.

Approved: 02278; Revised: 050782, 050488, 051985, 030488, 110909, 091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Associate Professor

POSITION:	Associate Professor of Nursing
DEPARTMENT:	Nursing
ACADEMIC RESPONSIBILITIES:	Provides leadership in planning and organizing courses and student experiences teaching and working with other faculty to develop and coordinate curriculum content. Serves as academic advisor to stimulate students in creative and scholarly activities.
SPECIFIC FUNCTIONS:	Provides leadership with other faculty in course development, curriculum planning, implementation and evaluation. Serves as a consultant to nursing service members and nursing educational programs. Maintains clinical expertise in specialty areas through continued education activities and utilization of appropriate clinical resources. Contributes to university and departmental committees. Provides leadership in interdisciplinary activities, i.e., voluntary health agencies, and other community agencies. Participates in, and encourages other faculty members to participate in professional programs and organizations. Evaluates attainment of professional goals. Serves as an appropriate role model. Demonstrates sustained scholarly productivity and provides leadership and counsel to other faculty members in their research activities. Demonstrates leadership at local and/or state levels in education or service. Collaborates effectively with colleagues in meeting the goals of the department. Motivates students in their educational growth.
QUALIFICATIONS:	Educational and/or experiential preparation in nursing in the Area of teaching. Meets terminal degree requirements as published In the Unclassified Handbook. Eligible for licensure in Kansas and in other states as required.

Approved: 020278; Revised: 050782; 050484; 051985; 030488; 111009, 091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Professor

POSITION:	Professor
DEPARTMENT:	Nursing
ACADEMIC RESPONSIBILITIES:	Provides leadership in planning and organizing courses and student experiences, teaching, and working with other faculty in coordinating curriculum content. Assumes a leadership role in research activities and individual research. Serves as academic advisor to students and stimulates students in creative and scholarly activities. Demonstrates ability to prepare grant proposals for funding.
SPECIFIC FUNCTIONS:	Provides leadership with other faculty members in course development, curriculum planning, implementation and evaluation Coordinates intra and/or inter-departmental services upon request. Serves as consultant to nursing services and nursing education programs. Maintains clinical expertise in specialty areas through Continuing Education activities and utilization of appropriate clinical research. Contributes to university and departmental committees. Provides leadership in interdisciplinary activities; i.e., voluntary health agencies and other community agencies. Encourages faculty members to participate in professional programs and organizations. Seeks to serve as an officer in state, regional, and/or professional organizations. Evaluates attainment of professional goals. Serves as an appropriate role model. Demonstrates sustained scholarly productivity and provides leadership and counsel to other faculty members in their scholarly activities. Demonstrates leadership at local, state and/or national levels in research, education and/or service. Motivates students in their educational achievement.
QUALIFICATIONS:	Educational and/or experiential preparation in nursing in the area of Teaching. Meets terminal degree requirements as published in the Unclassified Handbook. Eligible for licensure in Kansas and other states as required.

Approved: 022781; Revised: 050484; 121985; 111009, 091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Associate Director

POSITION: Associate Director, School of Nursing

SCHOOL OF NURSING: Nursing

ACADEMIC RESPONSIBILITIES: In the absence of the Director of the School of Nursing, the Associate Director is responsible for: management, personnel supervision, preparation and administration of the School of Nursing budget, curriculum development and oversight, faculty development, teaching, student advisement, and University and community service. Represents the School of Nursing to Internal and external communities of interest. Leads School of Nursing in the three-prong university mission. Provides academic, administrative and intellectual leadership. Recruits faculty and students. Participates in fund raising. Engages in personal and professional development. Provides leadership for program approval and accreditation.

QUALIFICATIONS: Required:

- Earned research doctorate in nursing or related field, master's degree in nursing
- Eligibility for licensure in Kansas and other states as required
- Minimum of five years teaching experience, two of which are in a baccalaureate and/or graduate nursing program
- Effective communication skills
- Eligibility for senior faculty appointment

Preferred:

- Clinical experience, clinical and/or academic administrative experience
- A record of research and publications
- Experience in grant writing, computer competency, distance education, and experience in the evaluation of curricula for national accreditation

Approved: 083016

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Director

POSITION: Director, School of Nursing

SCHOOL OF NURSING: Nursing

ACADEMIC RESPONSIBILITIES: School of Nursing management, personnel supervision, preparation and administration of the School of Nursing budget, curriculum development and oversight, faculty development, teaching, student advisement, and University and community service. Represents the School of Nursing to Internal and external communities of interest. Leads School of Nursing in The three-prong university mission. Provides academic, administrative And intellectual leadership. Recruits faculty and students. Participates In fund raising. Engages in personal and professional development. Provides leadership for program approval and accreditation.

QUALIFICATIONS: Required:

- Earned doctorate in nursing or related field, master's degree in nursing
- Eligibility for licensure in Kansas and other states as required
- Minimum of five years teaching experience, two of which are in a baccalaureate and/or graduate nursing program
- Effective communication skills
- Eligibility for senior faculty appointment

Preferred:

- Clinical experience, clinical and/or academic administrative experience
- A record of research and publications
- Experience in grant writing, computer competency, distance education, and experience in the evaluation of curricula for national accreditation

Approved: 022781; Revised: 111009; 083016

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Health Simulation Center/Learning Resource Center Coordinator

POSITION: Health Simulation Center/Learning Resource Center Coordinator

DEPARTMENT: Nursing

RESPONSIBILITIES: Organizes student HSC/LRC experiences

Maintains clinical competence

Participates in instruction of clinical laboratory courses

Participates in advisement of students including IAAE Program And standardized testing

Maintains inventory of HSC/LRC materials

Collaborates with the College of Arts & Sciences and others in support of providing technology and media resources for classroom and laboratory instruction

Represents the department to internal and external communities of Interest

Supervises student workers

Recommends budget for HSC/LRC

Serves as an appropriate role model

QUALIFICATIONS: Baccalaureate degree in nursing required; Master's degree in Nursing or progress toward Master's degree in nursing preferred. Eligible for licensure in Kansas; Equivalent of two years RN clinical experience; supervision or teaching experience preferred; computer and technology competence.

Approved: 111009; Revised: 091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for B.S.N. Program Coordinator

POSITION: B.S.N. Program Coordinator

DEPARTMENT: Nursing

ACADEMIC RESPONSIBILITIES: Provides leadership in planning and directing the learning experiences of pre-RN licensure baccalaureate nursing students. Participates in the activities of the total faculty with expectations in teaching, scholarly activity, and service.

SPECIFIC FUNCTIONS: Facilitates and coordinates recruitment and retention activities.
Serves as chair of the BSN Committee.

Participates in coordination of advisement of pre-RN licensure students; intensive assessment, advisement, and enrichment program; and, supervises preparation of individual degree plans.

Plans with faculty that programming for baccalaureate nursing students meet criteria for Kansas State Board approval and national accreditation.

Coordinates course offerings and teaching responsibilities in cooperation with the SON Director/Associate Director and nursing faculty.

Supervises undergraduate policy development for recommendation to the Nursing Department Organization.

Identifies and facilitates maintenance of records and files organizing data necessary for planning learning experiences, completing official reports, and for research purposes.
Serves as departmental liaison to internal and external communities of interest.
Maintains expertise through professional development activities especially those focusing on curriculum development.

QUALIFICATIONS:

Doctorate in nursing or related field preferred; Master's degree in nursing required. Three years baccalaureate teaching experience required. Experience in development, planning, and evaluation of baccalaureate nursing curriculum required.

Level of responsibility and compensation or release time negotiated with School of Nursing Director and/or Associate Director in accord with SON needs and university resources.

Revised: 111009, 091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for R.N. to BSN Coordinator

POSITION: R.N. to BSN Coordinator

DEPARTMENT: Nursing

ACADEMIC RESPONSIBLITIES: Provides leadership in planning and directing the learning experiences of RN to BSN students. Participates in the activities of the total faculty with expectations in teaching, scholarly activity, and service.

