Texas A&M International University
College of Nursing and Health Sciences
Dr. F. M. Canseco School of Nursing

Faculty Handbook
2017-2018

Affirmed:
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I. BYLAWS OF THE FACULTY ORGANIZATION
A. By-Laws of the College Of Nursing and Health Sciences, Dr. F. M. Canseco
School of Nursing Faculty Organization

ARTICLE I: NAME
The name of this organization is the Canseco School of Nursing Faculty Organization, hereinafter referred to as the Organization.

ARTICLE II: MISSION STATEMENT
The objective of the organization is to promote excellence of the programs and activities of the Canseco School of Nursing (CSON) within the College of Nursing and Health Sciences (CONHS).

ARTICLE III: FUNCTIONS
The functions of the organization shall be to:

1. Establish and implement the philosophy, purposes, and objectives of the CSON.
2. Establish and implement the curricula and sequence of courses.
3. Establish and implement nursing student admission, progression, and graduation policies and procedures.
4. Promote the rights and facilitate the responsibilities of Nursing faculty and students.
5. Promote excellence in all programs in the CSON through systematic evaluation and revision based on the accreditation criteria for baccalaureate and masters programs of the Texas Board of Nursing (TBON) and national accrediting agencies.
6. Participate in the management of facilities, resources and services needed to implement the curricula of the programs.
7. Participate in the development of the annual CSON budget.
8. Develop and maintain relationships with external agencies and organizations.
9. Participate in the recruitment and selection of faculty.
10. Develop and implement a plan for peer evaluation of teaching effectiveness.
11. Establish and monitor a nursing peer review plan.

ARTICLE IV: MEMBERSHIP
1. Active members, all full-time nursing faculty and faculty with a minimum 50% faculty appointment: voice and vote privileges.

2. The Nursing Lab Supervisor shall have voice and vote on the Simulation Committee and any others appointed by the Dean.

ARTICLE V: OFFICERS

The officers of the Organization shall be the Chair and the Secretary

1. The Dean of the CONHS shall serve as Chair.

2. The Secretary shall be elected by the faculty annually and will serve to review and submit minutes.

ARTICLE VI: A. COMMITTEE BYLAWS

In all committee by-laws, the singular shall include the plural and the masculine shall include the feminine as appropriate.

The Faculty shall elect committee members and chairs at the beginning of each academic year and may make changes during the year if necessary. The Chair and Secretary for all committees shall be elected by the committee. Each committee shall have at least one representative from the BSN and MSN programs. Committees that have students in attendance, shall have at least one representative from the BSN and MSN student bodies. Students will elect their peers. Students shall voice, but no vote.

Ad hoc committees shall be appointed by the Dean as needed.

Standing Committees

I. Curriculum Committee

II. Assessment & Evaluation Committee

III. Faculty Affairs Committee

IV. Policy and Procedures Committee

V. Recruitment, Admission & Progression Committee

VI. Simulation Committee

VII. Scholarship Committee

B. Curriculum Committee
Article I: Objectives/Responsibilities

Section 1: Objectives. The objectives of this committee shall be to make recommendations to the faculty and the Dean on matters related to:

A. philosophy, purposes, and objectives of the nursing programs;
B. conceptual framework;
C. program curricula including prerequisites, organization of prerequisites and required nursing courses;
D. individual course development; and
E. assurance that the curricula meets the Texas Board of Nursing (TBON) Differentiated Educational Competencies (DECs) and Accreditation Commission for Education in Nursing (ACEN) standards for accreditation.

Section 2: Responsibilities. The responsibilities of the committee include:

A. development and review of new courses;
B. revision of existing courses as necessary;
C. review of curricula, as per master evaluation plan, for consistency with nursing standards;
D. assurance of appropriate progression of complexity to meet nursing standards related to program learning outcomes;
E. curriculum mapping related to DECs and ACEN standards and other nursing organizational competencies;
F. submit new course and/or revision to the organization and Dean for approval; and
G. report committee activities to the Faculty Organization for information and/or approval.

Article II: Membership

The committee shall be composed of at least five (5) faculty members elected by the Faculty as outlined in Article IV. A, and two students as outlined in Article IV A. Students shall have voice but no voting privileges on Committees.

Article III: Officers and Duties of Officers
Section 1  Officers.

Officers shall include a chair and a secretary. The chair and secretary shall be elected by the Committee. The secretary shall be selected by the committee at the beginning of each academic year.

Section 2  Duties. The Duties of the officers shall be as follows:

A. The chair shall:
   • set the time and place of committee meetings and prepare an agenda for each;
   • preside at meetings;
   • vote;
   • represent the Curriculum Committee in communications with other committees, the Directors, the Dean, CSON Faculty and University Committees; and
   • prepare a report of committee activities for each meeting.

B. The secretary shall:
   • preside at meetings in the absence of the chair;
   • maintain records of committee proceedings and publish these proceedings to committee members and the Dean; and
   • keep a continuing record of all proceedings; and
   • submit committee meeting minutes to the Dean’s office.

Article IV:  Meetings

The Committee shall meet at least once during each University academic semester, with additional meetings as necessary.

C.  Assessment and Evaluation

Article I: Objectives/Responsibilities

Section 1  Objectives. The objectives of this committee shall be to make recommendations to the faculty and the Dean which:

A. ensure that the Master Evaluation Plan is implemented and that the data is used to improve program outcomes;
B. ensure that there is a plan in place for the systematic evaluation of students, faculty, clinical agencies, facilities/resources, and adequacy of library holdings;

C. ensure that there is a system in place for documentation of the evaluation cited in A and B; and

D. ensure that the plan for evaluation cited in A, B and C is carried out, communicated to faculty and used for program review and revisions.

Section 2 Responsibilities. The responsibilities of the committee shall be to:

A. review all the existing evaluation methods and procedures for appropriateness and make recommendations for revision as necessary;

B. develop new evaluation methods and procedures as needed. Requests for new evaluation procedures may be submitted to the Assessment and Evaluation Committee by University administration, the Dean, the Director of the Undergraduate Program, the Director of the Graduate Program, faculty members, and student groups;

C. submit all revisions and new evaluation methods and procedures to the Policy and Procedures Committee for consideration;

D. submit University, Southern Association of Colleges and Schools Commission on Colleges & Accreditation Commission for Education in Nursing (ACEN) assessments and reports in a timely matter according to appropriate standards and guidelines to the Dean and appropriate University assessment committee;

E. report evaluation findings to the Dean, appropriate CSON committee and the faculty; and

F. report committee activities to the faculty organization for information and/or approval.

Article II: Membership

The committee shall be composed of at least five (5) faculty members elected by the Faculty as outlined in Article II. A, and two students as outlined in Article II A. Students shall have voice but no voting privileges on Committees.
Article III: Officers and Duties of Officers

Section 1 Officers.

The officers of this committee shall be the chair and secretary. The chair and secretary shall be elected by the committee.

Section 2 Duties of Officers. The duties of the officers shall include, but not be limited to, the following:

A. The chair shall:
   • set the time and place of meetings and prepare an agenda for each;
   • preside at meetings;
   • vote;
   • submit new and revised evaluation methods and procedures to the Policy and Procedures Committee for approval;
   • represent the Evaluation and Assessment Committee in communications with the Dean, Directors, other committees, faculty and student groups and the University;
   • receive requests for modifications of the existing evaluation plan;
   • prepare a report of committee activities each academic year; and
   • maintain action plans for quality improvement.

B. The secretary shall:
   • keep a record of proceedings at each meeting;
   • preside at committee meetings in the absence of the chair;
   • publish records of the proceedings;
   • maintain continuous records of committee proceedings; and
   • submit minutes of meetings to the Dean’s office.

Article IV: Meetings

The committee shall meet at least once each University academic semester and as necessary.

D. Policy & Procedures Committee

Article I: Objectives/Responsibilities
Section 1 Objectives. The objectives of this committee shall be to make recommendations to the faculty and the Dean which:

A. ensure that all of the policies and procedures are current.

B. ensure that there are policies and procedures documented to explain all of the School’s practices and that they are consistent, and disseminated to the public, faculty and students in a timely matter.

Section 2 Responsibilities. The responsibilities of the Committee shall be to:

A. review all existing policies and procedures and revise as necessary;

B. develop new policies and procedures, as needed. Requests for new or amended policies may be submitted by University administration, CSON administration, faculty, and students;

C. submit all revisions and new policies and procedures to the faculty and Dean for approval;

D. publish approved policies and procedures to all faculty and students;

E. ensure that all current policies are in the appropriate handbooks and procedure manuals and are made available to the student. These policies will be available online at the CSON website http://www.tamiu.edu/cson/; and

F. report committee activities to the faculty organization for information and/or approval.

Article II: Membership

The committee shall be composed of at least five (5) faculty members elected by the Faculty as outlined in Article II. A, and two students as outlined in Article II A. Students shall have voice but no voting privileges.

Article III: Officers and Duties of Officers

Section 1 Officers. The officers of the committee shall be the chair and secretary. The chair and secretary shall be elected by the Committee.

Section 2 Duties of Officers. The duties of the officers shall include, but not be limited to, the following:

A. The chair shall:
   - set the time and place of meetings and prepare an agenda for each;
• preside at meetings;
• vote;
• submit revised policies and new policies to the Faculty and Dean for approval;
• represent the Policy & Procedures Committee in communications with the CONHS administration, other committees, faculty, and student groups;
• receive requests for new policies and procedures and revisions of existing policies and procedures; and
• prepare a report of committee activities each academic year.

B. The secretary shall:
• keep a record of proceedings at each meeting;
• preside at committee meetings in the absence of the chair;
• publish records of the proceedings to committee;
• maintain continuous records of committee proceedings; and
• submit meeting minutes to the Dean's office.

Article IV: Meetings

The committee shall meet at least once each University academic semester and more often if necessary.

E. Faculty Affairs Committee

Article I: Objectives/Responsibilities

Section 1 Objectives. The objectives of this Committee shall be to maintain a faculty of excellence by making recommendations to faculty and to the Dean on matters related to:

A. tenure;
B. promotion;
C. mentoring tenure track faculty;
D. implementation of a faculty development program;
E. implementing the peer review process for faculty of the CSON;
F. selection of new faculty; and
G. nomination of faculty awards by the CONHS or the University

Section 2 Responsibilities. The responsibilities of the committee include:

A. mentoring of candidates for tenure and/or promotion as they prepare portfolios;
B. making recommendations to the Policy & Procedure Committee about the tenure and promotion policy of the CSON;
C. pre-tenure and tenure review with appropriate recommendations pursuant to University, and CSON policies;
D. securing speakers and scheduling times for faculty development programs;
E. assessing and making recommendations to the Dean when peer complaints are made;
F. making recommendations to the Dean about hiring new faculty; and
G. making recommendations to the Dean about faculty awards and or nominations.

Article II: Membership

Section 1 Faculty Members. The Dean shall appoint tenured & tenured track faculty members to serve on this committee. Only tenured faculty can vote on tenure and promotion decisions of the CSON.

Section 2 Student Members. There are no student members because of the confidential nature of faculty affairs, tenure, promotion, and peer review.

Article III: Officers and Duties of Officers

Section 1 Officers. Officers shall include a chair and a secretary. The chair and secretary shall be elected by the Committee.

Section 2 Duties. Duties of officers shall be as follows:

A. The chair shall:
   • set the time and place of committee meetings and prepare an agenda for each;
   • preside at meetings;
   • vote;
   • report committee proceedings and recommendations to the Dean;
• represent the Faculty Affairs Committee in communications with other committees, and administrators in the College of Nursing & Health Sciences and the University;
• prepare written pre-tenure, tenure, and promotion recommendations;
• make recommendations to the Dean regarding the findings of the committee related to peer review hearings;
• make recommendations to the Dean about hiring new faculty;
• implement a professional development program;
• prepare a report of committee activities each academic year; and
• make recommendations on faculty awards.

B. The secretary shall:
• preside at meetings in the absence of the chair;
• maintain and publish records of committee meetings; and
• keep a continuing record of all proceedings;
• forward meeting minutes to the Dean’s office.

Article IV: Meetings

The committee will meet as necessary.

F. Admissions & Progression Committee

Article I: Objectives/Responsibilities

Section 1 Objectives. The objectives of this committee shall be to make recommendations to Faculty and the Dean regarding:

A. admission of students to the CSON;
B. monitoring the progression and retention of students;
C. facilitate collaboration between faculty and the Dean regarding admission, retention, and progression policies; and
D. ensure fairness during appeal proceedings.

Section 2 Responsibilities. The responsibilities of the committee shall be to:

A. perform admission, progression, and retention procedures and forward recommendations to the Dean;
B. make recommendations to the appropriate Director & Dean about student petitions;
C. evaluate recommendations from faculty regarding student progression and retention;
D. maintain confidentiality;
E. ensure withdrawal of a faculty member who has a perceived conflict of interest in an appeal procedure; and
F. render a decision in appeal procedures.

Article II: Membership

Section 1 Faculty Members. The committee shall be composed of at least five (5) faculty members elected by the faculty, at the beginning of each academic year. There shall be at least one faculty member from the undergraduate and graduate faculty.

Section 2 Student Members. There are no student members because of the confidential nature of the subject matter of this committee.

Article III: Officers and Duties of Officers

Section 1 Officers. Officers shall include a chair and a secretary. The chair and secretary shall be elected by the committee. The secretary shall be elected by the committee.

Section 2 Duties of Officers. The duties of the officers shall include, but not be limited to, the following:

A. The chair shall:
   • call meetings;
   • preside at meetings, including appeal proceedings;
   • vote;
   • report recommendations and proceedings from the committee to the Faculty and the Dean;
   • receive feedback from the Dean and report it to the committee members;
   • represent the Admission & Progression Committee in communications with other committees, the Dean, Directors, and faculty;
   • prepare a report of committee activities each academic year.
B. The secretary shall:
- preside at meetings in the absence of the chair;
- keep minutes and maintain records of committee proceedings and publish these; and
- maintain a continuing record of all proceedings; and
- forward meeting minutes to the Dean’s office.

Article IV: Meetings

The committee shall meet at least once each academic semester prior to the admission of students for purposes of admission selections with additional meetings as necessary.

G. Simulation Committee

Article I: Objectives/Responsibilities

Section 1 Objectives. The objectives of the committee shall be to make recommendations to the faculty and the Dean on matters related to:
- purchase and maintenance of simulation equipment;
- faculty development to facilitate “best practices” in simulation teaching/learning methods; and
- establishing simulation guidelines

Section 2 Responsibilities. The responsibilities of the committee include:
- reviewing information about simulation equipment available for purchase;
- attending seminars and presentations which highlight simulation equipment;
- educating faculty on the use of simulation equipment and best practices in simulation; and
- working with faculty to develop guidelines and blueprint simulation scenarios according to best practice standards.

Article II: Membership

The committee shall be composed of at least five (5) faculty members elected by the Faculty as outlined in Article II. A, and two students as outlined in Article II A. Students shall have voice but no voting privileges on Committees.

Article III: Officers and Duties of Officers
Section 1  Officers. Officers shall include a chair and a secretary. The chair and the secretary shall be elected by the Committee. The secretary shall be selected by the committee.

Section 2  Duties. Duties of the officers shall be as follows:

A. The chair shall:
   • set the time and place of committee meetings and prepare an agenda for each;
   • preside at meetings;
   • vote;
   • report committee proceedings to the faculty and the Dean;
   • represent the Simulation Committee in communications with other CSON committees, the Dean and faculty; and
   • prepare a report of committee activities each academic year.

B. The secretary shall:
   • preside at meetings in the absence of the chair;
   • maintain records of committee proceedings and publish these proceedings to the committee;
   • keep a continuing record of all proceedings; and
   • forward meeting minutes to the Dean’s office.

Article IV: Meetings

The committee shall meet at least once each University academic semester, with additional meetings called as necessary.

H. Scholarship Committee

Article I: Objectives/Responsibilities

Section 1  Objectives. The objectives of the committee shall be to make recommendations to the faculty and the Dean regarding:

A. awarding of scholarship funds to the students of the CSON; and

B. ensuring fairness of the distribution of scholarship monies

Section 2  Responsibilities. The responsibilities of the committee shall be to:

A. review all applications of the CSON students who apply for scholarships
B. recommend distribution of scholarship funds to students that met the
criteria established by each donor
C. maintain student confidentiality; and
D. ensure withdrawal of a faculty member who has a perceived conflict of
interest in awarding of scholarships.

Article II: Membership

Section 1 Faculty Members.

The committee shall be composed of at least five (5) faculty with representative from the
undergraduate and graduate faculty who are elected by the faculty at the beginning of
each year.

Section 2 Student Members.

There are no student members because of the confidential nature of the subject matter of
this committee.

Article III: Officers and Duties of Officers

Section 1 Officers.

Officers shall include a chair and a secretary. The chair and secretary shall be elected by the
faculty.

Section 2 Duties of Officers.

The duties of the officers shall include, but not be limited to, the following:

A. The chair shall:
   • call meetings;
   • preside at meetings;
   • call a vote of the committee;
   • report recommendations and proceedings from the committee to the
     faculty and Dean;
   • receive feedback from the Dean and report it to the committee
     members; and
   • represent the Scholarship Committee in communications with other
     committees, the Dean, Directors, and faculty.

B. The secretary shall:
• preside at meetings in the absence of the chair;
• keep minutes and maintain records of committee proceedings and publish these;
• maintain a continuing record of all proceedings; and
• forward meeting minutes to the Dean’s office.

Article IV: Meetings

The committee shall meet at least twice each academic semester prior to the admission of students for purposes of scholarship selections with additional meetings as necessary.
II. ORGANIZATIONAL CHARTS
TAMIU Functional Organizational Structure

TEXAS A&M INTERNATIONAL UNIVERSITY
DEPARTMENTAL ORGANIZATIONAL STRUCTURE
FISCAL YEAR 2016-2017

PRESIDENT

BOARD OF REGENTS

EXECUTIVE SECRETARY TO THE PRESIDENT

CHANCELLOR

SPECIAL ASSISTANT TO THE PRESIDENT

ASSISTANT VP GLOBAL OUTREACH

ASSOCIATE VP INSTITUTIONAL EFFECTIVENESS

ASSOCIATE VP CONSERVATION

VP FOR INSTITUTIONAL ADVANCEMENT

ASST VP FOR INSTITUTIONAL ADVANCEMENT

ASSOCIATE VP ADMINISTRATION

ASSOCIATE VP INFORMATION TECHNOLOGY

VP FOR RESEARCH AND COMMUNITY ENGAGEMENT

ASSOCIATE VP FOR RESEARCH AND COMMUNITY ENGAGEMENT

ASSOCIATE VP FOR STUDENT SUCCESS

ASSOCIATE VP REGISTRAR

ASSOCIATE VP STUDENT SUCCESS

ASSOCIATE VP FINANCIAL SERVICES

ASSOCIATE VP FINANCIAL AID

ASSOCIATE VP HUMAN RESOURCES

CFO

CFO OFFICE

DIRECTOR OF POLICE

DIRECTOR OF adversely

DIRECTOR OF SUPPORT SERVICES AND FACILITIES

DIRECTOR OF COMMUNITY RELATIONS AND EVENTS

DIRECTOR OF SUPPORT SERVICES AND FACILITIES

DIRECTOR OF COMMUNITY RELATIONS AND EVENTS

DIRECTOR OF SUPPORT SERVICES AND FACILITIES

CHIEF OF POLICE

DIRECTOR OF SOCIAL SERVICES

DIRECTOR OF COMMUNITY RELATIONS AND EVENTS

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III. CSON PHILOSOPHY AND MISSION
A. Mission of the Canseco School of Nursing

The mission of the Dr. F.M. Canseco School of Nursing is to prepare professional nurses to improve the well-being of complex and diverse populations.

B. Texas A&M International University Mission Statement

Texas A&M International University (TAMIU), a member of The Texas A&M University System, prepares students for leadership roles in an increasingly complex, culturally diverse state, national, and global society. TAMIU provides a learning environment built on a solid academic foundation in the arts and sciences. The University offers a range of baccalaureate and master’s programs and the Doctor of Philosophy degree in International Business Administration. In addition, the University pursues a progressive agenda for global study and understanding across all disciplines.

Through instruction, faculty and student research, and public service, TAMIU improves the quality of lives for citizens of the border region, the state of Texas, and national and international communities.

C. Philosophy of the College of Nursing and Health Sciences

The faculty believe that the College of Nursing and Health Sciences of Texas A&M International University is in a unique position, as a result of geographic location and institutional affiliation, to prepare professional nurses to improve the well-being of complex, multicultural and diverse populations. Faculty believe that professional nursing education must address a wide range of health beliefs in combination with dynamic political, social, economic and legal issues.

Professional nurses have distinct educational needs and practice responsibilities. The faculty believe that nursing education is a lifelong process that includes formal and informal components, and that teaching and learning are reciprocal activities during which faculty and students learn from each other. To effectively serve a diverse population amid rapid changes in health care systems and treatment, nurses must develop critical decision making through enhanced creative and flexible problem solving skills. Diverse and changing health care needs and patient safety goals can best be met by evidence-based practice based on theory and research. The faculty of the School of Nursing are committed to educating outstanding clinicians, scholars, health advocates, mentors and leaders who will be instrumental in addressing the health care needs of communities. Strong communication skills are essential to enactment of these roles and professional nurses must also be increasingly concerned with the ethical, legal, political and socioeconomic dimensions of their practice.

Nursing is a learned and complex therapeutic process through which the nurse engages individuals, patients, families and communities for the purpose of meeting health needs. Nurses understand health and illness to be relative conditions that include life experiences and biological phenomena. Effective nurses utilize a broad framework based on the humanities and the social and biological sciences. Furthermore, the nurse-patient relationship requires a broad understanding of diverse individuals and communities along with the therapeutic use of self.
D. Conceptual Framework

The conceptual framework of the Canseco School of Nursing is portrayed as a pair of hands joined within a globe. The globe signifies the international context of the nursing program. The hands are joined in such a way that the individual fingers are intertwined and hidden within the clasp of the two hands.

At one level, the clasped hands represent the interaction between nurse and partner, be that patient, individual, family, population, community, or member of the interdisciplinary health care team. In this interchange, the fingers of the two hands become so intertwined that it becomes difficult to determine which fingers derive from which hand.

At another level, the two hands represent the two foci of the curriculum: expertise in clinical nursing care and nursing in partnership with communities. Together these two capacities can effect dramatic changes in the world with which they interact.

The hand clasp can be loosened somewhat to reveal individual fingers that represent the strands of the nursing curriculum, as described by the ten curricular objectives: (1) a broad base of knowledge; (2) cultural competence; (3) critical thinking and the research process; (4) the nursing process; (5) health promotion; (6) professional nursing roles; (7) societal trends; (8) law and ethics; (9) life-long learning; and (10) service to the profession and community.

The ten strands are defined within the context of the overall program philosophy of cultural diversity and community partnership, as follows:

1. A broad base of knowledge includes grounding in the natural and social sciences, the liberal arts as well as awareness of tradition and prior learning and experience.
2. Transcultural nursing and cultural aspects of care include awareness of individual and cultural variations in health status, human development, values, beliefs, attitudes,
history and environment and how these differences affect the need for and acceptance of nursing care within a global context.

3. Critical thinking includes the use of problem solving, clinical judgment/decision making and the research process to apply appropriate principles for the resolution of ever changing societal and professional problems.

4. The nursing process involves assessing, diagnosing, planning, implementing and evaluating evidenced-based and culturally-appropriate nursing care in collaboration with patients, families, populations, communities and other members of the health care team.

5. Health promotion strategies incorporate the three modes of Leininger’s Transcultural Nursing Care theory (preservation, accommodation and re-patterning) to promote health of individuals/patients, families, populations and communities within the limits of culturally acceptable behaviors.

6. Professional nursing roles include those of provider of patient-centered care, health care team member/collaborator, leader/manager, educator, scholar, patient safety advocate, activist, mentor, and entrepreneur.

7. Societal trends involve analysis of the impact of evolving socioeconomic, political and demographic changes on nursing practice and health care systems.

8. Legal and ethical principles that guide professional nursing practice include adherence to the Texas Nurse Practice Act, standards of professional nursing, nursing codes of ethics, and statutory and case law.

9. Lifelong learning incorporates current evidence-based knowledge of nursing and health care standards.

10. Service to the profession and community includes participation in activities of nursing- and health- related organizations of the University and community.
E. Program Objectives - BSN Program

During the course of studies, the student will:

1. Synthesize knowledge from the arts, humanities, sciences, and other disciplines in developing a framework for nursing knowledge and practice.

2. Explore the effect of variations in health status, developmental processes, values, beliefs and attitudes, culture, history, and environment on nursing care needs.

3. Use critical thinking, clinical judgment/decision making, problem-solving, and the research process in the development of nursing knowledge and practice.

4. Assess, diagnose, plan, implement, and evaluate evidenced-based and culturally-appropriate safe nursing care with patients, families, populations and communities.

5. Evaluate utilization of health promotion strategies in the development of nursing practice.

6. Develop professional nursing practice frameworks and roles, including the provider of patient-centered care, health care team member/collaborator, leader/manager, educator, scholar, patient-safety advocate, activist, mentor, and entrepreneur.

7. Evaluate the impact of evolving technological, socioeconomic, political and demographic changes on nursing practice and health care systems.

8. Adhere to legal and ethical principles in the development of professional nursing practice.


10. Participate in nursing- and health-related service opportunities.
F. Program Objectives - MSN Program

Upon completion of the MSN program, graduates will:

1. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan.

2. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community.

3. Contribute to the advancement of nursing profession through evidenced-based research and practice.

4. Synthesize the leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs.

5. Operationalize ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan.

6. Advocate for advanced nursing practice through a commitment to lifelong learning and community service.
IV. FACULTY AND STAFF JOB DESCRIPTIONS
TITLE: Dean, College of Nursing and Health Sciences

Job Description: The Dean of the College of Nursing and Health Sciences is the chief academic administrator of the College and the Canseco School of Nursing and reports to the Provost and Vice President for Academic Affairs. The Dean works with highly motivated and creative faculty to pursue the University’s mission of improving the quality of life for the border region and the nation through higher education.

Qualifications:
- Earned doctorate in Nursing or a doctorate in a related discipline with Master’s degree in Nursing.
- Academic credentials commensurate with appointment at the rank of full professor with tenure.
- Record of excellence in teaching, scholarship and service.
- Licensed (unrestricted) as a Registered Nurse in the State of Texas.
- Minimum of three years teaching experience in a professional educational program.
- Successful evidence of knowledge and skills/abilities in administration (and budgetary experience) within a professional nursing educational program.
- Evidence of commitment to student-centered education.
- Experience with academic and professional accreditation processes and strategic planning.
- Established record of funded scholarship.
- Experience with fostering innovative community collaborations, including those with healthcare providers.
- Experience working with under-served and under-represented populations.

Responsibilities:
- Provide visionary leadership for achieving the College’s mission and goals, including promotion of excellence in teaching, scholarship and service.
- Serve as the chief academic administrator of the College and the Canseco School of Nursing.
- Identify and pursue opportunities for College advancement through philanthropy and grantsmanship.
- Manage budget, personnel, space and other resources with efficiency and accountability.
- Coordinate and facilitate evaluation and reporting requirements to maintain state and national accreditation of programs. Foster an organizational culture that supports collegiality and professional development of students, faculty and staff.
- Advance the College’s commitment to diversity and multi-culturalism among the faculty, staff and students.
- Promote scholarship, teaching, university service and community outreach with relevant programs, goals and activities.
- Perform other related duties as assigned.
TITLE: Director, Graduate Programs in Nursing

Job Description: The Director is responsible for the implementation and evaluation of the Master of Science in Nursing programs. The Director reports to the Dean of the College of Nursing and Health Sciences.

Qualifications:
- Master’s degree in Nursing.
- Earned doctorate in Nursing or related field.
- Academic credentials commensurate with appointment to the rank of associate professor.
- Five (5) years of clinical experience.
- Three (3) years of teaching experience.
- Previous experience as a department chair or as a program coordinator or similar administrative experience.
- Unrestricted/unencumbered license to practice registered nursing within the state of Texas.

Responsibilities: The MSN Director has all the responsibilities of the faculty plus all of the following responsibilities:
- Plan, develop, implement and evaluate all tracks within the MSN program.
- Recruit qualified faculty for the MSN program.
- Assign faculty teaching and clinical responsibilities in the MSN program.
- Mentor faculty in teaching and scholarship.
- Evaluate faculty performance.
- Maintain administrative oversight of the MSN programs.
- Communicate needs of the program to the Dean of the CONHS.
- Implement Master Evaluation plan for the graduate program.
- Analyze evaluation data for the master evaluation plan for the graduate program.
- Coordinate and communicate findings of the evaluation data to the CSON Assessment and Evaluation Committee.
- Prepare University assessment reports related to the MSN programs.
- Develop plan of action based on the evaluation data of the CSON Assessment and Evaluation Committee.
- Monitor national and state standards for curriculum on course revisions.
TITLE: Director, Undergraduate Programs in Nursing

Job Description: The Director is responsible for the implementation and evaluation of the Bachelor of Science in Nursing program. The Director reports to the Dean of the College of Nursing and Health Sciences.

Qualifications:

- Master’s degree in Nursing.
- Earned doctorate in Nursing or related field.
- Academic credentials commensurate with appointment to the rank of assistant or associate professor.
- Five (5) years of clinical experience.
- Three (3) years of teaching experience.
- Previous experience as a department chair or as a program coordinator of similar administrative experience.
- Unrestricted/unencumbered license to practice registered nursing within the state of Texas.

Responsibilities: The BSN Director has all the responsibilities of the faculty plus all of the following responsibilities:

- Plan, develop, implement and evaluate the traditional and transition (RN/BSN) tracks in the BSN program.
- Work with the admissions counselor to recruit and provide academic advisement to pre-nursing and nursing students.
- Recruit qualified faculty for the BSN program.
- Assign faculty teaching and clinical responsibilities in the BSN program.
- Mentor faculty in teaching and scholarship.
- Evaluate faculty performance.
- Maintain administrative oversight of the BSN program.
- Communicate the needs of the program to the Dean of the CONHS.
- Implement Master Evaluation plan for the undergraduate program.
- Analyze evaluation data from the master evaluation plan for the undergraduate program.
- Coordinate and communicate findings of the evaluation data to the CSON Assessment and Evaluation Committee.
- Prepare University assessment reports related to the BSN programs.
- Develop plan of action based on the evaluation data of the CSON Assessment and Evaluation Committee.
- Monitor national and state standards for curriculum for course revisions.
TITLE: RN/BSN Track Coordinator

Job Description: A faculty member who is assigned by the Dean responsibility for coordinating the educational progress of students in the RN/BSN (transition) track.

Qualifications:
- Full-time faculty member.
- Minimum of three years’ experience advising and teaching in RN/BSN program.
- Knowledge of University (SACS) and nursing accrediting standards.

Responsibilities:
The coordinator has all the responsibilities of the faculty plus all of the following:
- Work with the Director of the BSN program to coordinate educational progress of students in the RN/BSN track.
- Serve as the academic advisor and work with the CSON Admissions Counselor for all RN/BSN track students.
- Work with each student and the CSON Admissions Counselor to develop a degree plan.
- Recommend to the Director of Undergraduate Programs teaching assignments each semester for the courses in the RN/BSN program.
- Facilitate the collection of all evaluation data for the RN/BSN program.
- Work with the Chair of the Evaluation and Assessment Committee to analyze RN/BSN data and make recommendations for improvement.
- Work with the Curriculum Committee to monitor compliance with state and national competencies.
- Make recommendations to the Curriculum Committee regarding the revision or changes in the plan of studies based upon evaluation data.
TITLE: BSN Track Coordinator

Job Description: A faculty member who is assigned by the Dean the responsibility for coordinating the educational progress of students in the traditional BSN program.