Chairs RN to BSN Committee.

Facilitates and coordinates recruitment and retention activities.

Administers, scores, and keeps records related to standardized testing.

Coordinates advisement for registered nurse students enrolled in or planning to enter the nursing program and supervises preparation of Individual degree plans.

Prepares cumulative data regarding registered nurse students for planning Clinical experiences and for special reports.

Assures that programming for registered nurse students is comparable to the generic program and meets appropriate criteria for state approval and national accreditation.

Attends state, regional and/or national meetings related to articulation and registered nurse educational advancement and reports to SONO.

Assists faculty in developing appropriate policies and procedures for registered nurse students.

Serves as departmental liaison to internal and external communities of interest.

Maintains expertise through professional development activities.

QUALIFICATIONS: Doctorate in nursing or related field preferred; Masters in nursing required. Three years baccalaureate teaching experience required. Experience in developing, planning, and evaluating RN to BSN nursing curriculum required.

Level of responsibility and compensation or release time negotiated with School of Nursing Director and/or Associate Director in accord with SON needs and university resources.
Revised: 111009, 09161

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Graduate Coordinator

POSITION:	Graduate Coordinator
DEPARTMENT:	Nursing
ACADEMIC RESPONSIBILITIES:	Provides leadership in planning and directing the learning experiences of graduate nursing students. Participates in the activities of the total faculty with expectations in teaching, scholarly activity, and service.
SPECIFIC FUNCTIONS:	Chairs Graduate Committee. Facilities and coordinates recruitment and retention activities. Coordinates the advisement program and supervises preparation of individual degree plans. Plans with faculty that programming for graduate nursing students meets criteria for Kansas State Board of Nursing and national accreditation. Coordinates course offerings and teaching responsibilities in cooperation with the SON Director/Associate Director and nursing faculty. Supervises graduate policy for recommendation to the Nursing Department Organization. Identifies and facilitates maintenance of records and files organizing data necessary for planning learning experiences, completing official reports, and for research purposes. Coordinates internal and external support of such activities as grant writing, alumni contacts, and public relations projects, etc. Serves as departmental liaison to internal and external communities of interest. Maintains expertise through professional development activities especially those focusing on curriculum development.
QUALIFICATIONS:	Doctorate in nursing or related field preferred; Master's degree in nursing with emphasis as a Family Nurse Practitioner required. Three years of baccalaureate teaching experience required. Experience in development and evaluation of graduate nursing curriculum preferred. Must have graduate faculty status. Must be nationally certified as a Family Nurse Practitioner and state licensed as an APRN in the role of Family Nurse Practitioner.

Level of responsibility and compensation or release time negotiated with School of Nursing Director and/or Associate Director in accord with SON needs and university resources.

Revised: 111009, 093016

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Continuing Nursing Education Coordinator

POSITION:	Continuing Nursing Education Program Coordinator
DEPARTMENT:	Nursing
ACADEMIC RESPONSIBILITIES:	Provides leadership in planning and directing Continuing Nursing Education (CNE). Participates in the activities of the total faculty with expectations in the areas of teaching, scholarly activity and service.
SPECIFIC FUNCTIONS:	Develops a calendar of Continuing Nursing Education offerings with input from CERN Committee and SONO. Serves as chair of the Continuing Education and Resources in Nursing Committee. Coordinates the development of individual CNE offerings. Implements presentation of the offerings (with assistance of co-sponsors when appropriate). Assures that the overall CNE program and long-term providership meet Kansas State Board of Nursing (KSBN) guidelines. Maintains records and files organizing data necessary for planning, implementing, and evaluating CNE offerings and files necessary reports. Serves as department liaison to internal and external communities of interest. Maintains expertise through professional development activities.
QUALIFICATIONS:	Doctorate in nursing or related field preferred; Master's degree in nursing required. Three years baccalaureate teaching experience required. Experience in development, planning and evaluation of continuing nursing education offerings preferred.

Level of responsibility and compensation or release time is negotiated with SON Director/Associate Director in accord with department needs and university resources.

Revised 111009, 091616

Pittsburg State University
Irene Ransom Bradley
School of Nursing
Position Description for Adjunct Appointment

POSITION:	Adjunct Professor (with rank of Professor, Associate Professor, Assistant Professor, or Instructor)
DEPARTMENT:	Nursing
	An honorary appointment that carries no monetary compensation, reviewed every three years. Participates in the instruction of students while holding a professional appointment in another agency.
	Participation would be of benefit to the Adjunct Professor and his/her agency and to the School of Nursing.
ACADEMIC RESPONSIBILITIES:	Teaches or supervises students in selected learning experiences.
SPECIFIC FUNCTIONS: (As Opportunity arises)	Provides selected contributions to teaching and evaluation appropriate to area of expertise.
	Maintains individual professional development through formal and/or continuing education.
	Facilitates nursing research.
	Available to community as a resource person.
	Serves as appropriate professional role model for students and faculty members.
	Serves as a liaison person between agency and university.
	Contributes to instruction of students in classroom, laboratory and/or clinical setting.
QUALIFICATIONS:	Meets terminal degree requirements for specific academic ranks. Expertise in content area. Teaching experience desirable. Licensed in state where practicing.

Approved: 022781
Revised: 121985; 111009, 091616

Professional Organizations

4-State APN

A group of Nurse Practitioners in the Kansas, Missouri, Oklahoma and Arkansas areas who meet to discuss the latest issues affecting advanced practice nurses. Nursing faculty actively participate as members and board of directors. http://www.4stateapn.org/home

Kansas State Nurses' Association

KSNA is the Largest and Oldest Professional Nursing Organization in the State of Kansas and a Constituent Member Association (CMA) of the American Nurses Association (ANA).

Sigma Theta Tau International Honor Society of Nursing

Invitation to membership in Sigma Theta Tau International, the honor society of nursing, is extended to eligible PSU nursing students in the spring semester. Sigma Theta Tau International has a membership of over 120,000 in 90 countries with chapters in 523 colleges and universities including PSU's own Gamma Upsilon Chapter. Membership criteria for Undergraduate Nurse Students includes: ranking in the upper 35th percentile of the graduating class, having at least a GPA of 3.0, having completed at least half of the nursing curriculum, and having met the expectation of academic integrity. Registered Nurse Students completing a baccalaureate degree are eligible for invitation to Sigma Theta Tau if they meet the following criteria: rank in the upper 35th percentile of the graduating class, have at least a 3.0 GPA, have completed 12 credit hours at the current school, have completed half of the nursing curriculum, and meet the expectation of academic integrity. Graduate Nurse Students (Master's) are eligible for invitation to Sigma Theta Tau if they: have at least a GPA of 3.5 with completion of at least one fourth of the nursing curriculum and meet the expectation of academic integrity. RN's holding a current license and a baccalaureate degree in nursing or other field who have demonstrated achievement in nursing may also be eligible candidates under the category of Nurse Leaders.

The organization's faculty counselors forward names of students who meet membership criteria to the Eligibility Committee and the Chapter Board of Directors. Students desiring to be considered for membership and meeting eligibility requirements are to complete the Authorization to Review Student's Records Form and bring the signed form to the nursing department office. Members of the chapter then recommend candidates for membership. Each candidate assumes responsibility for completing the required online application forms and fees. Induction of new members is held in the spring semester. Further information about the organization and its benefits is available from PSU School of Nursing faculty and at www.nursingsociety.org

Annual University and School of Nursing Events

University Opening Convocation & Staff Meeting

PSU presidents welcome new and returning faculty and staff to the opening of the fall semester. New faculty are introduced by department chairs/directors.