Qualifications:
- Full-time faculty member.
- Minimum of three years’ experience teaching in BSN program.
- Knowledge of University (SACS) and Nursing (TBON and ACEN) accrediting standards.

Responsibilities:
The Coordinator has all of the responsibilities of the faculty plus all of the following:
- Facilitate the coordination of the educational progress of students in the traditional BSN program with the Director of the BSN program.
- Recommend to the Director of Undergraduate Programs teaching assignments each semester for the courses in the traditional BSN program.
- Facilitate the collection of all evaluation data for the traditional BSN program.
- Work with the Chair of the Evaluation and Assessment Committee and the Director of the BSN program to analyze traditional BSN data and make recommendations for improvement.
- Work with the Curriculum Committee to monitor compliance with state and national competencies.
- Make recommendations to the Curriculum Committee regarding the revision or changes in the plan of studies based upon evaluation data.
TITLE: Coordinator for MSN- Nursing Administration Program (NADM)

Job Description: A faculty member who is assigned the responsibility to teach assigned nursing courses and supervise student clinical experiences.

Qualifications:
- Earned doctorate in Nursing or related field with a Master of Science in Nursing Administration.
- Five years of teaching nursing experience.
- Unrestricted/unencumbered license to practice registered nursing within the state of Texas.

Responsibilities:
- Teach assigned nursing courses and supervise student clinical experiences.
- Evaluate students' progress in course work and clinical experiences at the Masters Level.
- Complete all administrative aspects of courses taught and coordinate the MSN in Nursing Administration.
- Advise students throughout their program of study.
- Plan, develop, implement, and evaluate the curriculum.
- Serve on College and University committees.
- Assist in recruitment efforts.
- Assist Director/Chair in collecting and analyzing data for University Assessment reporting.
- Initiate and participate in scholarly activities at the local, state, and national levels.
TITLE: Coordinator for MSN- Family Nurse Practitioner Program (FNP)

Job Description: A faculty member who is assigned the responsibility to teach assigned nursing courses and supervise student clinical experiences.

Qualifications:
- Earned doctorate in Nursing or related field with a Master of Science as a FNP.
- Five years of teaching nursing experience.
- Unrestricted/unencumbered license to practice registered nursing within the state of Texas.
- Current FNP certification and current clinical practice as an FNP.

Responsibilities:
- Evaluate students' progress in course work and clinical experiences at the Masters Level.
- Complete all administrative aspects of courses taught and coordinate the FNP Program.
- Advise students throughout their program of study.
- Plan, develop, implement, and evaluate the curriculum.
- Serve on College and University committees.
- Assist in recruitment efforts.
- Assist Director/Chair in collecting and analyzing data for University Assessment reporting.
TITLE: Full-Time Nursing Faculty

Job Description: The faculty of the school of nursing have as their primary responsibility, the teaching of assigned nursing courses each semester and the provision of appropriate clinical supervision in a variety of settings. Faculty are expected to engage in scholarship and service. Service includes serving on the CONHS, University, and professional/community committees.

Qualifications:
- Master’s degree in Nursing.
- Earned doctorate in Nursing or related field preferred.
- One year of teaching experience (preferred).
- Five years of clinical nursing experience.
- For those faculty members who are advanced practice nurses, maintain and meet all certification requirements for their specialty.
- Unrestricted/unencumbered license to practice registered nursing within the state of Texas.

Responsibilities:
- Teach assigned nursing courses.
- Supervise student clinical experiences.
- Evaluate students’ progress in course work and clinical experiences.
- Complete all administrative aspects of courses taught.
- Maintain office hours as required by academic teaching load, but not less than six hours per week.
- Advise students throughout their program of studies as appropriate.
- Plan, develop, implement and evaluate the curriculum as appropriate.
- Serve on and participate in college and university committees.
- Initiate and participate in scholarly and professional activities at the local, state and national levels.
- Provide service to the community through participation in the planning and presentation of various programs focused on promoting the increased well-being of the community.
TITLE: Part-Time (Adjunct) Faculty

Job Description: To meet student demand for nursing courses and to comply with state and national standards part-time faculty may be used in the CSON.

- Adjunct Faculty positions are temporary appointments, assigned per semester and on an as-needed basis.

Qualifications:
- Master’s degree in Nursing.
- An unencumbered, unrestricted nursing license in the State of Texas.
- An earned doctorate in the discipline (or closely related field) is preferred.
- Previous teaching experience at the collegiate level is preferred.
- Prior relevant nursing experience is preferred.

Responsibilities:
- May teach up to nine (9) semester credit hours within the required discipline at clinical or on campus sites or online as dictated by student demand.
- Hold office hours and assist students as needed.
TITLE: Clinical Preceptor

Job Description: The clinical preceptor works directly with a designated faculty member to determine student learning needs and assignments. The preceptor guides, facilitates, and monitors the student in achieving clinical objectives and supervises the student’s performance of skills and nursing activities to ensure safe practice. The clinical preceptor reports to the faculty member designated for the specific course.

Qualifications:
- An advanced practice nurse, a physician or other health care professional acceptable to the BON.
- Appropriate unrestricted/unencumbered license to practice within the state of Texas (if a license is required).
- Engaged in current practice.

Responsibilities:
- Comply with the written assignments between the faculty, the preceptor and the affiliating agency that delineate the functions and responsibilities of the parties involved.
- Adhere to written clinical objectives specified for each student experience.
- Communicate regularly with the designated faculty member and the student for the purpose of monitoring and evaluating learning experiences (The designated faculty member is responsible for the student’s learning experience).
- Supervise student clinical learning experiences without the physical presence of the designated faculty member in the affiliate agency or clinical practice setting (The faculty member must be readily available by telephone, pager, or email).
- Evaluate the student’s performance in the clinical setting.
- Provide feedback to the student’s faculty member regarding student’s performance in the clinical setting.
TITLE: Teaching/Research Assistant

Job Description: Teaching/Research Assistants work under the supervision of a faculty member. The designated faculty member will monitor and evaluate teaching/research experiences.

Qualifications:
• Possesses the expertise to function effectively and safely in the designated area of teaching/research.

Responsibilities:
• Responsible to the supervising faculty member of the assigned teaching/research.
• Attends teaching/research-related meetings.
• Participates in outcome and evaluation methods.
• Research Assistants may input data into statistical programs.
• Participates in data collection and assessments as directed by the faculty member.
• Demonstrates professionalism related to confidentiality of records and information.
• Teaching assistants will provide tutoring as assigned.
TITLE: Nursing Laboratory Supervisor

Job Description: Nursing Laboratory Supervisor is responsible for the general daily operation of the nursing skills lab, Simulation Laboratory, learning resource center and computer lab.

Qualifications:
- Bachelor’s degree.
- Three or more year’s medical, nursing or other health related field.
- One or more year experience as a supervisor/manager in a medical or health related field.
- Possess organizational skills, time management skills and competency in scheduling.
- Interact effectively with students and university personnel.
- Ability to communicate effectively orally and in writing.
- Ability to interact effectively and professionally with students, faculty and University personnel.
- Ability to troubleshoot technological issues.
- Ability to organize information from multiple sources and multi-task.
- Position requires a flexible schedule (days/evenings as needed).

Responsibilities
The supervisor is responsible to the Dean of the School of Nursing for the following duties:
- Identify and assist faculty to implement effective ways to increase the use of simulation in nursing education.
- Work collaboratively with the faculty in developing writing, programming, and implementing simulation activities.
- Manage all inventory and supplies for simulation activities and nursing skills labs.
- Make recommendations for improvements, equipment purchase, and supplies needed to improve simulation/lab needs.
- Maintain schedule of nursing labs, computer lab, and simulation labs.
- Oversee the setup and breakdown of simulation and skills labs.
- Insures all supplies and equipment are available and in working condition.
- Oversee the maintenance and repair of manikins and other equipment in the simulation and nursing labs.
- Supervise the Nursing Lab Assistant.
- Maintain confidentiality related to student information and simulations.
- Perform other related duties as assigned by the Dean.
TITLE: Nursing Laboratory Assistant

Job Description: Functions as an assistant to the Nursing Laboratory Supervisor.

Qualifications:

• Associate degree
• Two or more years experience in a healthcare related environment.
• Ability to communicate effectively orally and in writing.
• Possess excellent time management skills.
• Ability to multitask and work independently.
• Ability to troubleshoot IT related issues and/or suggest resolution.
• Ability to interact effectively and professionally with the students, faculty and University personnel.
• Possess computer skills and knowledge, specifically in Microsoft Office or similar software.
• Position requires a flexible schedule (days/evenings as needed).
• Must be able to lift items over 40 lbs.

Responsibilities:

• Reports directly to the Nursing Laboratory Supervisor.
• Assist in set up, running and breakdown of simulation labs and any require supplies.
• Maintenance and repair of nursing manikins requiring minimal assembly and use of common tools.
• Operate simulation equipment in Simulation Laboratory.
• Computer lab assistance as needed
• Perform other related duties as assigned.
TITLE: Admissions Counselor

Job Description: The Admissions Counselor is responsible for admissions, registration and academic advising for prospective and current students of the College of Nursing and Health Sciences. The Advisor inputs admission data and provides the Recruitment, Admission and Progression Committee with student admission rankings each semester. The Advisor also represents the CSON at University recruitment activities.

Qualifications:
- Bachelor’s degree.
- Two or more years’ experience in computer and data management, university/college student service, customer service or other position of responsibility.
- Proficient computer knowledge, including word processing and spreadsheets.
- Ability to communicate effectively orally and in writing.
- Ability to interact effectively and professionally with the general public.
- Experience working with students and managing student records.

Responsibilities:
- Perform admissions, registration and academic advising for prospective and current students of the College of Nursing and Health Sciences (CONHS).
- Provide academic advising to the students in the CONHS.
- Process admission and registration of students in the nursing program.
- Coordinate with other university departments to facilitate nursing student’s admission.
- Examine and assess college transcripts and accurately compute grade point averages.
- Monitor student academic success.
- Work collaboratively with, as well as provide support to, the School of Nursing Admission and Progression Committee (APC).
- Maintain, track and report student outcomes (admission, progression, retention and graduation)
- Maintain confidential student records
- Responsible for maintaining and reporting student immunizations and other required criteria in the clinical area
- Participate in recruitment functions
- Organize and conduct presentations regarding admissions and academic information of the CONHS.
- Perform other related duties as assigned
TITLE: Executive Assistant

Job Description: The Executive Assistant is responsible for the efficient operation of all clerical and secretarial duties within the College of Nursing and Health Sciences.

Qualifications:
- High school graduate or equivalent with post-secondary education in business technology.
- Five or more years’ experience as secretary to an administrator or other responsible position.
- Proficient computer knowledge, including word processing and spreadsheets.
- Ability to communicate effectively orally and in writing.
- Ability to interact effectively and professionally with the general public.
- Experience in a university setting is preferred.

Responsibilities:
- Assist the Dean with the daily operation of the office, public relations and other service functions.
- Use initiative and sound, independent judgment and ensure compliance with procedures and policies when performing duties.
- Receptionist duties, assisting individuals, receiving/routing calls and other forms of inquiries.
- Maintain calendar of meetings and appointments.
- Maintain confidential and complex records, logs and files.
- Prepare and type forms, correspondence, letters, memorandums and reports.
- Perform data entry and word processing.
- Assist in supervising the work and work schedules of subordinate employees.
- Assist CONHS faculty members, staff and students with inquiries and daily business.
- Work and collaborate with other TAMIU Colleges and programs.
- Perform other duties as assigned.
TITLE: Administrative Associate

Job Description: The Administrative Associate is responsible for the efficient operation of all clerical and secretarial duties within the College of Nursing and Health Sciences.

Qualifications:
- High school graduate or equivalent with post-secondary education.
- Two or more years experience in secretarial or other position of responsibility.
- Experience in a supervisory role.
- Strong computer skills, including work processing, spreadsheets and data entry.
- Ability to communicate effectively, orally and in writing.
- Ability to interact effectively and professionally with the general public.
- Bilingual (English/Spanish) skills.

Responsibilities:
- Reports directly to the Executive Assistant.
- Provide responsible secretarial/ clerical support to the College of Nursing and Health Sciences.
- Perform receptionist duties by assisting individuals, receiving/ routing calls and directing all forms of inquiries.
- Perform complex word processing, data entry, filing and typing.
- Make travel arrangements and prepare travel vouchers.
- Maintain complex, confidential records and files.
- Assist in maintaining budgets.
- Maintain inventory of supplies.
- Prepare and route forms, correspondence and reports.
- Process incoming and outgoing mail.
- Maintain calendar of appointments.
- Maintains confidentiality.
- Perform other duties as assigned.
TITLE: Student/ Work Study Employee

Job Description: Perform general office duties including but not limited to answering telephones, typing, filing, and photocopying. Provide clerical support to University employees which may include conducting background research, maintaining records, and/or assisting with special projects related to the department.

Qualifications for Student Employees (Non-need based):
- Must be enrolled or pre-registered for at least six semester credit hours during the fall and spring semesters and must have and maintain a minimum institutional overall GPA of 2.0.
- If graduate student, must be enrolled or pre-registered for at least 6 semester credit hours during the fall or spring semesters and must have and maintain a minimum GPA of 3.0.
- All students (undergraduate and graduate) must be enrolled for at least 3 semester credit hours during the summer term in which the work is to be done; be admitted for the fall semester; and/or have been enrolled as a student the prior semester/term and have a reasonable expectation of returning the next semester/term.

Qualifications for Student Employees (Need based):
- Must be enrolled for at least six semester credit hours during the fall and spring semesters in a degree-granting course of study and must have and maintain an overall minimum institutional GPA of 2.0 (3.0 for graduate students).
- Must be a U.S. Citizen or an eligible non-citizen.
- Must demonstrate financial need.
- Must not be in default or delinquent on any loan plan with the university, state, or federal government.
- Must have a current and complete folder with the OFA (Office of Financial Aid).
- Must meet all other requirements as stated in the SAP (Satisfactory Academic Progress) policy (see OFA web site for most current and updated SAP requirements).

Responsibilities:
- Assist in performing receptionist duties by assisting individuals, receiving/ routing calls and directing all forms of inquiries.
- Provide clerical support to the CONHS which includes using copy machine, fax, and perform basic functions using computer/office software.
- Follow written/oral instruction with minimal supervision.
- Run errands within campus.
- Maintain confidentiality.
- Perform other duties as assigned.
V. FACULTY POLICIES AND PROCEDURES
Policy No. 1: Employment Requirements

POLICY:

In order to ensure compliance with TAMIU employment requirements, TBON criteria and ACEN standards, potential employees must submit the necessary information to validate that the individual meets position requirements.

PROCEDURE:

All prospective faculty of the Canseco School of Nursing are expected to submit the following documentation:

1. All faculty in the CSON must meet the university, state and national standards for employment.
   a. University Application for Faculty Employment
   b. Official transcripts
   c. Current curriculum vitae
   d. Current unencumbered Texas RN license
   e. Names and contact information of three references
   f. Criminal history investigation

2. Other documentation may be needed for clinical assignments, as follows:
   a. All of the documents on the “New Employment Checklist” are required for the personnel file and/or by clinical learning sites.
   b. Texas Registered and Advance Practice Nursing Licenses will be verified by the CONHS with the Texas Board of Nursing. The applicant should not mail duplicate copies, but provide the license type(s), number(s), expiration date(s), full name and Social Security number so that the verification process can be completed.
   c. The same information provided for the nursing license(s) will be needed to verify certification(s) including the type of certification and the name of the certifying agency.
   d. Professional Liability Insurance is provided for any assignment in the teaching role via a group student policy. Any additional coverage required for faculty practice is the responsibility of the individual faculty member. The University does not provide any insurance coverage for faculty practice.
   e. A Texas Driver’s License is required to sign out and drive University vehicles. Due to the increasing number of outreach programs and out of town clinical, access to a reliable vehicle is important.
f. A list, which is updated annually, of immunizations as required by clinical agencies, is provided in the CSON Student Handbook. The usual childhood immunizations, in addition to Hepatitis B, varicella and tuberculin testing, are required.

g. It is the applicant’s responsibility to request official copies of all transcripts carrying the award of your initial professional (registered) nursing degree or diploma and all graduate degrees.
Policy No. 2: Employee Orientation

POLICY:

The Lead Faculty in each course will serve as mentor for new faculty members. The mentor will arrange and schedule orientation activities as appropriate. This is supplemental to the general TAMIU orientation that each new faculty member receives from the University.