White Coat Ceremony

In the Fall of 2016, Pittsburg State University's Irene Ransom Bradley School of Nursing was selected as one of "Fifty Nursing Schools Nationwide Awarded Funding to Host White Coat Ceremonies that Champion Compassionate Care"! After the inaugural ceremony, where all students were recognized, the "White Coat" has become an annual event where students beginning the clinical portion of their nursing studies are recognized by faculty with the bestowing of their white (lab)coats.

Family Day

Pittsburg State welcomes students' family to the campus for a weekend of activities during the fall semester. Campus tours, department tours, game day activities and of course the football game are all ways to orient families to the PSU family.

New Faculty Luncheon with President and Mrs. Scott

Each year President and Mrs. Scott host a luncheon for new faculty and their mentors. New faculty and mentors are encouraged to attend.

President's Holiday Open House

Faculty are invited to attend the Holiday Open House hosted by President and Mrs. Scott each year.

Homecoming

For most of Pittsburg State University's history, homecoming has been one of the most beloved campus traditions. The hint of fall in the air, leaves turning color, bright chrysanthemums, a parade through downtown and football are all a part of college life that every American understands. PSU will celebrate homecoming on Saturday in the fall. Preceding the big day, students will participate in a week of events designed to build excitement for homecoming. Student groups accumulate points through their participation in the week's events, leading to a sweepstakes award on Saturday.

Activities begin on Monday with Gorilla Games on the Oval. Gorilla Games is a spoof of the ancient Olympic Games. Also that day is the beginning of the Yard Art competition, also on the Oval.

The King and Queen presentations take place in the Overman Student Center. The presentations are the final step in determining the finalists who will be presented to the students for their vote on Wednesday.

At noon on Wednesday students will gather for convocation in Carnie Smith Stadium. At the convocation, students will cast their ballots for King and Queen from the slate of finalists.

On Thursday student groups will vie for points in the spirited Yell-Like-Hell competition, which takes place in Carnie Smith Stadium. Students have been practicing for weeks on routines that combine dance, gymnastics, school spirit and humor.

On Friday, the Office of Alumni and Constituent Relations hosts the annual Crimson and Gold Dinner in the Overman Student Center. A reception for the winners of the annual Dr. Kenneth K. Bateman Outstanding Alumni Award will be held. In addition to the alumni award winners, others recognized at the dinner will be the Homecoming Court.

Homecoming Day begins with the parade in downtown Pittsburg. Marching bands, floats, king and queen cars and a wide variety of novelty entries are all part of the area's biggest parade.

The Office of Alumni and Constituent Relations sponsors a number of guided tours for returning alumni and others in the community.

Gorilla Fest

Gorilla Fest is a free communitywide tailgate party and is held in Gorilla Village just east of Carnie Smith Stadium. Music in the Gazebo is provided by the band Winter Circle. Food vendors offer a variety of tailgate foods ranging from burgers and hot dogs to pizza and Southeast Kansas barbecue, and Pitt State clothing and memorabilia is available from the Gorilla Bookstore and the TECA student booth. Free games for kids, face painting and Gorilla tattoos will be provided by students in the Department of Health, Human Performance and Recreation. The highlight of Gorilla Fest is a pep rally led by the Pride of the Plains Marching Band and the PSU Spirit Squad.
For information about all Student Activities Council events, call the Office of Public Relations at 620-235-4122 or go to https://www.pittstate.edu/office/campus-activities/events.html

Rumble in the Jungle

On the Pittsburg State University campus, it's known as Rumble in the Jungle or simply, "Rumble." On a home football game day hundreds of high school seniors and community college transfer students will get a glimpse of college life at Pittsburg State in an event that has become a campus tradition. The activities, organized by the Office of Admission, include the opportunity to meet faculty members in every department, tours of campus and the residence halls and lunch in Gibson Dining Hall. The day also includes GorillaFest and a home game. Interested high school or community college students may learn more and download a registration form at https://admission.pittstate.edu/visit-campus.html or they may call the Office of Admission at 1-800-854-PITT (7488).

IRBSON Advisory Board Meetings

The IRBSON Advisory Board is comprised of representatives of all communities of interest. Board members are invited each semester to attend a meeting where they are given a review of School of Nursing activities, news and updates for all programs. They are also given an opportunity to provide feedback regarding the needs of the constituent group that they represent.

Nursing Holiday Banquet

SONO celebrates the Holiday season each year with a faculty, staff and student sponsored banquet in early December.

PSU Phonathon

The Phonathon program at Pittsburg State is an integral part of the overall success of the PSU Annual Fund. Alumni and parents have the opportunity to speak with the students who love to share their personal stories and learn about the experiences of others while asking for support of the PSU Annual Fund.

PSU student callers are proud representatives of the university and enjoy sharing the news from campus with alumni, parents, and friends; receiving feedback on university efforts, updating information on alumni and encouraging everyone to participate in the PSU Annual Fund. The university strives to have personal contact on an annual basis with each of its alumni, parents and friends, a group that numbers more than 55,000. The students of the calling team play a key role in meeting that goal and have conversations with over 20,000 alumni each year.

Alumni continue to respond favorably to the students and demonstrate their commitment to supporting the University through the PSU Annual Fund. If you have any questions about the Phonathon or are a student interested in joining our team, please contact the Development office.

PSU Commemoration Day (Apple Day)

Pittsburg State University is the youngest of the state institutions of higher education in Kansas. Founded in 1903, Pittsburg State opened as the Auxiliary Manual Training Normal School designed for the preparation of teachers of manual training and domestic science. Russell S. Russ, then superintendent of the Pittsburg Schools, was elected to be principal of the new normal school, which he had helped to found. The school opened in temporary quarters Tuesday, September 8, 1903, with 54 students and 5 faculty members.

Mr. Russ spent considerable time in the state legislature of 1905 during the debate for an appropriation for the first school building. As the issue was drawing to a close, the legislators lightheartedly reviewed the problem of non-members of the house appearing on the floor, and the motion was made that the next offender be fined a barrel of apples. Shortly after, Russ appeared to inquire about the progress of the bill and was duly fined a barrel of apples.

The incident was reported in Pittsburg, and Russ, discussing this with students, suggested that they fine the faculty a barrel of apples. The motion passed unanimously, and a bewildered faculty paid the fine. Since that first observance on March 8, 1905, Apple Day or commemoration Day has become a festivity to be noted on the Pittsburg State University campus. Annually this tradition is assessed by the student body, and apples furnished by the faculty are passed out to all those present at the Apple Day Convocation.

Irene Ransom Bradley School of Nursing Spring Banquet

In the late spring, both undergraduate and graduate students are recognized at a banquet held in their honor. Students and faculty organize the event, which includes a dinner, and is an opportunity to invite families and significant others to share in the academic experience.

The spring banquet allows for recognition of pre-licensure students. Students receive various departmental awards, and are recognized by their classmates for more light-hearted accomplishments. RN to BSN and Graduate students have an opportunity to participate in the program as well.

PSU Graduate Banquet

During April the College of Graduate and Continuing Studies host a banquet for all PSU graduate students. The event honors graduate students receiving an award in one of the following areas Teaching, Scholarship, Research or Service from their individual departments. The banquet also honors students for outstanding Thesis, Scholarly Project and Research Colloquium awards.

Pinning Ceremony

The school pin is one of the traditions in nursing education. Each nursing program has its own distinct pin and each graduate wears the pin of his/her nursing program proudly. The pin for the Pittsburg State University graduate is of a special design approved in 1973. The design was sketched by the first graduating class and given to Dr. George Brooker, then a Professor of Automotive Technology at Pittsburg State University and husband of Carolyn Brooker, a faculty member in the School of Nursing. Dr. Brooker finalized the design and the pin was ready for the first BSN graduates.

Approximately the size of a quarter, the pin is circular. The center of the pin is gold with the letters BSN or MSN in the center. Around this appears a red band on which is printed Pittsburg State University School of Nursing. An outer band is a gold edge of scallops. This same design has been adapted for use on school invitations, brochures, patches, etc.

The tradition of pinning emphasizes the importance of the pin. At this event, held in conjunction with university commencement, each graduate is pinned by the person of his/her choice. The custom is to announce future plans of each graduate as the pinning occurs. Research topics of MSN graduates are shared. Parents, spouses, children, relatives, and friends are invited to share in this formal ceremony.

Sigma Theta Tau International Honor Society of Nursing Induction Ceremony
Invitation to membership in Sigma Theta Tau International, the honor society of nursing, is extended to eligible PSU nursing students in the spring semester. Sigma Theta Tau International has a membership of over 120,000 in 90 countries with chapters in 523 colleges and universities including PSU's own Gamma Upsilon Chapter. Membership criteria for Undergraduate Nurse Students includes: ranking in the upper 35th percentile of the graduating class, having at least a GPA of 3.0, having completed at least half of the nursing curriculum, and having met the expectation of academic integrity. Registered Nurse Students completing a baccalaureate degree are eligible for invitation to Sigma Theta Tau if they meet the following criteria: rank in the upper 35th percentile of the graduating class, have at least a 3.0 GPA, have completed 12 credit hours at the current school, have completed half of the nursing curriculum, and meet the expectation of academic integrity. Graduate Nurse Students (Master's) are eligible for invitation to Sigma Theta Tau if they: have at least a GPA of 3.5 with completion of at least one fourth of the nursing curriculum and meet the expectation of academic integrity. RN's holding a current license and a baccalaureate degree in nursing or other field who have demonstrated achievement in nursing may also be eligible candidates under the category of Nurse Leaders.

The organization's faculty counselors forward names of students who meet membership criteria to the Eligibility Committee and the Chapter Board of Directors. Students desiring to be considered for membership and meeting eligibility requirements are to complete the Authorization to Review Student's Records Form and bring the signed form to the nursing department office. Members of the chapter then recommend candidates for membership. Each candidate assumes responsibility for completing the required online application forms and fees. Induction of new members is held in the spring semester.

Further information about the organization and its benefits is available from PSU Nursing Department faculty and at www.nursingsociety.org

PSU Commencement

Commencement is a special celebration, with tradition and symbolism to commemorate a student's academic accomplishments at Pittsburg State University. This celebration occurs at the close of the fall and spring semesters.

Pittsburg State University
School of Nursing
Assessment Plan – BSN Program

BSN Capstone

In the pre-RN track of the BSN program, collection of BSN Capstone assessment data is the responsibility of the individual faculty under the direction of the course coordinator for NURS 600 Transitions in Nursing Practice and NURS 601 Internship in Nursing Practice. Capstone course assessments in NURS 601 include: Criteria for Evaluation of Agency and Internship Experience, Student Self-Evaluation, Student Evaluation of Preceptor, and Faculty/Preceptor Evaluation of Student. All raw data is submitted to the BSN committee for review by the NURS 601 Internship in Nursing Practice course coordinator. In NURS 600, students also submit ten, one page, typewritten, essay's addressing each of the ten program objectives and how objectives have been met, partially met or not met. Each essay includes how students expect to utilize each objective in their future nursing career.

In the RN to BSN track of the BSN program, collection of BSN Capstone assessment data occurs under the direction of the RN to BSN committee chair in the course NURS 670 Family Health Care Nursing. Capstone course assessments include: Faculty Evaluation of Student Clinical Capstone Course and Student Self-Evaluation Clinical Capstone Course.

A summative report including all raw data and summary analyses from the previous calendar year is prepared jointly by the BSN & RN to BSN committees. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the BSN and RN to BSN committee chairs file the report in the central assessment file.

Annual reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

BSN Pre-Test/Post-Test

A standardized testing package approved by SONO is administered to each baccalaureate nursing student admitted to the clinical major. For the pre-RN BSN track students, ATI (Assessment Technologies Institute) Critical Thinking pre-test is administered early in the first semester and TEAS (Test of Essential Academic Skills) is administered as part of the application process. For RN to BSN track students, Health Sciences Reasoning Test plus Numeracy (HSRT-N) pre-test is administered. In NURS 600 Transitions in Nursing Practice course, pre-RN BSN track students are administered the ATI Critical Thinking post-test and the RN Comprehensive Assessment.

In NURS 670 Family Health Care Nursing, RN to BSN track students take the Health Sciences Reasoning Test plus Numeracy (HSRT-N) post-test. RN to BSN track students are scheduled for pre-testing during early Fall Student Orientation. RN to BSN track pre and post-testing is under the direction of the RN to BSN Committee Chair.

A summative report including all raw data and analyses comparing results to established benchmarks is prepared jointly by the BSN & RN to BSN Committees. The report includes results by student, test, and other appropriate parameters for the previous calendar year. Group mean averages are compared. Program implications are discussed and recommendations for improvement are made.

After approval of the annual report by SONO, the BSN & RN to BSN committee chairs file the report in the central assessment file. Annual reports are due the first Monday after Labor Day each year.

BSN Alumni Satisfaction Questionnaire Assessment

The BSN Alumni Satisfaction Questionnaire Assessment is conducted every third year. BSN graduates (both tracks) of the last 10 years are assessed. The School of Nursing Director is responsible for conducting the assessment after review and modification of the tool by the BSN committee with approval of the tool by SONO.

Resulting raw data is compiled, analyzed and summarized by the BSN committee. A summative report including all raw data is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the BSN committee chair files the report in the central assessment file.

Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

BSN Student Exit Program Evaluation Survey

Graduating BSN students are assessed using the school of nursing student survey tool at completion of the capstone course. The School of Nursing Director is responsible for conducting the survey in the pre-RN track. The RN to BSN committee chair is responsible for conducting the survey for the RN to BSN track. The survey tool is reviewed annually by the BSN & RN to BSN committees with any survey changes approved prior to its use by SONO.

A summative report including all raw data and analyses is prepared jointly by the BSN and RN to BSN committees for the previous calendar year's graduates. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the BSN and RN to BSN committee chairs file the report in the central assessment file.

Annual reports summarizing assessment results of the previous calendar year are due the first Monday after April 1 of each year.

BSN Employer Satisfaction Survey & Employment Rate

The BSN Employer Satisfaction Survey is conducted every third year. Each alumni receiving a copy of the BSN or MSN Alumni Satisfaction Questionnaire Assessment receives a copy to be given to their employer. The School of Nursing Director is responsible for conducting the assessment after review and modification of the tool by the BSN committee with approval by SONO prior to its use.

Resulting raw data is compiled, analyzed, and summarized by the BSN and RN to BSN Committee chairs. A summative report including all raw data is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the BSN and RN to BSN committee chairs file the report in the central assessment file.

The annual official PSU Employment Survey Results are filed in the central assessment file each year by the BSN Committee Chair after review by the committee and SONO.

Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

School of Nursing Advisory Board

Minutes will be taken at each meeting of the Advisory Board and submitted for approval of SONO. The Strategic Plan is reviewed by the Advisory Board for annual input.

A summative report including recommendation for program improvement is submitted by the SON Director/Associate Director for approval by SONO. After approval of the report by SONO, the director/associate director files the report in the official assessment file.

Annual reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

BSN Field Test (NCLEX-RN)

The KSBN compiles official NCLEX-RN program results for each nursing program in Kansas. The BSN committee will compile official results for all graduating pre-RN baccalaureate degree students in the previous calendar year. Results are compiled by student, first or subsequent test, and copies of official results. A summative report including data and analyses is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the BSN committee chair files the report in the central assessment file. Annual reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

BSN Graduation Rate

An annual retention, attrition, or graduation rate in the clinical BSN major is determined by the SON Director/Associate Director in concert with the BSN and RN to BSN committees and SONO. Annual report summarizing official results of the previous calendar year are due the first Monday after Labor Day each year.