PROCEDURE:

1. Lead Course Faculty will serve as mentors for new faculty members. They will:
   a. Provide tours of the campus and off-campus facilities used by nursing faculty and students, including appropriate clinical facilities;
   b. Obtain a course syllabus and textbooks for the new faculty member and assist in clarifying information about the course, classrooms, labs and clinical sites.
   c. Explain the major concepts in the curriculum, including core courses.
   d. Give guidelines on how to use equipment, including SIM equipment.

2. The administrative assistant or designee will:
   a. Obtain and maintain office information, including an email address, a long distance code, office equipment and business cards;
   b. Demonstrate how to use the fax and copy machines.
Policy No. 3: Travel Reimbursement for Faculty Development/CSON Related

POLICY:

Reimbursement will be given for travel for CSON related business. Travel to seminars, workshops, or conferences may be reimbursed to the faculty. Travel for conferences and seminars must enhance the teaching effectiveness of the faculty. The approval of the Dean of the CONHS is required prior to travel to the event.

PROCEDURE:

1. The funds for CSON related travel will be allocated by the Dean. Certain hotels/ motels within the State of Texas offer a “State Rate” for state employees on official state business. State employees are required to use these facilities, when available.

2. Failure to use an approved hotel/ motel, rental car, etc., may result in the refusal by the State to reimburse the employee for travel.

3. All travel regulations are based on state and system guidelines. These regulations may be found on the TAMIU website at http://www.tamiu.edu/comptroller/

4. Employees must check with their department secretary for internal department procedures.
Policy No. 4: Telephone/Long Distance

POLICY:

University telecommunications facilities must be used by faculty for official CSON business.

A long distance access code is assigned to faculty members by the University. This code is used for long distance calls to conduct CSON business.

All long distance calls using the access code are charged to the CSON account. The Dean of CONHS is responsible for requesting access codes for new faculty members.

PROCEDURE:

1. Contact your department secretary for procedure and approvals.

2. All requests must be approved by CONHS Dean.
Policy No. 5: Employee Sick Leave

POLICY:

The Texas A&M University System (system) provides sick leave/vacation leave to eligible employees in accordance with state law.

PROCEDURE:

1. Please contact TAMIU Office of Human Resources for procedure, eligibility and further information.
POLICY:

In those rare cases in which a faculty member’s evaluation shows deficiencies that are deemed egregious, the Chair or Director must immediately notify the faculty member in writing and work with the faculty member to remediate those deficiencies. Should those “egregious deficiencies” not be remedied by the time of the annual evaluation, the chair, with the approval of the Dean, may require that the faculty member immediately engage in the Professional Development Plan process outlined below. For purposes of this process, “egregious deficiencies” shall be defined as behavior that compromises the learning environment for students and/or faculty.

If tenured faculty members or clinical faculty receive two consecutive annual performance reviews that indicate serious deficiencies or if on a single annual evaluation they have been found to have “egregious deficiencies” requiring immediate remediation, they must undergo a professional review. When serious and mitigating circumstances exist for faculty members who would otherwise be required to undergo review, department or division chairs (Director) may request in writing from their Dean or directors approval of an exemption from the professional review process, with final approval by the Provost and notification of the President. The purposes of performance reviews will be to identify and acknowledge patterns of seriously deficient performance, to create plans of action to eliminate these deficiencies, and to monitor the progress of faculty members as they implement their Professional Development Plans. University Faculty Handbook: http://www.tamiu.edu/senate/documents/handbookcomplete_2017.pdf

PROCEDURE:

The professional review process must follow the University procedure:

1. First, department or Dean will notify affected faculty in writing that they are subject to professional review. They will also explain in writing the details of the process.

2. Second, an ad hoc professional review committee of three faculty members will be created by the Dean with the consultation and agreement of the Program Director and the affected faculty member. If the Dean, Program Director and faculty member cannot come to an agreement on the composition of the committee, then the following guidelines must be followed by the Dean in appointing a committee: two of the members must be selected from the college’s promotion and tenure committee, one selected by the Dean and one selected by the faculty member and the final member of the committee will be selected by the Faculty Senate President (or by the Faculty Senate Vice-President if the Faculty Senate President has a conflict of interest).
3. Third, within one month of being notified of the need for professional review, the faculty member will prepare a dossier to present to the committee. The dossier should contain all documents and supporting material that the faculty member wishes the professional review committee to consider. While it may contain much more, at the very least the dossier will include a current curriculum vitae, a teaching portfolio (with the exception of librarians), a description of recent university and community service and a description of recent scholarly or creative work.

4. Fourth, the Program Director will add to the dossier any additional material that the Program Director considers relevant to the development of the Professional Development Plan for the faculty member under review. The faculty member under review may examine these materials and respond in writing prior to their submission to the ad hoc professional review committee; the faculty member may also add additional materials to the dossier at any time during the review process.

5. Fifth, within one month of receiving the complete dossier, the ad hoc professional review committee will review it, meet with both the faculty member under review and the Program Director, and issue a report. The report must be submitted in writing to the faculty member, the Program Director, the Dean and the Provost. The report may reach one of three possible conclusions:

   a. **No Deficiencies.** The committee reports that it identified no deficiencies of any consequence. The committee’s report negate and supersede the “unsatisfactory” prior annual review of the faculty member.

   b. **Some Deficiencies.** The committee reports that it did identify some deficiencies of consequence but that these deficiencies were not substantial or chronic, much less egregious, and thus no Professional Development Plan is required. The committee report, however, must describe these deficiencies, and it is expected that the faculty member and the Program Director will work together to ensure that these minor deficiencies do not become serious and do not result in “unsatisfactory” evaluations in the future.

   c. **Serious Deficiencies.** The committee reports that chronic or substantial deficiencies do indeed exist and must be addressed by a Professional Development Plan. The report must elaborate on the nature of these deficiencies.

6. Sixth, within two weeks of receiving the committee’s recommendation, the Provost must accept, reject or modify the findings of the committee and submit back to the committee, the Program Director and the faculty member a written report that announces and justifies his or her ruling.
7. Seventh, within two weeks of the Provost’s issuing of a ruling that “serious deficiencies” exist, the ad hoc professional review committee must meet with the faculty member and the Program Director to begin working to create a Professional Development Plan to submit to the Dean and the Provost for approval.

8. The Professional Development Plan describes in detail how the faculty member will remedy the specific deficiencies identified by the ad hoc professional review committee. The written plan must be created with collaboration of the ad hoc professional review committee, the faculty member, the Program Director and the Dean and it should meet the needs of the faculty member, the department and the college or school. It is the responsibility of the faculty member to cooperate fully in the development of this plan and to make a good faith effort to implement it. It is the responsibility of the committee, the Program Director and the Dean to insure that the plan is designed to be a meaningful and effective means of returning the faculty member to full professional productivity.

9. Plans must be tailored to the specific circumstances of the faculty members for whom they are developed, but all plans must: (1) describe specifically the deficiencies to be addressed by the plan; (2) identify specific goals that must be met to remedy the deficiencies; (3) describe what the faculty member will do to meet these goals; (4) establish intermediate and final time lines for the completion of the activities necessary to meet the goals of the plan; (5) identify the specific criteria to be used in assessing the faculty member’s annual progress toward meeting the goals of the plan; and (6) identify the resources that the University will devote to the support of the faculty member’s efforts to complete the plan.

10. In general, Professional Development Plans may allow up to three years for the faculty member to return to full productivity. However, in those cases in which the faculty member’s deficiencies are deemed “egregious”, the plan may require reasonable improvement within as short a time as one year. The faculty member and the Program Director will meet at the end of each semester to discuss the faculty member’s progress toward fulfilling the Professional Development Plan. At the end of the academic year, the Program Director will submit a written progress report to the ad hoc professional review committee, the Dean and to the Provost. A copy of the written report must be sent to the faculty member. The regular annual evaluation of the faculty member in question should draw upon the findings of the progress report.

11. As soon as the faculty member has completed the Professional Development Plan, or by the deadline established by the plan, the Program Director must write a final report to the faculty member, the ad hoc professional review committee, the Dean and the Provost. Because it is the commitment of the faculty and administrators involved in the process to support faculty members fully in their efforts to return to full productivity and thus benefit not only the faculty member but the entire university, it is expected that in all but a very small minority of cases the final report will be positive. These findings become final upon certification by the Provost.
12. On those rare occasions when a faculty member has not been successful in completing
the Professional Development Plan, the Program Director will consult with the ad hoc
professional review committee, the Dean and the Provost prior to writing a negative
report. If the committee, the Program Director, the Dean and the Provost agree that the
faculty member’s failure to meet the goals of the plan are minor and likely temporary,
then they may grant the faculty member an additional year to remedy the remaining
deficiencies. If they deem the faculty member’s failure of such seriousness that they
constitute separately good cause for dismissal under all current policies regarding
tenure, academic responsibility and academic freedom, then the Provost may initiate
dismissal proceedings. These finding become final upon certification by the Provost.

Appeals

1. If a faculty member disagrees with the findings of “serious deficiencies” by the ad hoc
professional review committee, the faculty member may appeal the decision to the
Dean first and then the Provost.

2. When a faculty member, Program Director and the Dean cannot agree on a Professional
Development Plan, then the University Promotion, Tenure and Retention Committee
will intercede, mediate the dispute and issue a draft of the plan for the review and
approval of the Provost.

3. If at any stage in the review process a faculty member believes that the provisions of
the process are being applied unfairly, the faculty member may file a grievance as
outlined in GRIEVANCES section of the Faculty Handbook.
POLICY:

All clinical faculty members shall maintain current certification(s) as required by their clinical agencies.

PROCEDURE:

1. The Dean’s office checks for current RN and or APRN license if appropriate using the Texas Board of Nursing (TBON) website for full-time and part-time faculty. The dean’s office will monitor any license that expires during the academic year.

2. The Dean’s office checks for current RN and or APRN license using the TBON website for adjunct faculty. The Dean’s office will monitor any license that expires during the semester.
Policy No. 8: Nursing Peer Review

Background

This Nursing Peer Review Policy is established pursuant to the Texas Nursing Practice Act (NPA) and all provisions of this policy are meant to comply with the NPA and all the rules and regulations promulgated to implement the provisions of the act.

POLICY:

Peer Review means the evaluation of nursing services, the qualifications of a nurse, the quality of patient care rendered by a nurse, the merits of a complaint concerning a nurse or nursing care and a determination or recommendation regarding a complaint. This includes:

- The evaluation of the accuracy of a nursing assessment and observation and the appropriateness and quality of the care rendered by a nurse;
- A report made to a nursing peer review committee concerning an activity under the committee’s review authority;
- A report made by a nursing peer review committee to another committee or to the Texas Board of Nursing (TBON) as permitted or required by law; and
- Implementation of a duty of a nursing peer review committee by a member, an agent or an employee of the committee.

The peer review process is one of fact finding, analysis and study of events by nurses in a climate of collegial problem solving focused on obtaining all relevant information about an event. After investigation and review, the nursing peer review committee determines whether grounds exist to report the nurse. If grounds exist, the nursing peer review committee makes the report to the TBON.

PROCEDURE:

Conduct Subject to Reporting

1. Conduct subject to reporting is that which:
   a. Violates the NPA or a TBON rule and contributes to the death or serious injury of a patient;
   b. Causes a person to suspect that the nurse’s practice is impaired by chemical dependency or drug or alcohol abuse;
   c. Constitutes abuse, exploitation, fraud or violation of professional boundaries;
   d. Indicates that the nurse’s continued practice of nursing could reasonably be expected to pose a risk of harm to a patient or another person, regardless of whether the conduct consists of a single incident or a pattern of behavior; or

2. A person who is required to report a nurse because of impairment by chemical dependency or mental illness may report to a peer assistance program approved by the TBON (TPAPN)
and bypass review by the nursing peer review committee, but this bypass is not available if the impaired nurse committed a practice violation.

Committee Selection

The Faculty Affairs Committee of the CSON shall serve as the nursing peer review committee and the terms Faculty Affairs Committee and “Peer Review Committee” shall be used interchangeably in this policy. The Dean of the CSON shall not be a member of this committee. If reviewing the practice of a nurse in a specialty area, the chair of the Faculty Affairs Committee will request a member of the faculty considered an expert in that specialty to serve on the committee for that review if possible.

Good Faith

The peer review committee shall at all times act in good faith as that term is defined by the TBON.

Initiation of a Complaint

1. Faculty in the CSON practice and supervise students in a variety of clinical practice areas and shall, to the extent possible, be subject to this nursing peer review rather than the nursing peer review of another institution.

2. A written complaint shall be submitted to the chair of the peer review committee on Form A of this policy. The peer review committee will then proceed as follows:

   a. Give written notice to the nurse being reviewed on Form B of this policy:
      • In person,
      • By certified mail, return receipt requested, at the nurse’s last known address, or
      • Electronically via the nurse’s TAMIU email address

   b. The notice shall inform the nurse that:
      • His/ her practice is being evaluated,
      • The date the committee will meet (not sooner than twenty-one) 21 calendar days and not more than (forty-five) 45 calendar days from date of notice,
      • The nurse has the right to be accompanied to hearing by a nurse peer or attorney,
      • The nurse has the right to be represented by an attorney, but must notify the nursing peer review committee at least seven (7) days before the hearing.

3. If the nursing peer review committee is represented by an attorney, the nurse being reviewed is entitled to “parity of participation of counsel”. Both attorneys are able to participate to the same extent.

   The notice should include:
   • A copy of this policy
• A copy of Rule 217.19 (Nursing Peer Review)
• A description of the event(s) to be evaluated in sufficient detail to inform the nurse of the incident, circumstances and conduct (error and omission), including date(s), time(s), location(s) and individual(s) involved
• The patient/ client shall be identified by initials or number to the extent possible to protect confidentiality BUT the nurse shall be provided the name of the patient/ client
• Name, address, telephone number and email address of the chair of the Faculty Affairs Committee to receive any response by the nurse
• Copies of any documents or other material concerning the event OR provide the nurse the opportunity to review, in person or by attorney, the documents or other material concerning the event at least 15 calendar days prior to appearing before the committee
• Provide the nurse the opportunity to submit a written statement regarding event under review

Discover

1. The nurse shall be provided with a witness list and written testimony or evidence at least 48 hours in advance of the proceeding.

2. A nurse whose practice is being evaluated may choose not to participate in the proceeding after notification. However, the evaluation will still be done.

Committee Meeting

The chair of the Faculty Affairs Committee shall preside at the committee meetings and conduct the peer review. Rules governing court proceedings and admissibility of evidence do not apply.

Order of Meeting

1. The order of the meeting will be determined by the chair of the Faculty Affairs Committee. Opening statements may be made by each side (peer review committee and nurse being evaluated). Both sides will have the opportunity to present evidence, including witnesses, documents or other evidence. The nurse will have the opportunity to question witnesses and question the validity and veracity of the documents or other evidence. The nurse may also ask and respond to questions of the committee.

2. At the conclusion of the meeting, the Faculty Affairs Committee will meet in private to reach a decision. A determination that a deficiency in care is attributable to a nurse shall be based on the extent to which the nurse’s conduct was the result of a deficiency in the nurse’s judgment, knowledge, training or skill. It shall NOT be based on factors outside the nurse’s control.
Decision

1. The Chair of the Faculty Affairs Committee shall provide written notice to the nurse on Form C with ten (10) calendar days of when the committee’s review has been completed in person, or by certified mail, return receipt requested, at the last known address of the nurse or electronically via the nurse’s TAMU email address. This notice shall permit the nurse to file a written rebuttal within ten (10) calendar days after receiving notice. This rebuttal shall be made a permanent part of the peer review record.