BSN Program Changes Based on Assessment Results

The School of Nursing Director/Associate Director is responsible for summarizing program changes based on the submitted annual reports for each assessment component listed above. The university assessment report is typically due the end of each May. The submitted report will be distributed at the annual Fall Retreat. The SON Director/Associate Director compiles the following documents for the previous calendar year for inclusion in the official assessment file including:

BSN Handbook
RN to BSN Handbook
BSN Program Guide
RN to BSN Program Guide
BSN Marketing Materials
RN to BSN Marketing Materials
Commencement Program
Nursing Banquet Program
KSBN Annual Report
CCNE Annual Report
Media Clippings
Student/Alumni/Employer News Received by Faculty
Sample Portfolios of Graduating Students – minimum one each pre-RN and one RN to BSN
Other

*Please note that any assessment data deemed to necessitate immediate review by the faculty as a whole is to be submitted to the Director/Associate Director at any point in the annual cycle.

042708 MCP; 092716 BRM,CKG,ABG

BACHELOR OF SCIENCE IN NURSING PROGRAM OUTCOMES
ASSESSMENT OF ATTAINMENT
Irene Ransom Bradley School of Nursing
Pittsburg State University

Program Goals (Purposes) are met by each objective.

The goals of the School of Nursing Baccalaureate Program **1. To prepare graduates as beginning professional nurses who can practice in a variety of settings.** **2. To prepare graduates to assume leadership roles in nursing.** **3. To prepare graduates who have the foundation for graduate study.**	**Pre/Post Test**	**Capstone Course**	**NCLEX**	**Graduation Rate**	**Alumni Satisfaction**	**Student Exit Program**	**Employer Survey & Rate**	**Advisory Board**	**Portfolio**
BSN Program Outcomes									
Objective 1. Integrate theories and content from the sciences, arts, humanities, nursing and other disciplines to enhance the practice of nursing.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 2. Demonstrate individual, organizational and system leadership in the provision of safe and high quality patient care.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 3. Evaluate research to improve evidence-based nursing practice.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 4. Demonstrate the application of a variety of information systems and patient care technologies.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 5. Discuss healthcare policy, finance and regulatory processes as they impact individuals, families, groups, communities and populations.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 6. Determine intra-professional and inter-professional communication and collaboration for improving health outcomes.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 7. Develop safety, health promotion, education and disease prevention strategies to optimize health across the lifespan in a variety of environments.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 8. Model behaviors of personal integrity and professional values.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**
Objective 9. Illustrate competent baccalaureate generalist nursing practice.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****	**X**

*** = Indirect Association**

Pittsburg State University
School of Nursing
Assessment Plan – MSN Program

MSN Portfolio

Each graduate student will develop a portfolio of learning experiences contributing to the attainment of program goals and objectives. The Criteria for MSN Portfolio and Evaluation of MSN Portfolio tools are developed by the graduate committee and approved by SONO. The portfolio will be reviewed at the end of each academic semester with review documented with date and signature of the student's academic advisor. The MSN Portfolio Review will be submitted by the academic advisor to the graduate committee after final review and at time of podium presentation. After summarization of all submitted portfolio reviews, results for the calendar year with program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

Annual reports summarizing portfolio results of the previous calendar year are due the first Monday after Labor Day of each year.

Written Comprehensive Examination

The graduate committee develops annually the comprehensive examination based on input from the graduate faculty. The committee develops the tool for the grading of the examination, the Evaluation of Written Comprehensive Exam. The committee sets two examination dates for test administration each semester.

The graduate nursing faculty members grade the examination and submit results to the graduate committee. It is expected that the graduate student will achieve an average rating of 70 or above.

A summative report including student names, dates of examination, copies of the examination, tool for grading, faculty graders, results with any recommendation for corrective action for individual students, and summarized results for the previous calendar is prepared. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

Annuals reports summarizing assessment results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Pretest/Posttest

The California Critical Thinking instrument is administered at the beginning and end of the graduate nursing program. Students are scheduled for pre-testing in the MSN Student Orientation by the graduate Committee Chair. The post-test is administered at the end of the student's program during the final capstone course by the course instructor.

A summative report including all raw data and analyses comparing results to established benchmarks is prepared annually by the graduate Committee. The report includes results by student, CCTST pre and post- test, and CCTDI pre and post-test for the previous calendar year. Individual student results and group mean averages are compared to benchmarks. The student benchmark is no subscale score less than 40 on the CCTDI and an increased post-test score on the CCTST. Program implications are discussed and recommendations for improvement are made.

After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file. Annual reports are due the first Monday after Labor Day of each year.

MSN Capstone

Collection of MSN Capstone assessment data is the responsibility of the individual faculty teaching NURS 828/829, 830/831, 835/836, and 840/841. Capstone course assessments include: Preceptor Evaluation of Student, Criteria for Evaluation of Agency and Preceptor, and Student Evaluation of Preceptor.

A summative report including all raw data and analyses from the previous calendar year is prepared by the graduate Committee. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

Annual reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Field Test (Certification Exams)

The graduate committee will compile certification results for all graduating students in the previous calendar year based on compilations. Results are compiled by student name and results. A summative report including raw data and analyses is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the MSN Coordinator files the report in the central assessment file.

Annual reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Alumni Satisfaction Questionnaire Assessment

The MSN Alumni Satisfaction Questionnaire Assessment is conducted every three years. All MSN graduates are assessed. The last alumni satisfaction assessment was conducted in 2014. The next assessment will be conducted in very early Fall 2017. The SON Director/Associate Director is responsible for conducting the assessment after review and modification of the tool by the Graduate Committee with approval of the tool by SONO.

Resulting raw data is compiled, analyzed, and summarized by the committee. A summative report including all raw data is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Student Exit Program Evaluation Survey

Graduating MSN students are assessed using the School of Nursing student survey tool at completion of the final capstone course. The Graduate Committee chair is responsible for conducting the surveys. The survey tool is reviewed annually by the graduate committee with any survey changes approved prior to its use by SONO.

A summative report including all raw data and analyses is prepared by the graduate committee for the previous calendar year's graduates. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

Annual reports summarizing assessment results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Employer Satisfaction Survey and Employment Rate

The MSN Employer Satisfaction Survey is conducted every three years. Every MSN graduate is sent a survey to be given to their employer. The last survey was conducted Fall 2014. The next survey will be conducted Fall 2017. The SON Director/Associate Director is responsible for conducting the assessment after review and modification of the tool by the Graduate Committee with SONO approval prior to its use.

Resulting raw data is compiled, analyzed, and summarized by the committee. A summative report including all raw data is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

The annual official PSU Employment Survey Results are filed in the central assessment file each year by the Graduate Committee Chair after review by the committee and SONO. The benchmark for employment is 80%.

Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

Evaluation of Podium Presentation

A standard tool is used for assessment of evaluation of podium presentation – options 1, 2, or 3. The tool is annually reviewed by the graduate committee and placed in the MSN Student Handbook prior to use. The nursing faculty members of the student's graduate committee and nursing faculty in attendance evaluate the podium presentation utilizing the approved tool. Evaluations of individual student presentations are filed in the central assessment file by the student's graduate committee chair at completion of defense. The student name, committee member names, faculty in attendance, date of presentation, recommendations (if any) for individual student improvement, and other relevant information are included in the evaluation.

A summative report including all raw data and analyses comparing results to the established benchmark 70% is prepared annually by the graduate committee. Program implications are discussed and recommendations for improvement are made.

After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file. The annual report for the previous calendar year is due the first Monday after Labor Day of each year.

School of Nursing Advisory Board

Minutes will be taken at each meeting of the Advisory Board and submitted for approval of SONO. The Strategic Plan is reviewed by the Advisory Board for annual input.