2. If the committee finds that a nurse has engaged in conduct reportable to the TBON, the committee shall submit a report to the TBON on Form D which includes: (a) the identity of the nurse; (b) a description of any corrective action taken against the nurse and (c) a statement as to whether the committee recommends that formal disciplinary action be taken against the nurse.

Confidentiality

1. A nursing peer review committee meeting is confidential and any communication made to a nurse peer review committee is privileged. It is:
   - Not subject to subpoena or discovery in any civil matter
   - Is not admissible as evidence in a judicial or administrative proceeding
   - May not be introduced into evidence in a nursing liability suit arising out of the provision of or failure to provide nursing services

2. If a peer review committee determines that a nurse has NOT engaged in conduct required to be reported to the TBON, an individual whose knowledge of the nurse’s conduct was acquired only through peer review may not report that nurse to the TBON for that conduct. An individual is not prohibited from reporting the nurse if the individual:
   - Has independent knowledge about the nurse’s conduct or
   - Believes the committee made its determination in bad faith

3. A member, agent or employee of a nursing peer review committee or participant in a proceeding before the committee may not disclose or be required to disclose a communication made to the committee or a record or proceeding of the committee.

4. A person who attends a nursing peer review committee proceeding in any capacity may not disclose or be required to disclose:
   - Information acquired in connection with the proceeding
   - An opinion formed
   - An opinion, recommendation or evaluation of the committee or committee member

5. All nurses who participate in a nursing peer review process shall sign a confidentiality agreement.
Disclosure of Information

1. The Faculty Affairs Committee, on request, SHALL disclose written or oral communications made to the committee and the records and proceedings of the committee to: (a) a licensing authority of any state or (b) a law enforcement agency investigating a criminal matter. The Faculty Affairs Committee MAY disclose written or oral communications made to the committee and the records and proceedings of the committee to:
   • The association, school, agency, facility or other organization under whose authority the committee is established
   • Another nursing peer review committee
   • A peer assistant program approved by the TBON (TPAPN)
   • A government agency or accrediting organization that accredits health care facilities or schools of nursing or surveys a facility for quality of care
   • A person engaged in bona fide research, if all information that identifies a specific individual is deleted
Policy No. 9: Outside Employment

POLICY:

The CSON encourages faculty to maintain clinical skills and knowledge to enhance the University mission. Faculty practice involves delivering some form of direct hands-on care to clients in the nurse’s respective clinical specialty area or providing consultation in the faculty member’s area of expertise.

PROCEDURE:

1. At the beginning of the academic year, faculty who practice outside the University must complete a TAMU System Faculty Consulting and External Professional Employment Application and Approval Form. This form may be found in the TAMIU Human Resources website.

2. This form will be submitted to the Dean of the CONHS for approval or disapproval.

3. If the request is approved by the Dean of the CONHS for external employment, it will be submitted to the Provost for approval or disapproval.

4. The process is only complete when returned to the Dean with the Provost’s approval.

5. If outside employment is denied by either the Dean or Provost, the Dean will notify the faculty member
Policy No. 10: Faculty Peer Evaluation

POLICY:

In order to assess the teaching effectiveness, the CSON will use peer evaluations to identify both strengths and/ or weaknesses of a faculty member’s teaching strategies. The purpose of the evaluation is to provide positive feedback about excellent performance and/ or to make constructive recommendations about performance criteria that need to be addressed to ensure that student learning outcomes are being met.

PROCEDURE:

1. A faculty member will select a peer to evaluate teaching effectiveness.

2. The peer evaluator will submit their peer evaluation to the appropriate Director who will forward to the Dean.

3. If the evaluation indicates there is a need for improvement, the Director and faculty will work together to develop an Evaluation action Form. The Evaluation action Form will be forwarded to the Chair of the Evaluation Assessment Committee.

4. The Chair of the Evaluation & Assessment Committee will forward to the Dean’s office for filing in the personnel file of the faculty.
Policy No. 11: Administration Evaluation

**POLICY:**

In order to assess the teaching effectiveness, the CSON will use evaluations to identify both strengths and/or weaknesses of a faculty member’s teaching strategies. The purpose of the evaluation is to provide positive feedback about excellent performance and/or to make constructive recommendations about performance criteria that need to be addressed to ensure that student learning outcomes are being met.

**PROCEDURE:**

1. Directors of the undergraduate and graduate programs will attend clinical and/or lecture for all full-time faculty.

2. If the evaluation indicates there is a need for improvement, the appropriate Director and faculty will work together to develop an Evaluation Action Form. The Evaluation Action Form will be forwarded to the Chair of the Evaluation & Assessment Committee.

3. The Chair of the evaluation & Assessment Committee will forward to the Dean’s office for filing in the personnel file of the faculty.
Policy No. 12: Annual Faculty Evaluation

POLICY:

The annual faculty evaluation is conducted to ensure that faculty are meeting the TAMIU criteria in the areas of teaching, research and service. The annual faculty evaluation is used to determine merit, post-tenure review and the need for Performance Development Plans (PDP).

PROCEDURE:

1. Annual faculty evaluations are conducted during the Spring semester according to TAMIU guidelines.

2. The faculty member must submit a self-evaluation to the Dean one month prior to the TAMIU timeline due date using Digital Measures and/or CSON guidelines.

3. The self-evaluation must contain the following:
   a. Summary of teaching performance will include the following:
      • Mean score for the first line items of the student evaluation.
      • Review of positive and negative student comments
      • HESI subscores on dimensions of patient care, member of a team, research and evidenced based practice, basic safety design and effective communication.
      • Changes made to course based on the above data.
      • Assessment of changes/revision to course.
      • Innovative teaching and learning strategies developed and implemented.
      • Evaluation of innovative teaching/learning strategies.
   b. Summary of research/scholarly activities: This summary will include any research projects, grants, presentations and peer reviewed articles. This section should also include a list of any conferences attended and the CEUs.
   c. Summary of Service: This summary should include CSON and University service on committee. This section should include any service to the community such as boards, committee and professional organization.

4. After reviewing the self-evaluation, the Dean will complete the annual faculty form.

5. The Dean will review the evaluation with the faculty member and allow the faculty to provide a response.

6. The annual faculty evaluation will be forwarded to the Provost for review.

7. The evaluation will be placed in the faculty member’s personnel file.
Policy No. 13: Merit Funding

PROCEDURE:

1. If merit funding is available, the Dean of the CONHS will evaluate all full-time and 50% faculty appointments in the area of teaching, scholarship, and service.

2. The Dean of the CONHS will use the following guidelines to evaluate the faculty. The rating is calculated as follows:

   Non-Tenure Track Faculty:
   - Teaching = 50%
   - Scholarship = 20%
   - Service = 30%

   Tenure Track Faculty:
   - Teaching = 50%
   - Scholarship = 30%
   - Service = 20%

3. The Dean’s merit recommendations are forwarded to the Provost for final review and approval.

4. The recommended merit raise is contingent upon University approval and availability of funds.
Policy No. 14: Tenure and Tenure Track Rank Criteria

POLICY:

Faculty will be reviewed by two Promotion and Tenure committees (CSON and TAMIU) when the recommendation is for promotion and/or conferral of tenure. The following criteria have been established by the CSON for academic rank descriptors, promotion and tenure. Faculty must meet the length of service requirements for academic rank as outlined in the TAMIU faculty handbook as described for the Promotion and Tenure Process. See University Faculty Handbook at http://www.tamiu.edu/senate/documents/handbookcomplete_2017.pdf

PROCEDURE:

1. Full-time faculty member with a terminal degree has the right to initiate the process for promotion and/or tenure. Faculty will notify the Dean of the CONHS of their intent to apply for promotion and/or tenure. Procedures and timelines for recommendation for promotion and/or tenure will be followed as outlined in the TAMIU Faculty Handbook at http://www.tamiu.edu/senate/documents/handbookcomplete_2017.pdf. The Dean will provide guidance regarding the materials necessary, as well as the style, format and presentation of materials.

2. The Faculty Affairs Committee will review and make recommendations to the Dean regarding tenure and/or promotion. Only tenured faculty can vote on a tenure and/or promotion review panel. A minimum of three (3) tenured faculty shall compose the tenure/promotion panel. If there are insufficient CSON tenured faculty, then the faculty member and the Dean of the CONHS shall develop a list of potential members for the panel. The Dean will select one member and the faculty member will select one. The President of the Faculty Senate may be asked to select a member, if there is a need to complete the three member panel.

3. Faculty members are expected to demonstrate cumulative mastery of criteria for each rank below that is being sought.

Definition of Terms:

Terminal Degree: Faculty must hold an earned doctorate in nursing or the equivalent terminal degree in a related health discipline along with an MSN degree.
Teaching: Teaching includes knowledge in the field and quality in teaching. The CSON maintains a clear and fair process for evaluating teaching effectiveness. Student evaluations, peer and administrative review are used to evaluate teaching performance.

Scholarship: Scholarship involves academic peer review of both the quality and quantity of the scholarly products. Scholarship of Discovery involves the search for new knowledge and for a richer understanding of existing knowledge. Productivity may be documented in the form of scholarly books, articles, and oral presentations of research.

Scholarship of Integration and Teaching emphasizes fitting one’s research or the research of others into larger intellectual patterns. This may take the form of a textbook, multi-media production, writing that makes one’s field accessible to a wider audience, cross-curricular innovation and interdisciplinary instructional achievements.

Scholarship of Application brings learning and knowledge to bear upon the solution of practical problems. Productivity may take the form of publications and presentations derived from consultation, technical assistance, policy analysis and program evaluation.

Service: Service encompasses a variety of professionally related activities through which members of the faculty employ their academic expertise for the benefit of the University, the community and the profession. Service of all types may be documented by certificates of recognition, letters of appreciation, official minutes, newsletters, products of projects and other tangible evidence of service rendered.

A. Assistant Professor

This rank is the entry level for a tenure-line position. Appointment to assistant professor indicates the candidate can be expected to perform satisfactorily in all required academic duties and holds promise for further professional development. The faculty holding this rank must meet the following qualifications.

1. Academic Preparation
   The minimum appropriate degree for appointment to the rank of Assistant Professor on a tenure track is the doctorate degree in Nursing or a related field along with an MSN degree.

2. Experience
   Teaching experience or work experience is related to the teaching field.

3. Teaching
   - Demonstrate an ability to present focused content effectively.
   - Adhere to established academic standards in the classroom and clinical areas as outlined in the criteria for progression, course syllabi and clinical evaluation tools.
   - Is recognized by colleagues and students for effective teaching.
- Adheres to the CSON and clinical agency policies and procedures during clinical instruction.
- Demonstrate the ability to maintain relationships with agencies to facilitate student learning experiences.
- Provide adequate supervision and support for students in the clinical area.
- Demonstrate concern for students and sensitivity to students’ needs.
- Provide individual assistance to students according to the CSON policies.

4. Scholarship
- Continue to advance in scholarly or creative activity beyond instructional assignments.
- Demonstrate evidence-based practice.
- Evidence of ability to facilitate scholarship activities
- Disseminate practice knowledge through publications and/or presentation.
- Demonstrates two of the following:
  - Research addressing a community problem or concern.
  - Research addressing a University issue.
  - Research related to promoting the role of a professional organization.
  - Research involved in preparation of presentations at professional meetings.
  - Research required for preparation of grant proposals.

5. Service
- Serve as a contributing member of the CSON and its committees.
- Serve as a contributing member of the University and its committees when invited or assigned.
- Serve as a representative of the College, CSON and the University by providing information about the program and/or recruiting.
- Participate in projects to assist the College, CSON and the University.
- Project a positive presence to the community.
- Demonstrate a willingness and ability to work effectively with colleagues to support the mission and the common goals of the University and the CSON.

Community
- Serve as consultant for clinical and community agencies or groups.
- Serve as a member and/or officer of community-based public service groups.
- Participate in community activities which promote public health.

Profession
- Hold membership in professional organizations.
- Participate in professional organizations at the local and state level.

B. Associate Professor
This rank represents maturity, experience and leadership in the academic profession. In addition to fulfilling faculty responsibilities, the following qualifications must be met for consideration of appointment to this rank. The achievement of this academic preparation and experience does not in itself ensure appointment to this rank.

1. **Academic Preparation**
   The minimum appropriate degree for appointment to the rank of Associate Professor on a tenure track is an earned doctorate in Nursing or related field and MSN degree.

2. **Experience**
   Five years’ experience of full-time nursing faculty employment including at least three years in the rank of Assistant Professor.

3. **Teaching**
   - Demonstrate a broad knowledge of the discipline and an in-depth knowledge in one or more parts of the field.
   - Demonstrate expertise in course and/ or program development and teaching.
   - Demonstrate the ability, experience and expertise to teach both undergraduate and graduate courses.
   - Continue progress in teaching proficiency by being involved in experimental and/ or innovative teaching.
   - Serve as a mentor for student desiring advanced degrees.

4. **Scholarship**
   - Demonstrate competence and productivity in scholarly or creative activities related to the nursing discipline.
   - Provide evidence of ability to facilitate scholarship activities.
   - Disseminate practice knowledge through publications and/or presentations.
   - Research addressing a community problem or concern.
   - Research required for preparation of grant proposals.
   - Demonstrate evidence of two of the following criteria:
     - Research outcomes of scholarship in a focused clinical area.
     - Research addressing a University issue.
     - Research related to promoting the role of a professional organization.
     - Research involved in preparation of presentations at professional meetings.

5. **Service**
   - Serve as an advisor, mentor or consultant to other faculty members, departments, colleges or the University.
   - Serve as a leader in the CSON and its committees.
   - Serve as a contributing member or chair of a University committee.
   - Initiate projects to promote the College, CSON and the University.
Community
• Maintain involvement in community health related activities.

Profession
• Demonstrate sustained efforts to influence or change practice.
• Provide leadership to professional nursing organizations at the local, state, regional and/ or national level.

C. Professor

This is the summit of academic rank, representing a position of leadership in the University. In addition to requirements of Associate Professor, the following qualifications must be met for consideration of appointment to this tenure track rank.

1. Academic Preparation
   The minimum appropriate degree for appointment to the rank of Professor is that the faculty holds an earned doctorate in a related field and an MSN degree.

2. Experience
   The faculty must have a minimum of ten years of full-time university faculty employment including at least five years in the rank of Associate Professor. In addition, the faculty member must have a minimum of three years full-time faculty employment at TAMIU and meet the following requirements.

3. Teaching
   • Demonstrate mastery and skill in teaching with a proven record of teaching excellence and improving pedagogical skills.
   • Recognized as a leader in curriculum development and teaching.
   • Provide consultation to faculty and the University in regard to curricular/programmatic issues/content in area of expertise.
   • Serve as resource to advanced students in area of expertise.

4. Scholarship
   • Demonstrate leadership in development, implementation and dissemination of research.
   • Establish a record of scholarship that reflects a high level of consistent productivity in regard to funding of grants, publications and/ or presentations.
   • Provide leadership in development of interdisciplinary research and other related projects.
   • Provide leadership in area of expertise through invited presentations/publications/consultations at local, regional and national levels.
   • Mentor and/ or advise faculty and students in achievements in scholarly or creative activities.

5. Service
Texas A&M International University, College and CSON
• Serve as an advisor, mentor or consultant to other faculty members, departments, colleges or the University when invited or assigned.
• Serve as a contributing member of the College, CSON and its committees when invited or assigned.
• Serve as representative of the College, CSON and the University by providing information about the programs and/or recruiting.
• Participate in projects to assist the College, CSON and the University.
• Project a positive image to the community
• Demonstrate a willingness and ability to work effectively with colleagues to support the mission and the common goals of the University and the CONHS.