A summative report including recommendation for program improvement is submitted by the SON Director/Associate Director for approval by SONO. After approval of the report by SONO, the director/associate director files the report in the official assessment file.

Annual reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Graduation Rate

An annual retention/attrition/graduation rate in the MSN major is determined by the SON Director/Associate Director in concert with the graduate committee. In keeping with the university allowance of six years to complete a graduate degree, graduation rate is based on six calendar years. Program implications are discussed and recommendations for improvement are made. After approval of the report by SONO, the Director/Associate Director files the report in the official assessment file.

Annual reports summarizing official results of the previous calendar year are due the first Monday after Labor Day of each year.

MSN Program Changes Based on Assessment Results

The School of Nursing Director/Associate Director is responsible for summarizing program changes based on the submitted annual reports for each assessment component listed above. The university assessment report is typically due the end of each May. The submitted report will be distributed at the annual Fall Retreat.

The SON Director/Associate Director compiles the following documents for the previous calendar year for inclusion in the official assessment file including:

- MSN Handbook
- MSN Program Guide
- MSN Marketing Materials
- Commencement Program
- Graduate Banquet Program
- Nursing Banquet Program
- KSBN Annual Report
- CCNE Annual Report
- Media Clippings
- Student/Alumni/Employer News Received by Faculty
- Sample Graduating Student Portfolios – minimum one CNS, one FNP, one each Options 1, 2, or 3 (if available in pool of graduates)
- Other

*Please note that any assessment data deemed to necessitate immediate review by the faculty as a whole is to be submitted to the Director/Associate Director at any point in the annual cycle.
042708 MCP; 092716 CKG

MASTER OF SCIENCE IN NURSING PROGRAM GOALS and OBJECTIVES
ASSESSMENT OF ATTAINMENT
School of Nursing
Pittsburg State University

Mission Statement: The School of Nursing prepares graduates to demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles and to engage in learning as a lifelong process. The programs of the School of Nursing reflect the university mission of teaching, scholarship and service, with teaching-learning as the primary focus. Recognizing the unique characteristics and needs of our diverse, primarily rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, groups, communities, and populations in a variety of settings. **Vision Statement** In collaboration with health care systems, educational institutions, and communities-of-interest, the School of Nursing assumes the leadership role in pursuit of excellence in nursing through education of undergraduate and graduate students. **MSN Program Outcomes**	**Pre/Post Test**	**Capstone Courses**	**Portfolio****	**Written Comprehensive Exam**	**Podium Presentation Option 1,2,3**	**MSN Student Exit Program Evaluation *Survey***	**Graduation Rate**	**Certification Exams**	**Employment Rate**	**Employer Survey**	**Alumni Assessment**	**Advisory Board**
Objective 1. Integrate the nursing process, supported by a variety of theories, into advanced practice	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 2. Utilize advanced nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to persons/families/communities with emphasis in rural settings.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 3. Contributes to the advancement of the nursing profession through the knowledge of historical, political, social, economic, legal, cultural, and ethical aspects of health care.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 4. Implements effective teaching-learning strategies designed to promote wellness of persons/families/communities	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 5. Demonstrates competence in advanced practice roles in meeting health needs of all populations, with emphasis in rural settings.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 6. Evaluates individual advanced practice nurse responsibility and accountability as it contributes to improvement of health policy (to include certification, licenses, etc.)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 7. Synthesizes advanced practice nurse leadership and management principles in order to coordinate person/family care in all populations with emphasis in rural settings.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 8. Manage activities for planned change to facilitate adaption of persons/families/communities	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****

Objective 9. Contributes to advanced nursing through managing research and information systems	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 10. Evaluates long-term and short-term personal and professional goals for advanced practice	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****

*** = Indirect Association ** = Beginning academic year 2008-2009 01-15-08/04-28-08**

Pittsburg State University
School of Nursing
Assessment Plan – DNP Program

BSN-DNP Portfolio

Each BSN-DNP student will develop a portfolio of learning experiences contributing to the attainment of program goals and objectives. The Criteria for BSN-DNP Portfolio and Evaluation of DNP Portfolio tools were developed by the Graduate Committee and approved by SONO. This portfolio is developed in Typhon, the online student tracking system, and is reviewed by the Graduate Coordinator in the student's final semester of the program.

DNP Written Comprehensive Examination

The Graduate Committee developed the BSN-DNP Comprehensive Examination and the MSN-DNP Comprehensive Examination. They are reviewed and edited annually based on input from the graduate faculty. The committee also developed the rubric for the grading of the examination, the Evaluation of Written Comprehensive Exam. The BSN-DNP Comprehensive Exam -Part 1 is graded by the faculty in NURS 828 Primary Care III (summer sections) and Part 2 is graded by the student's scholarly project advisor. It is expected that the graduate student will achieve an average rating of 70 or above.

A summative report including student names, dates of examination, copies of the examination, tool for grading, faculty graders, results with any recommendation for corrective action for individual students, and summarized results for the previous calendar is prepared. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the graduate committee chair files the report in the central assessment file.

Annuals reports summarizing assessment results of the previous calendar year are due the first Monday after Labor Day of each year.

DNP Pretest/Posttest

The California Critical Thinking instrument is administered at the beginning and end of the Doctor of Nursing Practice program. Students are scheduled for pre-testing in the DNP application period by the Graduate Committee Chair. The post-test is administered at the end of the student's program during the final semester of coursework by the Graduate Committee.

A summative report including all raw data and analyses comparing results to established benchmarks is prepared annually by the Graduate Committee. The report includes results by student, CCTST pre and post -test, and CCTDI pre and post-test for the previous calendar year. Individual student results and group mean averages are compared to benchmarks. The student benchmark is no subscale score less than 40 on the CCTDI and an increased post-test score on the CCTST. Program implications are discussed and recommendations for improvement are made.

After approval of the Annual Report by SONO, the Graduate Committee chair files the report in the central assessment file. Annual reports are due the first Monday after Labor Day of each year.

Collection of DNP Capstone assessment data is the responsibility of the individual faculty teaching NURS 910, Residency. Capstone course assessments include: Preceptor Evaluation of Student, Criteria for Evaluation of Agency and Preceptor, and Student Evaluation of Preceptor.

A summative report including all raw data and analyses from the previous calendar year is prepared by the Graduate Coordinator. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the Graduate Coordinator files the report in the central assessment file.

Annual Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

BSN-DNP Field Test (Certification Exams)

The Graduate Coordinator will compile certification results for all graduating students in the previous calendar year. Results are compiled by student name, FNP emphasis, test taken, and results using the FNP Tracking form. A Summative Report including raw data and analyses is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the Graduate Coordinator files the report in the central assessment file.

Annual Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

DNP Alumni Satisfaction Questionnaire Assessment

The DNP Alumni Satisfaction Questionnaire Assessment is conducted every three years. All DNP graduates are assessed. The last alumni satisfaction assessment was conducted in 2018. The next assessment will be conducted in very early Fall 2021. The SON Director is responsible for conducting the assessment after review and modification of the tool by the Graduate Committee with approval of the tool by SONO.

Resulting raw data is compiled, analyzed, and summarized by the committee. A summative report including all raw data is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the Graduate Coordinator files the report in the central assessment file.

Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

DNP Student Exit Program Evaluation Survey

Graduating DNP students are assessed using the School of Nursing student survey tool at completion of the semester of coursework. The Graduate Coordinator is responsible for conducting the surveys. The survey tool is reviewed annually by the graduate committee with any survey changes approved prior to its use by SONO.

A Summative Report including all raw data and analyses is prepared by the Graduate Coordinator for the previous calendar year's graduates. Program implications are discussed and recommendations for improvement are made. After approval of the annual report by SONO, the Graduate Coordinator files the report in the central assessment file.

Annual reports summarizing assessment results of the previous calendar year are due the first Monday after Labor Day of each year.

DNP Employer Satisfaction Survey and Employment Rate

The DNP Employer Satisfaction Survey is conducted every three years. Every DNP graduate is sent a survey to be given to their employer. The last survey was conducted Fall 2018. The next survey will be conducted Fall 2021. The SON Director is responsible for conducting the assessment after review and modification of the tool by the Graduate Committee with SONO approval prior to its use.

Resulting raw data is compiled, analyzed, and summarized by the committee. A summative report including all raw data is prepared. Program implications are discussed and recommendations for program improvement are made. After approval of the annual report by SONO, the Graduate Coordinator files the report in the central assessment file.

The annual official PSU Employment Survey Results are filed in the central assessment file each year by the Graduate Coordinator after review by the committee and SONO. The benchmark for employment is 80%.

Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

Evaluation of DNP Scholarly Project Podium Presentation

A standard tool is used for assessment of evaluation of the podium presentation for the DNP Scholarly Project, which is a public presentation. The tool is annually reviewed by the Graduate Committee and placed in the DNP Student Handbook prior to use. The DNP Program faculty members of the student's DNP Scholarly Project committee, School of Nursing faculty, and outside committee members in attendance evaluate the podium presentation utilizing the approved tool. Evaluations of individual student presentations are filed in the central assessment file maintained by the Graduate Coordinator at completion of defense. The student name, committee member names, faculty in attendance, date of presentation, recommendations (if any) for individual student improvement, and other relevant information are included in the evaluation.

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A summative report including all raw data and analyses comparing results to the established benchmark 70% is prepared annually by the Graduate Committee. Program implications are discussed and recommendations for improvement are made.

After approval of the Annual Report by SONO, the Graduate Coordinator files the report in the central assessment file. The Annual Report for the previous calendar year is due the first Monday after Labor Day of each year.

School of Nursing Advisory Board

Minutes will be taken at each meeting of the Advisory Board and submitted for approval of SONO. The Strategic Plan is reviewed by the Advisory Board for annual input.

A summative report including recommendation for program improvement is submitted by the SON Director for approval by SONO. After approval of the report by SONO, the director files the report in the official assessment file.

Annual Reports summarizing results of the previous calendar year are due the first Monday after Labor Day of each year.

DNP Graduation Rate

An annual retention/attrition rate in the DNP major is determined by the SON Director in concert with the Graduate Committee. Program completion rates demonstrate program effectiveness, in keeping with CCNE recommendations (Standard IV-B), the completion rate for the most recent calendar year is 70% or higher. In accordance with the University allowance of six years to complete a graduate degree, graduation rate is based on six calendar years. Program implications are discussed and recommendations for improvement are made. After approval of the report by SONO, the Director files the report in the official assessment file.

Annual Reports summarizing official results of the previous calendar year are due the first Monday after Labor Day of each year.

DNP Program Changes Based on Assessment Results

The School of Nursing Director is responsible for summarizing program changes based on the submitted annual reports for each assessment component listed above. The university assessment report is typically due the end of each May. The submitted report will be distributed at the annual Fall Retreat.

The SON Director compiles the following documents for the previous calendar year for inclusion in the official assessment file including:
DNP Handbook
BSN-DNP and MSN-DNP Program Guide Booklets
DNP Marketing Materials
Commencement Program
Graduate Banquet Program
Nursing Banquet Program
KSBN Annual Report
CCNE Annual Report
Media Clippings
Student/Alumni/Employer News Received by Faculty
Sample Graduating BSN-DNP Student Portfolios
Other

*Please note that any assessment data deemed to necessitate immediate review by the faculty as a whole is to be submitted to the Director at any point in the annual cycle.

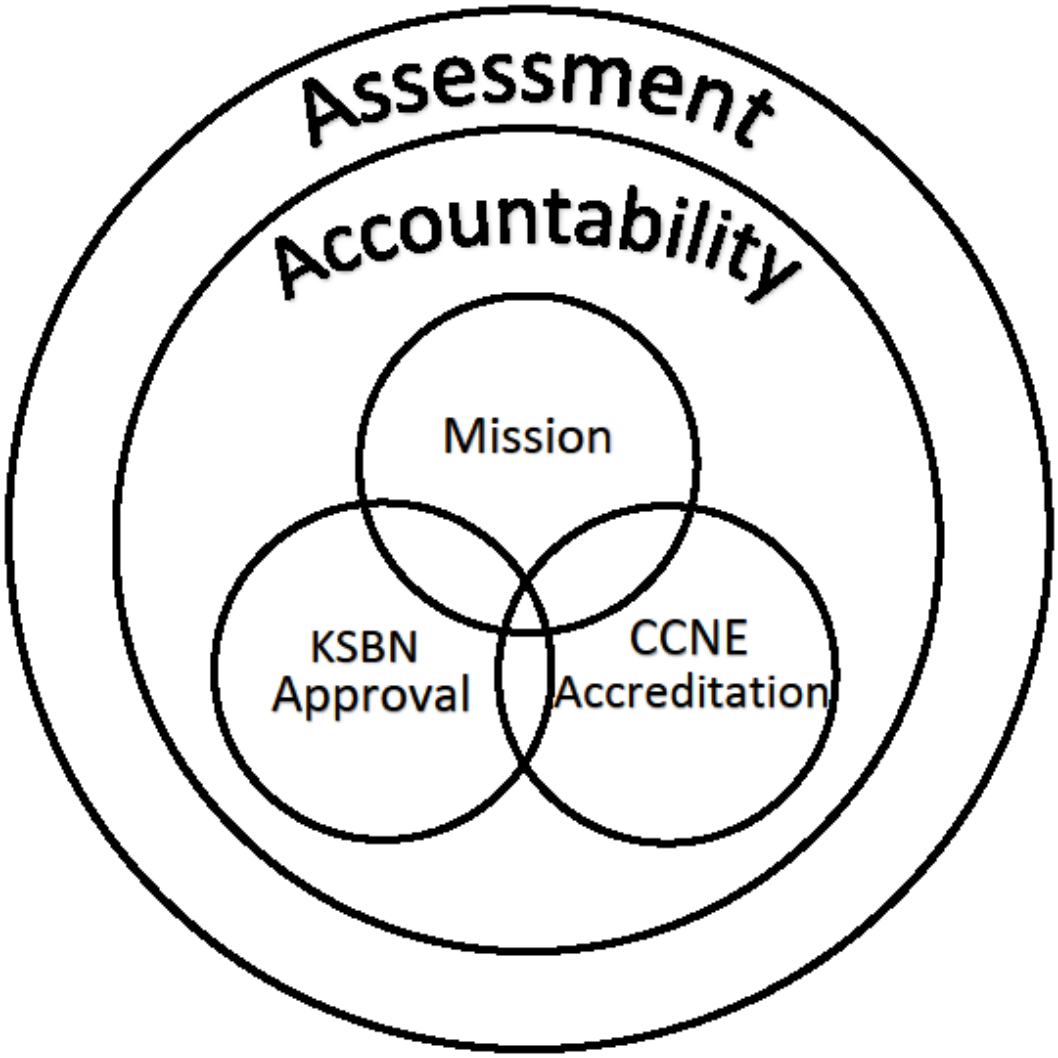
042708 MCP; 100316 CKG; 091519 KJ

DOCTOR OF NURSING PRACTICE PROGRAM GOALS and OBJECTIVES
ASSESSMENT OF ATTAINMENT
Pittsburg State University Irene Ransom Bradley School of Nursing