Community
• Provide leadership in defining and implementing community initiatives related to area of expertise.
• Contribute to the profession of nursing through involvement in community and professional activities.
• Serve as consultant for clinical and community agencies or groups.
• Serve as member and/or officer of public service groups (e.g. American Heart Association, Cancer Society, etc.).
• Participate in activities which promote public health (e.g. blood pressure screening, health fairs, etc.).

Profession
• Provide leadership to professional nursing organizations at the local, state, or national levels.
• Demonstrate sustained efforts to influence or change practice.
• Hold membership in professional organizations.
• Participate in organizations at the local and state level.
• Participate in professional organizations (e.g. regular attendance at meetings, presentations, holding office or committee chair).
POLICY No. 15: Tenure

POLICY:

Tenure

Tenure means the entitlement of a faculty member to continue in an appointed academic position unless dismissed for good cause. A faculty member with tenure will not be dismissed until he or she has received reasonable notice of the cause for dismissal and has an opportunity for a hearing that meets the requisites of established procedures of due process at this hearing. The institution will bear the burden of proving that the cause of dismissal is adequate.

Beginning with appointment to the rank of full-time Assistant Professor or above, the probationary period for a faculty member will not exceed seven years of full-time service at Texas A&M International University. Up to three years of appropriate full-time service at other institutions may be included as a portion of the probationary period if agreed on in writing at the time of initial appointment. Tenure is granted only by the affirmative action of the Board of Regents upon recommendation of the President of the University. At the conclusion of the probationary period and the tenure application procedure, the faculty member will be notified in writing by the President of the decision of the Board of Regents.

All tenure track faculty members must come under tenure consideration no later than the sixth year of their service at Texas A&M International University. A faculty member who believes his/her teaching, scholarship and service record merits early tenure may apply during the fifth year of service.

To be considered for tenure, a faculty member must send a letter to the College Dean by August 1 of the academic year in which the faculty member desires consideration. The College Dean must certify that the length of service requirement has been met and must respond to the faculty member in writing within two weeks. Should the Dean fail to certify the request, the faculty member has the right to appeal the case to the Provost, who shall respond to the faculty member in writing within two weeks.

In addition to meeting the length of service requirements for tenure as specified in the University Promotion and Tenure guidelines, faculty members approved for tenure in the CSON shall meet the following requirements.

1. Faculty shall have demonstrated a commitment to professional development by having met the minimal criteria in the categories of teaching, scholarship/creative activities, and leadership/service.

2. Faculty shall perform an essential role in carrying out the mission of the University, CONHS, and CSON.
Criteria: CONHS / CSON Policy for Tenure

The TAMU Faculty Handbook states that evaluation of a faculty member for tenure shall be based primarily on criteria related to the individual’s appointment responsibilities and activities in the following five areas:

1. Academic Preparation
2. Experience
3. Teaching
4. Scholarship
5. Service

PROCEDURE:

1. In the CSON tenure candidates will be reviewed at the following levels:
   
   A. CSON Promotion and Tenure Committee (which is a panel of the Faculty Affairs Committee).
   B. Dean of the College of Nursing and Health Sciences.
   C. University Promotion and Tenure Committee.
   D. Provost/ Vice President for Academic Affairs
   E. President of the University

2. At level 1 and 2, if there is a negative vote, the candidate will be informed in writing of the decision and be afforded an opportunity to withdraw from the tenure process. In addition, the candidate will have an opportunity to review tenure recommendations and make written comments at each level of review. At each stage of this process, all previous reviews, recommendations and comments will be forwarded to the next level of review.

3. The candidate is primarily responsible for preparing the core of the dossier with assistance from a mentor(s) chosen by the candidate if he/ she desires. Once the dossier has been submitted for consideration, it becomes the primary document for evaluation. No further information shall be added beyond that generated by the official review process, unless requested by the committee.

4. The Dean of the CONHS is responsible for making available to the University Promotion and Tenure Committee the candidate’s dossier which will serve as the basis for tenure decisions.
Policy No. 16: Post-Tenure Review

POLICY:

Post-tenure review is a positive process for promoting the mission of the CSON within the CONHS. It is based upon the presumption that tenured faculty members will engage in competent, professional activity and that such activity will be subject to yearly review for the purpose of identifying strength and weaknesses. Should weaknesses be noted, the faculty member and Dean will jointly develop a plan for corrective action.

PROCEDURE:

1. Based on the yearly Professional Performance Profile (PPP) the Dean conducts an in-depth evaluation in the Spring of each academic year. The review will be completed and it will include all phases of the PPP. The timelines for submission of the PPP is determined by the Provost.

2. If the Dean determines that the faculty member’s performance meets basic expectations after the evaluation, the report will reflect such findings. However, if in the evaluation, the Dean identifies weaknesses or areas of concern in the faculty member’s professional performance, then the faculty member will formulate a detailed strategic plan designed to remedy performance problems. In the event that the faculty member disagrees with the Dean’s evaluation, he or she may appeal the evaluation to the Provost.

3. A faculty member who fails to achieve the improvement identified in the strategic plan after the second review, (performed no later than during the third year of review), the faculty will be subject to a non-renewal of contract.

4. Tenured faculty members found to be operating at high levels of professional standards are to be commended, recognized as role models for junior faculty and rewarded to the extent possible.
Policy No. 17: Non-Tenure Track

POLICY:

Full-time non-tenure track faculty may be employed and promoted in the CSON to achieve the program outcomes of the undergraduate program. All full-time non-tenure track faculty will carry the title of Clinical Educator Faculty.

PROCEDURE:

All appointment criteria will adhere to general regulations specified by the TAMUS and by TAMIU.

Definition

1. Non-Tenure Clinical Educator Faculty are hired to perform professional service whose primary responsibilities are classroom teaching and providing clinical education and supervision for student instruction in a clinical setting. Non-tenure track faculty members are expected to provide appropriate institutional service to the program development and other faculty responsibilities associated with the faculty teaching role in the CSON and to the mission of TAMIU.

2. Non-tenure Clinical Educator Faculty may vote in all CSON matters based on the faculty Bylaws with the exception of matters related to tenure, and promotion of tenured faculty members.

Appointment:

1. Initial and subsequent appointments will be determined by the Dean of the CONHS in collaboration with the TAMIU Provost and President.

2. Appointments may be made at the ranks of Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor.

3. All clinical non-tenure appointments shall be for a period of time not to exceed three academic years and will be non-tenure earning. Such appointments shall terminate upon expiration of the stated period of appointment without notification of non-renewal. Clinical appointments may be renewed upon expiration of the stated period of time of the contract. Contract renewals and promotions will be based on the quality of the clinical educator faculty contributions within their primary responsibilities.
4. Non-tenure Clinical Educator Faculty may request to move to the tenure track. The decision to move to the tenure track will be made by the Dean of the CONHS with approval from the Provost. Time spent in a clinical rank shall not apply to the tenure probationary period. Clinical faculty who move to tenure track may subsequently request to return to the clinical track. Once a Clinical Faculty member who has spent time on the tenure track returns to clinical faculty, they shall be precluded from requesting to return to the tenured track.

5. If the request to move from clinical track to the tenure track is approved, the clinical rank shall not be determinative of the tenure track rank.

6. CSON faculty hired in a tenure-track position may request a move to a clinical educator rank upon approval of the Dean.

Ranks

Three non-tenure ranks are defined to accommodate the diverse contributions of the CSON faculty. Clinical Educator Faculty are expected to aid in the communication of new knowledge in an effective and scholarly way to students, colleagues and other professional groups and to facilitate or assist in generation of new knowledge by their collegial relationship with other TAMIU faculty.

1. **Clinical Assistant Professor:** This rank is for those individuals who have completed a Master of Science in Nursing (MSN) degree and are licensed to practice the profession. Individuals holding these ranks are qualified as an independent educator teaching and supervising students in the clinical setting; recognition by students, colleagues and/ or peers for teaching abilities. Individuals also carry significant institutional service responsibilities on behalf of the College and the CSON.

2. **Clinical Associate Professor:** This rank is for those individuals who have a MSN, earned doctorate or other appropriate terminal degree with advanced practice certification and are licensed to practice the professional where appropriate. Promotion in this rank requires excellence and creativity as an independent educator and teaching and supervising students in the clinical setting as demonstrated by local and/ or regional reputation. Faculty holding this rank carry significant expectation related to the scholarship of integration related to the teaching. Individuals also carry significant institutional service responsibilities on behalf of the College and the CSON.

3. **Clinical Full Professor:** This rank is for those individuals who have completed a MSN, an an earned doctorate. Promotion to Professor as a clinical scholar requires a regional reputation for clinical excellence and innovation. Individuals also carry significant institutional service responsibilities on behalf of the College and the CSON. Significant scholarship of application is an expectation of this rank (See policy No. 14).
Annual Review and Promotion:

1. Review of clinical faculty for promotion will be independent from the process used for tenure and/or promotion of tenured faculty.

2. The CSON shall maintain written standards which detail expectations for promotion to each rank. The standards must be approved by the Dean and the voting members of the CSON. A copy of these standards shall be made available to all clinical educator faculty (See policy No. 14).

3. All clinical educator faculty shall be reviewed annually following the policy established by the CSON. In reviewing clinical educator faculty, the review shall use the CSON standards for evaluation. A written evaluation shall be placed in the faculty member’s personnel file after presentation to the faculty (See policy No. 12).

4. Clinical educator faculty may request promotion to the next highest rank by submitting a written letter to the Dean of the College. A copy of the letter will go to the College Promotion and Tenure Committee. There is no minimum time requirement in rank in order to request promotion to the next rank. Faculty members who are denied promotion remain in their current rank and may request promotion in the subsequent year(s).

5. Candidates for promotion will meet with the Dean of the College to discuss requests for promotion for both tenure and non-tenure track options.

Promotion Review Process:

1. Each candidate for promotion will submit a dossier to the Dean by October 15. The dossier for change in clinical educator rank must include the following:
   A. The candidate statement presenting evidence that the criteria for the rank sought by the candidate have been met.
   B. A copy of the letter to the Dean of the CSON requesting promotion in rank.
   C. Current curriculum vitae.
   D. Copies of Professional Performance Profile.
   E. Copies of the Dean of the CONHS, student and peer teaching and clinical evaluations.
   F. Copies of Nursing Continuing Education Units (CEUs)
   G. Letters of documentation from three individuals speaking to the quality of contributions and accomplishments of the faculty member. Letters may address one or more areas. Candidates are responsible for assuring that the areas of teaching, clinical teaching and supervision of students in the clinical area, scholarship and service to the CSON of Nursing and University are documented as outlined by the criteria for promotion. At least one of the letters shall be from outside the CSON.
   H. A faculty performance summary form summarizing the faculty member’s accomplishments in the areas of teaching, clinical teaching, scholarship and supervision
of students in the clinical area and service to the CSON and University. This form shall not exceed 20 pages.

I. The dossier will be forwarded to the CSON Faculty Affairs Committee for review. The CSON Faculty Affairs Committee will make a recommendation to the Dean of the CONHS regarding approval or denial of the specific promotion with appropriate justification.
POLICY:

The primary responsibility of TAMIU is the provision of undergraduate and graduate education of the highest quality to students. The standard teaching load in the CSON follows University policy which is usually 12 semester hours for undergraduate and 9 semester hours for graduate faculty. The purpose of a workload policy is to ensure equality among the workloads of faculty. However, there may be situations where the faculty member negotiates with the Dean for a reduced workload based upon institution and/or the CSON program needs.

PROCEDURE:

The CSON guidelines are as follows:

1. The general undergraduate workload per semester is 12 semester hours credit. The general graduate workload per semester is 9 semester credit hours.

2. Lecture is counted on a one hour of credit to one hour of lecture formula for graduate and undergraduate.

3. Undergraduate clinical experiences are counted using a .667 formula. For every one hour of clinical the faculty receives .667 for a five semester hour course where three hours is lecture and 2 hours is clinical. The calculation would be as follows:

   3 hours of lecture = 3 semester hours of credit
   2 hours of clinical is multiplied by 3 (Normal ratio for nursing courses)
   2 hours of clinical X 3 X .667= 4 semester hour credit
   Total semester hours credits = 7 semester hours credit

4. Faculty teaching graduate clinical courses received workload credit for the semester hour credit of the course.

5. Normally, faculty are responsible for 2 to 3 clinical groups, therefore the clinical calculation is multiplied by the number of clinical groups to get the total semester credit hours.
Policy No. 19: Summer Teaching

POLICY:

Summer teaching loads are used to meet the needs of students for required courses.

PROCEDURE:

1. Summer teaching will be on a voluntary basis.

2. Faculty shall notify the Dean of the CONHS if summer employment is desired.

3. The Dean will then make teaching assignments based on the following:
   a. Faculty member’s area of clinical expertise.
   b. Seniority. If two or more faculty members are equally qualified to teach a nursing course that is offered in the summer, the faculty member with seniority will receive the assignment.
   c. Course needs of students must match faculty expertise.
Policy No. 20: Syllabi Template

POLICY:

In order to provide consistency in the development of CSON course syllabi, a standardized template will be used to provide essential components of the course.

PROCEDURE:

1. Faculty will use the guidelines as the required outline for all courses in the CSON.

2. Faculty must ensure that the course description is an exact match with the course description in the TAMIU Catalog.

3. Faculty must match the course objectives with the ones approved by the CSON and the University Curriculum Committee.

4. No changes can be made in course description and objectives without approval by the CSON and University Committees.

5. At the beginning of each semester, the courses syllabi will be submitted to the appropriate Coordinator, Director and the secretary for the Dean.

6. Any syllabus that does not comply with the template will be returned to the faculty for correction.

7. If the syllabus complies with the required format, it will be placed on the University website as required by state law.
Policy No. 21: Faculty Assessment of Physical and Financial Resources

POLICY:

Faculty have the responsibility for using a variety of teaching/learning strategies to ensure that course and program learning outcomes are met. College and University administrators have the responsibility to ensure that faculty have adequate resources to meet these objectives and outcomes. Therefore, it is the collaborative responsibility of faculty and administrators to constantly assess the resources of the CSON to obtain feedback regarding areas that need improvement.

PROCEDURE:

1. Annually full-time faculty members will complete the CSON Physical and Financial Resource Assessment.

2. The Chair of the Assessment and Evaluation Committee will notify faculty of the timeline for completion of the survey.

3. The survey may be conducted in an online format.

4. The data will be analyzed by the Assessment and Evaluation Committee and the results shared with the faculty and the Dean of the CONHS.

5. The Dean of the CONHS will share the information with the Provost.
Mission Statement of the Simulation Lab

Encourage learning and development of clinical judgment and reasoning with the goal of delivering high quality and safe clinical care.

Objectives of the Simulation Lab

1. Improve clinical and health outcomes for client safety.
2. Enhance clinical learning and performance for nursing students and healthcare professionals at their knowledge level.
3. Provide guidance and leadership to facilitate ongoing use and development of simulation technologies and simulation research.
4. Incorporate Evidence-Based Practice into simulation scenario development, implementation, and debriefing through the use of appropriate participant objectives.

Goals of Simulation Lab

1. Demonstrate professional integrity and ethical behaviors at every clinical simulation scenario.
2. Provide a safe learning environment to encourage clinical learning and reduce risk to the client.
3. Create clinical scenarios and simulation objectives achievable within the designated time-frame.
4. Encourage interdisciplinary collaboration for use of simulation in multiple healthcare environments.
5. Establish remediation practices to promote improvement in skill performances and retention of students.