Mission Statement: The School of Nursing prepares graduates to demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles and to engage in learning as a lifelong process. The programs of the School of Nursing reflect the university mission of teaching, scholarship and service, with teaching-learning as the primary focus. Recognizing the unique characteristics and needs of our diverse, primarily rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, groups, communities, and populations in a variety of settings. **Vision Statement:** In collaboration with health care systems, educational institutions, and communities-of-interest, the School of Nursing assumes the leadership role in pursuit of excellence in nursing through education of undergraduate and graduate students.	**Pre/Post Test (CCTT)**	**DNP Capstone Courses**	**BSN-DNP Portfolio****	**DNP Written Comprehensive Exam**	**DNP Scholarly Project Presentations**	**DNP Student Exit Program**	**DNP Graduation Rate**	**BSN-DNP Certification Exams**	**DNP Employment Rate**	**DNP Employer Survey**	**Alumni Satisfaction Assessment**	**Advisory Board Minutes (Indirect Association)**
DNP Program Outcomes												
Objective 1. Integrate theories and research from nursing science and other disciplines in provision of the highest level of evidence-based nursing practice. (AACN *Essentials 1*)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 2. Evaluate organizational and systems leadership for the improvement of nursing care and healthcare delivery outcomes in primarily rural settings. (AACN *Essentials 2*)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 3. Use analytical methods in dissemination of findings of clinical scholarship in support of evidence-based practice. (AACN *Essentials* 3)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 4. Contribute to improving nursing and healthcare through managing information systems and patient care technology. (AACN *Essentials 4*)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 5. Synthesize healthcare policy in advocacy for patient/family care in all populations with emphasis in rural settings. (AACN *Essentials 5*)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 6. Communicate and collaborate to lead inter-professional teams in advancing population health particularly in rural settings. (AACN *Essentials 6*)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****
Objective 7. Improve health status in the nation, particularly in rural settings, by evaluating nursing and health care delivery and using concepts and scientific data sources	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****

of health promotion, disease prevention, epidemiology, environment, community, culture, and socioeconomics among others. (AACN *Essentials 7*)												
Objective 8. 8. Consider long-term and short-term personal and professional goals for advancement of doctoral level practice. (AACN *Essentials 8*)	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	*****

MASTER EVALUATION PLAN
Pittsburg State University
School of Nursing



Master Evaluation Plan (MEP)

The Irene Ransom Bradley School of Nursing (IRBSON) Program Effectiveness Assessment Model (2019), embraces **accountability** of the Pittsburg State University (PSU) Nursing Programs to its communities of interest. The four major component parts of the model include **Assessment, Mission, Approval, and Accreditation with Accountability being a pervasive theme.** The SON maintains relationships with its communities of interest in a variety of ways. Examples include: SON Advisory Board meetings; Student Advisory Board meetings with Director; College of Arts and Sciences (CAS) Leadership Team weekly meetings; President and Provost meetings with Chairs/Director; Academic Affairs Leadership Team meetings; CAS Dean/SONO meetings; Faculty Senate and University committees; student governance and student organizations and activities; School of Nursing Organization (SONO) meetings; participation in PSU-KNEA, university-wide meetings and workshops; contracts with agencies; Chamber of Commerce membership; nursing and other professional memberships/associations; partnerships with community colleges; service projects; accreditation and approval processes; contacts with nursing alumni and others. A three-year cycle for effectiveness is utilized for audit/gap analysis. The audit and gap analysis was last completed in 2019.

Assessment is inherent in effective operationalization of the Master Evaluation Plan (MEP). Use of formal assessment tools and mechanisms provides data for critically thinking about identified outcomes for making decisions appropriate to university and the School of Nursing program mission, Kansas State Board of Nursing Approval, and Commission on Collegiate Nursing Education Accreditation. A primary tool for assessing attainment of outcomes and effectiveness of the BSN, MSN, and DNP programs is the **Program Effectiveness Assessment Model** for assessment of attainment of measures of program effectiveness. The SON uses a systematic and ongoing process to collect and analyze data to determine program effectiveness. The SON Master Evaluation Plan guides the process and details specifics about criterion, benchmarks, data sources, responsible parties, assessment methods, analysis and action plans. The MEP is reviewed annually by SONO. The SON maintains assessment databases for tracking student data for analysis and program improvement. Summative program assessment data are garnered and compared with established benchmarks in the appropriate SON committee meetings (BSN, RN to BSN, Graduate), by faculty, and by the SON Director. The Curriculum Committee may be consulted if warranted. SON program data results, analysis of variance from established benchmarks and improvement plans are then submitted to the Dean of the College of Arts and Sciences. A programmatic assessment report is submitted to the university Director of Assessment midway through the Program Review cycle. Feedback on this mid-cycle report is provided by the Assessment office and is included by degree program in the self-study for academic program review. The reporting process feeds into the university strategic planning process. The university summarizes student evaluation of advisement for individual faculty and academic departments. The university requires use of student evaluation of faculty through Canvas Evaluation results as part of its annual faculty performance appraisal process. All faculty and staff including graduate teaching assistants and part-time faculty are evaluated yearly. Clinical sites are evaluated annually and contracts are renewed as appropriate. The SON has developed processes for course improvement and curricular evaluation. The SON developed an Intensive Assessment, Advisement and Enrichment Program. The program was designed for primary use by pre-RN clinical nursing majors. Assessment and Advisement begins upon entry into the program and continues through program exit. Course faculty, academic advisors, and the student form a partnership for success. Enrichment opportunities under the direction of faculty are available and provided by faculty, staff, part-time faculty, graduate teaching assistants and grant-funded senior student study leaders. The SON maintains assessment databases for tracking student data.

The School of Nursing is accountable for meeting its **mission** in accord with college, university, and Kansas Board of Regents missions. Ongoing processes in support of mission include: strategic planning, grant accountability, program review, SON bylaws, election of class officers and student organization leaders, class and organizational sponsors, maintenance of (mostly online) RN to BSN track in accord with Higher Learning Commission approval, contact with nursing alumni, recognition of students and donors, face-to-face/print/media/web communication, community service, scholarship and grant awards, compliance with KBOR/PSU-PSU/KNEA Agreement, faculty/staff orientation and development, tenure and promotion of faculty, student and employee handbooks, internal audit of resources, appropriate student support services, and others.

Compliance with all regulations and requirements of the Kansas State Board of Nursing constitutes the **approval** component of the Master Evaluation Plan. Compliance with all accreditation requirements of the Commission on Collegiate Nursing Education constitutes the **accreditation** component of the Master Evaluation Plan.

Change is a hallmark of the model. While a three-year cycle for audit exists, evaluation is not meant to be only a summative process. Audit is a function of the faculty particularly the chairs of standing committees and/or tenure track faculty together with the Director of the School of Nursing. Findings are presented for input to the SONO as a whole.

MCP 07/20/09; revised 092216 SONO; revised 092019 SONO

Pittsburg State University Policies

University Catalog

All Pittsburg State University Policies may be found in the University Catalog, which may be located online at www.pittstate.edu. Students should be familiar with the University Catalog covering his or her enrollment at Pittsburg State University.

Workplace Violence Policy

The Workplace Violence Policy and the Protected Health Information Policy are located online at http://www.pittstate.edu/office/president/policies.dot

Any student found in violation of any of the policies will be subject to disciplinary action which may include written or verbal warning, suspension or dismissal from the nursing program.

Further Information

For further information regarding the School of Nursing or to make an appointment with an advisor, please contact: Pittsburg State University, Irene Ransom Bradley School of Nursing, McPherson Hall, Pittsburg, Kansas 66762. (620) 235-4431 (Nursing Office) (620) 235-4449 (Fax Number).

Website: www.pittstate.edu/nurs E-mail: nursesupport@pittstate.edu

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Pittsburg State University
Irene Ransom Bradley School of Nursing

Please check our website for program or equivalency changes.

The Irene Ransom Bradley School of Nursing reserves the right to make changes and to correct handbook errors if necessary. Students will be notified using the School of Nursing Communications Policy.

Pittsburg State University

Irene Ransom Bradley
School of Nursing

"Caring to Make
a
Healthy Difference"

Irene Ransom Bradley School of Nursing Motto