Procedure for Simulation Lab

1. Simulation Laboratory facilities may only be used by the TAMIU students in the presence of CSON faculty or staff personnel in the laboratory.
2. If the users are non-CSON students, a Simulation Laboratory Use Agreement must be completed by the entity seeking to use the lab and approved by the Dean prior to use of the lab.
3. Simulation Lab personnel or designee will supervise use of the lab equipment and manikins at all times.
4. Only those trained in the use of simulation lab may operate simulation equipment. Training of faculty on manikin’s software and hardware is provided by the Simulation Lab personnel.
5. Request for simulation dates should be submitted on the first day of the final exam week.
6. Simulation request forms with complete documentation of simulation lab should be submitted at least 2 weeks in advance to the Nursing Lab Supervisor. No verbal request will be taken. Confirmation email will be sent out to verify that the request can be accommodated.
7. Simulation lab set up walk through will be performed one day previous to the scheduled simulation lab. Exact time for the walk through will be determined by the Nursing Lab Supervisor and Course Faculty.
8. High fidelity simulation labs need to be evaluated by the students at the end of the simulation lab.
9. Instructors are responsible for the direct supervision of their students who are assigned to any learning experience within the lab facilities and settings.
10. Computer lab reservations must be submitted via EMAIL to the Nursing Lab Supervisor at least 48 hours in advance. No verbal request will be taken. Confirmation email will be sent out to verify that the request has been accommodated.
11. Cancellation of any simulation laboratory or computer lab reservation should be made to the Nursing Lab staff as soon as possible in order to make available the time and the space previously reserved.
12. Faculty and students may borrow some educational equipment or media product via the Equipment Check-Out Form. Once this form is submitted and processed, a hold will be placed on the account of the faculty and/or student until the item(s) is returned. All items should be returned within 24 hours unless stated otherwise on the form.
13. All new students admitted with the CSON must sign the Nursing Simulation Confidentiality Agreement. This Agreement is scanned in the student file and the original copy is destroyed.
14. All new students will be asked to sign the TAMIU Model Release. This document will be in placed in the student’s file. Any student not signing will be instructed to notify course faculty, at the beginning of each course that they have opted out of any TAMIU photos or electronic pictures.
Policy No. 23: Affiliation Agreements

POLICY:

There are two types of Affiliation Agreements used to achieve academic goals. Faculty must negotiate with various health care agencies to provide clinical practice experiences for students. Signed legal affiliations must be reached between the University and these agencies before students are assigned to practice in these clinical agencies. In precepted courses, if no affiliation agreement exists and the agency is providing a preceptor, then the Preceptor/Affiliation Agreement is generally used.

PROCEDURE:

1. Faculty members determine the agency needed for their course.

2. Faculty will ensure the prospective agency meets the following criteria:
   a. The agency has a philosophy that facilitates achievement of student learning outcomes for the course.
   b. The agency has adequate professional nursing staff to meet the needs of the patients they serve.
   c. The agency has adequate professional nursing staff to act as role models for the students.
   d. The agency has adequate professional nursing staff to collaborate with faculty and students in order to meet course objectives.
   e. The agency staff expresses an attitude conducive to CSON students meeting course outcomes.
   f. The services provided by the agency meet the needs of the CSON programs.
   g. The agency is accredited by JCAH or another appropriate accrediting agency.
   h. The agency is accessible to faculty and students.
   i. There is adequate and available space for teaching.
   j. There is adequate and consistent patient census to meet student learning outcomes.
   k. There are sufficient precautions to provide for the physical safety of the students while at the agency.

3. Once faculty determines criteria are met, they will submit a written request to the Executive Secretary to begin the process of legal agreements. This request should include the following:
   a. Legal name of agency;
   b. Street address;
   c. Chief administrator with telephone number;
d. Agency contact person with telephone number;
e. Description of the agency services;
f. Description of student expectations at the agency.

4. The Dean will have available a list of all agencies with whom the CSON has contracts.

5. Faculty members are to verify that a (Affiliation Agreement or Preceptor/ Affiliation) has been signed by the appropriate parties before commencing the clinical experience.

6. If a contract with an agency is terminated by the facility, CSON or TAMIU, written notification and explanation should be submitted to and tracked by the Executive Secretary.
Policy No. 24: Record Retention

POLICY:

All student records are to be kept on file by the CSON for five (5) years following graduation. These records will include the following:

1. All immunizations, background checks, and drug screens.
2. Clinical evaluation by faculty and preceptor
3. Counseling forms;
4. All major correspondence, including degree plan and admission and acceptance letters;

Test grades are kept in each faculty’s grade book. Faculty members are encouraged to keep representative samples of student work for review by accrediting bodies.

PROCEDURE:

1. A central file for all nursing students will be maintained by the CSON in an electronic format.

2. At the end of each semester, each instructor will provide the Staff Assistant all appropriate information for placement in the students’ files.
VI. STUDENT POLICIES AND PROCEDURES
Policy No. 25: Standardized Tests

POLICY:

The CSON strives for excellence in all educational endeavors. In order to ensure continual assessment and obtainment of essential course information, courses will use national standardized measurement of teaching effectiveness when available. This aggregate data will be used to identify areas of strengths and weaknesses in specific courses.

PROCEDURE:

1. Faculty will identify the appropriate national standardized end of course assessment to be used to assess obtainment of course objectives.

2. Faculty will administer the identified end of course test to all students enrolled in the course.

3. Faculty will analyze the aggregate course data to identify strengths and weaknesses of the course.

4. If the aggregate course score is below 850, then faculty will submit an Evaluation Action Form. Faculty must address the sub-scores listed below, if they are less than the 850 level of achievement (LOA).

   a. Dimensions of patient care
   b. Member of a team
   c. Research and evidenced based practice
   d. Basic safety design
   e. Effective communication

5. The completed Evaluation Action form will be forwarded to the CSON Assessment and Evaluation Committee and the CONHS Dean.
Policy No. 26: Faculty and Course Evaluation

POLICY:

All students shall be given the opportunity to evaluate faculty and courses at the completion of each course.

Background

Student evaluation of course and instructor effectiveness is invaluable to instructors as they strive for excellence in teaching performance. Student input serves to enhance the teaching-learning process by providing faculty with appraisals of areas of strengths and areas of needed change and/or improvement.

A student should regard the evaluation of course faculty as both a privilege and a right, with inherent responsibility for objectivity. This concept necessitates the evaluation be done in a positive manner which focuses on course content, instructor’s knowledge and expertise, and content presentation rather than on teacher personality.

The instructor’s responsibility in the teaching-learning process is to give serious thought to student input and to implement changes, when appropriate and feasible, within curricular design constraints.

PROCEDURE:

1. For each course the student will be given the opportunity to complete a student evaluation of a face-to-face course or an online course during the time frame for evaluations provided by the University. Each student evaluation of the course and instructor with comments will be anonymous and confidential.

2. Results from the evaluations of both courses and instructors will be reviewed by the Assessment and Evaluation Committee, the Dean of the CONHS, and the faculty.
   a. Evaluation and Action Plan forms will be filed in a centralized area.
   b. Evaluation results that fail to obtain a mean score of three on questions 1, 2, 3, and 4 will result in faculty completing the Action Plan form.

3. The Action Plan form will be submitted to the Assessment and Evaluation Committee and the Dean of the CONHS.
Policy No. 27: MSN Pre/Post-Assessment of Program Objectives

POLICY:

Ongoing assessment of obtainment of student learning objectives is essential. This on-going assessment provides data to measure the effectiveness of the program.

PROCEDURE:

1. At the beginning of the MSN Program, all MSN students will complete a pre-assessment of student’s perception of functioning level related to the MSN competencies for FNP and NADM tracks.

2. Students will complete the survey either in a written format or electronically through Typhon.

3. The survey will be administered again at the completion of the program.

4. The pre-post survey will be analyzed for differences and the results reported to the faculty.
Policy No. 28: Evaluation of Curriculum by Graduates

POLICY:

To ensure excellence of the programs of the CSON and to assist with ongoing curricula revision at the time of graduation, nursing graduates will be asked to participate in a summative evaluation of the program in the form of a survey. Information obtained from the surveys will be used to enhance and revise the curricula as needed.

BSN PROCEDURE:

1. A Survey of Employment of BSN Nursing Graduates at Time of Graduation and at Six Months will be distributed to all new Traditional (Basic) nursing graduates and Transition (RN/BSN) upon graduation and at 6 months.

2. A Survey of Program Outcomes for Traditional BSN and Transition (RN/BSN) Graduates at Time of Graduation and One Year will be sent via mail or email to all graduates at time of graduation and one year after graduation. The completed graduate survey will be returned via mail or email to the designated CSON address.

3. The results of the surveys will be compiled by the Assessment and Evaluation Committee and reported to the Dean of the CONHS and faculty.

MSN PROCEDURE:

1. At time of graduation, the following surveys will be conducted among NADM and FNP graduates:
   a) NFNP- Survey of Obtainment of Student Learning Outcomes
   b) NADM –Survey of Obtainment of Student Learning Outcomes
   c) FNP- Survey of Student Employment at Time Graduation
   d) NADM- Survey of Student Employment at Time of Graduation

2. After 1 year from graduation, the following will surveys will be conducted:
   a) NFNP- Survey of Obtainment of Student Learning Outcomes 1 year after graduation
   b) NADM –Survey of Obtainment of Student Learning Outcomes 1 year after graduation
   c) FNP Employer Survey
   d) NADM Employer Survey
   e) FNP- Survey of Student Employment 1 year after Graduation
   f) NADM- Survey of Student Employment 1 year after Graduation
Policy No. 29: Clinical Incident

POLICY:

Each faculty member is responsible for accurate documentation of incidents in the performance of clinical activities. Examples of clinical incidents include: patient safety incidents, and student safety incidents.

PROCEDURE:

1. The student is required to notify faculty at the time of the event and complete the clinical agency’s incident report form, if appropriate.

2. The faculty member is responsible for notifying appropriate agency personnel at the time of the event. The agency specific protocol will be followed as defined by the clinical agency policy.

3. The faculty member will counsel the student verbally and in writing regarding the incident. Documentation of the incident on a Clinical Incident form will be forwarded to the Dean’s office. The form will then be placed in the student’s permanent file.

4. Any incurred expense is the student’s responsibility,
Policy No. 30: Blood or Body Fluid Exposure

POLICY:

The CSON is committed to providing a safe and healthful environment for faculty and students. In pursuit of this goal, the following policy is provided to eliminate or minimize exposure to blood borne pathogens. The CSON recognizes the profession of nursing includes tasks and procedures in which occupational exposure to blood and/or body fluids may occur.

Purpose:

Implement a systematic approach for blood or body fluid exposure which includes all elements required by the Occupational Safety Health Administration (OSHA) blood borne pathogens standard (29 CFR 1910.1030).

PROCEDURE:

1. Immediate treatment is provided to the individual at the clinical site where the injury occurs. The student/faculty will follow the clinical site Blood borne Pathogen Protocol.

2. Completion of CSON Incident Report Form is required within 24 hours of incident.

3. The faculty member will accompany the student when completing the clinical facility protocol and is responsible for ensuring that all medical actions required by the facility are performed.

4. In the event the student/faculty is unable to follow the clinical site Blood borne Pathogen Protocol for any reason, the student may:
   a. Consult a private healthcare provider and follow the providers protocol, or
   b. Report to Student Health Services and follow their protocol.

5. In either event, notification of blood testing results will follow facility medical protocol.

6. Any incurred expense is the student’s responsibility.

7. The completed Clinical Incident form is forwarded to the Dean of the CONHS and a copy is placed in the student’s file.
Policy No. 31: Clinical Supervision by Preceptor

POLICY:

In some situations where the CSON students are performing nursing interventions or delegated activities, they will be under the supervision of registered nurse preceptors or other licensed health care professionals.

Registered nurses selected to serve as preceptors shall have a valid Texas RN license and hold a baccalaureate or master’s degree in nursing or be an experienced RN, recognized by the nurse manager and/or faculty as a role model in patient care management and the profession of nursing.

Other licensed health care professionals selected to serve as preceptors shall hold a minimum of a bachelor’s degree in a specialty field. An example of a licensed health care professional is a medical doctor (MD).

Students are permitted to perform any function that falls within the scope of nursing practice for which they have received educational preparation and training.

PROCEDURE:

1. Clinical preceptors must be affiliated with agencies that have an Affiliation Agreement or Preceptor/Affiliation Agreement with the CSON.

2. Clinical preceptors will be selected by faculty according to specific course requirements and must demonstrate competence in designated practice areas.

3. Clinical preceptors will be requested to sign a letter of agreement annually using the Clinical Preceptor/ Affiliation Agreement.

4. Lead faculty will provide the preceptor with a Preceptor Evaluation of Student form. Lead faculty will use this evaluation to assess whether the student met the clinical objectives. Faculty have the final responsibility for assessment of a student’s obtainment of clinical objectives.
Policy No. 32: Evaluation of Preceptor and Clinical Agency by Student

POLICY:

To facilitate effective evaluation of clinical educational experiences, students will be provided with the opportunity to assess their preceptor and clinical sites for achievement of course objectives. The purpose of the preceptor/clinical agency evaluation is to facilitate identification of strengths and weaknesses in the educational programs within the CSON.

BSN PROCEDURE:

1. At the completion of each clinical nursing course, students will be asked to evaluate the preceptor/clinical agency in which they practiced.

2. The Assessment and Evaluation Committee will compute and analyze the results and report the results to faculty and the Dean of the CONHS.

MSN PROCEDURE:

1. At the completion of each clinical MSN course, students will be asked to evaluate the preceptor/clinical agency in which they practiced.

2. The Assessment & Evaluation Committee will analyze the data and report the results to the faculty and Dean of the CONHS.
Policy No. 33: Preceptor Evaluation of Student

POLICY:

The CSON may use preceptors to facilitate the learning experience of students in community based agencies. To ensure appropriate assessment of the student in precepted experiences, faculty will maintain on-going communication with the preceptor regarding the obtainment of course objectives. At the completion of the precepted experience, the preceptor will complete the appropriate student evaluation and submit it to the lead faculty of the course.

PROCEDURE:

1. Lead faculty for the course will provide an orientation for the preceptor according to policy.

2. Lead faculty will provide the preceptor the appropriate student evaluation by preceptor form.

3. Lead faculty will use this assessment to evaluate the student’s obtainment of clinical objectives. Faculty have the final responsibility for assessment of a student’s obtainment of clinical objectives.

4. The preceptor’s evaluation of the student will be placed in the student’s file.

BSN PROCEDURE:

1. Lead faculty will provide the preceptor the Preceptor Evaluation of Student form. Lead faculty will use this assessment to evaluate the student’s obtainment of clinical objectives. Faculty have the final responsibility for assessment of a student’s obtainment of clinical objectives.

2. At the completion of every semester, preceptor will evaluate every student they precepted in the clinical area using the Preceptor Evaluation of Student form.

3. Each semester, students will complete a Student Evaluation of Preceptor form, for each of their clinical preceptors.

4. The Assessment & Evaluation Committee will report the results to the faculty.
**MSN PROCEDURE:**

1. At the completion of every semester, preceptor will evaluate every student they precepted in the clinical area using either a hardcopy or electronic form.

2. Student will provide the preceptor the Preceptor Handbook which contains the correct forms to use.

3. The assessment will be reviewed by the course faculty and the aggregate data will be forwarded to the Assessment & Evaluation Committee, the Director and the Dean.

4. The Assessment & Evaluation Committee will report the results to the faculty.
Policy No. 34: Independent Studies BSN Students Only (Learning Contract)

POLICY:

Independent courses in the CSON are used to provide students and faculty with the flexibility within the curriculum to explore current issues, expand their knowledge in a specialty area and provide remediation for areas of weakness. A student may register for an independent study, NURS 4399, if the following conditions have been met:

1. The student has contacted an instructor of the CSON regarding an appropriate topic and the instructor agrees to be the student’s faculty for the Independent Study.

2. The student, with the guidance of the instructor, has written a contract which outlines the independent study, the objectives of the student, the methods used to meet the objectives, the evaluation criteria, a tentative timeline and the amount of course hours granted at the successful completion of the study.

PROCEDURE:

1. The student wishing to register as an independent student in Nursing shall first contact an instructor within the CSON. After the instructor has agreed to act as a faculty preceptor, a CSON Internal Independent Study Contract form will be complete by the student and given to the faculty working with the student. Once the faculty member agrees to the contract, it is signed and forwarded to the BSN Director and Dean of the CONHS.

2. Students will be registered for the course by the CSON Admissions Counselor.
POLICY:

The CSON shall insure a systematic method for the collection and analysis of data regarding student attrition. Students withdrawing from the program or failing to graduate will be asked to provide data regarding failure to successfully complete the program.

PROCEDURE:

1. When a student drops, withdraws, or fails a nursing course, the faculty member will complete the Student Attrition Survey.

2. The form will be forwarded to the CSON Assessment and Evaluation Committee, the appropriate Director and the Dean of the CONHS.

3. A copy of the form will be placed in the student’s file and in the Student Attrition folder in the Dean’s Office.
Policy No. 36: Student Counseling /Conference

POLICY:

It is the responsibility of faculty to provide students with constructive feedback to facilitate successful completion of course requirements.

PROCEDURE:

1. When faculty member identifies an academic or behavioral issue that could negatively impact successful completion of a course, the faculty will arrange a conference meeting with the student.

2. The faculty will identify the problem(s), develop with student input a recommended plan of action to correct the problem.

3. This form may be used to provide recognition for a student who demonstrates excellence in class or clinical.

4. The signed form will be place in the student’s file.
Policy No. 37: Student Transportation Policy

POLICY:
The purpose of this policy is to promote the safety of the CSON student learning experiences when located beyond the confines of TAMIU. It is the responsibility of the CSON to ensure compliance with TAMIU Rule 13.04.99.L1 Student Travel. Students must use sound judgment and follow all state, federal, and/or international laws when traveling. Students are expected to comply with the State of Texas laws on maintaining minimum liability automobile insurance coverage.

PROCEDURE:
1. Students traveling are required to abide by the TAMIU Student Handbook at all times. The Student Handbook can be found online at http://www.tamiu.edu/scce/studenthandbook.shtml.

2. Nursing students are responsible for arranging their own form of reliable transportation, including to and from campus, clinical rotation sites and other community activities.

3. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness at an experiential or clinical learning assignment.

4. Students are responsible for covering all gas and parking fees incurred by their mode of travel.

5. Carpooling and cost sharing with fellow nursing students is recommended whenever feasible.

6. Students who travel 25 miles or more from the student’s campus location for an experiential or clinical learning assignment, an appropriate student travel form is required to be completed by the Office of Student Orientation, Leadership, and Engagement prior to the trip. These forms may be accessed on CollegiateLink at http://tamiu.collegiatelink.net.
Policy No. 38: Emergency Preparedness for Domestic Events

POLICY:

To develop a plan of preparedness, the CSON will comply with TAMIU’s comprehensive emergency management plan which describes how it will mitigate against, prepare for, respond to, and recover from the impact of hazards to public health and safety, including natural disasters, technological accidents, homeland security threats, and other emergency situations. The Emergency Management Plan for TAMIU addresses the steps necessary to ensure continuity of University services in the event of a major disaster as well as the continuity of operations to provide protection and essential services to the University community.

PROCEDURE:

1. In the event of an imminent or actual emergent event, the Dean of the CONHS will be the initial contact for the CSON, to enact the communication process within the CSON.

2. The Dean of the CONHS will utilize the existing CSON organizational structure as the mechanism to disseminate information within the SON. The lines of succession are: 1) the Director of Undergraduate Programs and 2) Director of Graduate Programs.

3. Should the assistance of nursing students be required, senior nursing students would be called out first, followed by junior nursing students.
APPENDIX: FORMS
Policy No 2: Employee Orientation  
Self-Paced Faculty Orientation Check-off List

Name: ____________________________ Date: __________________

Administrators and Nursing Faculty welcome you to Texas A&M International University, the College of Nursing and Health Sciences and the Canseco School of Nursing. We are very proud of the quality of our programs. Much of this is due to the caliber of faculty who teach and administer these curricula. It is our attempt with this Self-Paced Orientation Check-off List, to inform you of activities, policies, practices and traditions so that you may experience a satisfying “belonging-ness”, resulting in a long, distinguished career here!

I. Source: Director of Graduate or Undergraduate Programs
   University, College and School structure and mission/ goals
   2. Orientation to the University and TAMIU System _____
   3. Review Faculty/ Staff Handbook _____
   4. Review of TAMIU Policy and Procedures _____
   5. Policies: University/ College/ School _____
      a. Travel Regulations/ Forms
      b. Promotion/ Tenure/ Annual Performance Evaluation
      c. Roles, rights and responsibilities of faculty
      d. Tenure track, non-tenure track, park-time and/ or adjunct
      e. Workload expectations and assignments
      f. Office hours
      g. Role of faculty in teaching, scholarship and service
      h. Class rules, grade sheets, drop/ add forms
   6. Introduction to administrators, managers, staff and faculty _____
   7. Parking regulation/ permits/ keys _____
   8. School bylaws and committee functions _____
   9. Review of philosophy and goals _____
  10. Program objectives _____
  11. Overview of Curricula and Organizational Principles _____
  12. Orientation to evaluation plan _____
      a. Forms to be utilized
      b. Personal/ group responses and responsibilities
      c. Reporting and preserving evaluation data

II. Source: Lead Course Faculty
   1. Focus and purpose of each course _____
   2. Frequency of faculty meetings _____
   3. Orientation to courses assigned _____
   4. Specifics about: _____
      a. Agencies utilized
      b. Book orders and desk copies
      c. Library requests
      d. Maintenance of “syllabi, exams and statistics of each course”
5. Campus tour of key areas
   (bookstore, lounge, food services, Nursing Lab)
6. Tour of clinical facilities
7. Meetings for coordination

III. Source: Human Resources Office
1. Insurance
2. Benefits menu TAMUS
3. Payroll and distribution method

IV. Source: Chief Librarian (University New Faculty Orientation)
1. Orientation to Library’s physical plan
2. Orientation to library resources
3. Orientation to online access

V. Source: Director of OIT (University New Faculty Orientation)
1. Orientation to facilities
2. Introduction to key resource persons
3. Review of services available:
   a. Computer centers network
   b. Audio-visuals
   c. Graphics/ resources
   d. Learning Management System
4. Scheduling of services

VI. Source: Secretary/ Staff Assistant
1. Forms
2. Requisitioning work
3. Phone system
4. Mail set-up
5. Copy room
6. Duplication services
7. Keys
8. Office supplies
9. Room and event scheduling
10. Other
Policy No 8: Peer Review Report Form A

Nurse Reported: ________________________________________________________________

Incident (describe briefly) (the patient/client shall be identified by initials or number to the extent possible to protect confidentiality BUT the nurse shall provide the name of the patient/client)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you suspect the nurse’s behavior is related to chemical dependency or mental illness?

Dependency _____   Mental Illness _____   Neither _____

Witnesses (if any)

______________________________________________________________________________
Name     Phone      Email
______________________________________________________________________________
Name     Phone      Email
______________________________________________________________________________
Name     Phone      Email
______________________________________________________________________________
Name     Phone      Email
______________________________________________________________________________
Name     Phone      Email

Committee Member Receiving Report

______________________________________________________________________________
Name       Date
Policy No 8: Notice of Complaint Form B

Date: ____________________

To: ___________________________________________________________

From: Faculty Affairs Committee (Peer Review Committee), Dr. F. M. Canseco School of Nursing, Texas A&M International University, Laredo, Texas

You are hereby notified that your professional nursing practice is being evaluated by the peer review committee of Texas A&M International University CSON. The result of this evaluation MAY OR MAY NOT be reportable to the Texas Board of Nursing.

A hearing, not sooner than 21 calendar days and not more than 45 calendar days from date of this notice, will be held:

   Time: ____________________
   Date: ____________________
   Place: ____________________________________________
   ___________________________________________________
   ___________________________________________________

You have the right to participate in this process if you choose. You have the right to be accompanied to the hearing by a nurse peer or attorney.

If you retain an attorney, you must notify the Faculty Affairs Committee at least seven (7) days before the hearing, which is _________________________________.
   (Last Date for Notification)

The Faculty Affairs Committee _____ does or _____ does not plan to be represented by an attorney.

This notice is accompanied by:

1. A written copy of the professional review plan, policies and procedures of the Faculty Affairs Committee (Peer Review Committee) of the CSON, Texas A&M International University.
2. A copy of Rule 217.19 of the Texas Board of Nursing.
3. A description of the event(s), to be evaluated, including date(s), time(s), location(s) and individual(s) involved.
Discovery

_____ Copies of documents and other material concerning this peer review action accompany this notice or,

_____ You may review, in person or by attorney, the documents or other material concerning this peer review notice on a date at least 15 calendar days prior to appearing before the committee as follows:

Time: ____________________
Date: ____________________
Place: ____________________________________________

The committee will provide you with a witness list, written testimony or evidence, at least 48 hours in advance of the hearing.

You may submit a written statement regarding the event under review below (the patient/ client shall be identified by initials or number to the extent possible to protect confidentiality, pages may be added if necessary):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

You may respond or communicate with the committee through the chairman:

Name: ________________________________________________
Telephone: ____________________________________________
Email: ________________________________________________
Address: ____________________________________________
Policy No 8: Peer Review Report Form C

Date: ____________________

To: ___________________________________________________________

The Faculty Affairs Committee (Peer Review Committee) of the Dr. F. M. Canseco School of Nursing of Texas A&M International University met on __________________________ to consider a complaint made against ______________________________.

_____ It is the opinion of the committee that there was no deficiency in care attributable to the nurse.

_____ It is the opinion of the committee that there was a deficiency in care attributable to the nurse based on the nurse’s judgment, knowledge, training or skill.

_____ The committee recommends no corrective action against the nurse.

_____ The committee recommends the following corrective action against the nurse:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

_____ The committee recommends no formal disciplinary action be taken against the nurse.

_____ The committee finds the nurse has engaged in conduct reportable to the Texas Board of Nursing and will report such conduct in accordance with the law.

You may file a written rebuttal, if you wish and return it to the committee chair within ten (10) calendar days:

Committee Chair: ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Policy No 8: Peer Review Report Form D

Date: ____________________

To: The Texas Board of Nursing

From: The Peer Review Committee at the Dr. F. M. Canseco School of Nursing, Texas A&M International University

1. Nurse being reported: ______________________________________________

2. License No.: ______________________________________________________

3. Complaint:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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4. Description of corrective action against the nurse:
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
The Peer Review Committee:

_____ Recommends that the YBON take no formal disciplinary action against the nurse.

_____ Recommends that the TBON take formal disciplinary action against the nurse.

Additional information:

__________________________
Chair of Peer Review Committee
Policy No 8: Peer Review Report Form E - Confidentiality Agreement

A nursing peer review committee proceeding is confidential and any communication made to a nursing peer review committee is privileged. It is:

- Not subject to subpoena or discovery in any civil matter
- Is not admissible as evidence in a judicial or administrative proceeding
- May not be introduced into evidence in a nursing liability suit arising out of the provision of or a failure to provide nursing services

If a peer review committee determines that a nurse has NOT engaged in conduct required to be reported to the Texas Board of Nursing, an individual whose knowledge of the nurse’s conduct was acquired only through peer review may not report that nurse to the TBON for that conduct. An individual is not prohibited from reporting the nurse if the individual:

- Has independent knowledge about the nurse’s conduct or
- Believes the committee made its determination in bad faith

A member, agent or employee of a nursing peer review committee or a participant in a proceeding before the committee may not disclose or be required to disclose a communication made to the committee or a record or proceeding of the committee.

A person who attends a nursing peer review committee proceeding in any capacity may not disclose or be required to disclose:

- Information acquired in connection with the proceeding
- An opinion formed
- An opinion, recommendation or evaluation of the committee or committee member

I have read the above guidelines, understand them and agree to abide by them.

_________________________________________  __________________________
Signature       Date

_________________________________________
Name
## Policy No 10: Faculty Peer Evaluation Form

- Peer
- Administrative

### NURS:

---

### Term:

---

### Name:

---

### Evaluator:

---

Check (✓) areas and place comments on separate page if necessary.

<table>
<thead>
<tr>
<th>Team Membership</th>
<th>Strength</th>
<th>Areas of Improvement</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Collaborate with peers.</td>
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### Classroom Teaching

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<tr>
<th>Strength</th>
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<tbody>
<tr>
<td>Relate learning content to course objectives and student outcomes.</td>
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<td>Facilitates students' critical thinking in discussion and application of didactic content.</td>
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<tr>
<td>Promote cooperative student learning according to student level.</td>
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<tr>
<td>Utilize effective teaching strategies to meet course objectives.</td>
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### Clinical Teaching

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<tr>
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<tr>
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<tr>
<td>Facilitate student participation in group learning activities.</td>
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<tr>
<td>Relate theoretical concepts to clinical practicum.</td>
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<tr>
<td>Provide positive role modeling to students, staff and agency.</td>
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<tr>
<td>Demonstrate collaborative practice functions with other health care professionals.</td>
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<tr>
<td>Cultivate contacts within a community to identify potential clinical sites.</td>
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<tr>
<td>Demonstrate professionalism through adherence to legal and ethical practice standards.</td>
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Faculty Peer Evaluation Form page 2 of 2
Policy No 11: Administrative Evaluation Form

NURS: _______________________________________________

Term: _______________________________________________

Evaluator: _______________________________________________

Check (✓) areas and place comments on separate page if necessary

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<tr>
<td>Support course team decision</td>
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<tr>
<td>Provide mentorship to new team members</td>
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**Classroom Teaching**

| Relate learning content to course objectives and student outcomes. |          |
| Articulate in-depth knowledge of didactic content.                |          |
| Facilitates students’ critical thinking in discussion and application of didactic content. |          |
| Promote cooperative student learning according to student level.  |          |
| Utilize effective teaching strategies to meet course objectives.  |          |

Page 1 of 2
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Name of Person completing the evaluation

Administrative Evaluation Form Page 2 of 2
Policy No 12: Annual Faculty Evaluation Form

Faculty Member: ____________________________________________________________

College:  _______________________________________________________________

Date:  _______________________

Research (Performance Standards) (Circle One)  0 1 2 3 4 5*

Teaching (Performance Standards) (Circle One)  0 1 2 3 4 5

Service (Performance Standards)  (Circle One)  0 1 2 3 4 5

Areas of Strength (Summary) ______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Areas of Weakness (Summary) __________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Member Response ________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Member ________________________________________ Date ___________________

Chair _________________________________________________  Date ___________________

Dean __________________________________________________ Date __________________

Provost ________________________________________________ Date __________________

*Scale goes from lowest to highest (0=egregiously deficient to 5=exemplary)
** If faculty member manifests 0 or 1 deficiency (See Professional Development Plan, Policy #6)
### Policy No 13: Worksheet- Merit Funding (Non-Tenure Track Faculty)

<table>
<thead>
<tr>
<th>Teaching (50%)</th>
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<tbody>
<tr>
<td>Student Evaluations</td>
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<td>Peer Evaluations</td>
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<td>Director Evaluation</td>
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<td>Self/Course Evaluation</td>
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<td>Grants</td>
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<td>Research</td>
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<th>Service (30%)</th>
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<tbody>
<tr>
<td>School of Nursing</td>
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<td>CONHS</td>
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<tr>
<td>University</td>
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<td>Profession</td>
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<th>Total (Merit Points)</th>
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Policy No 13: Worksheet- Merit Funding (Tenure Track Faculty)

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</table>

| Scholarship (30%) |                     |                     |                     |                     |
| Publications |                     |                     |                     |                     |
| Presentations |                     |                     |                     |                     |
| Grants |                     |                     |                     |                     |
| Research |                     |                     |                     |                     |

| Service (20%) |                     |                     |                     |                     |
| School of Nursing |                     |                     |                     |                     |
| CONHS |                     |                     |                     |                     |
| University |                     |                     |                     |                     |
| Community |                     |                     |                     |                     |
| Profession |                     |                     |                     |                     |

| Total (Merit Points) |                     |                     |                     |                     |
Policy No 20: Syllabi Template

Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing
NURS _____

Faculty:
Office Hours: Please include (Also available by appointment...)
Course Credits:
Co-requisite:
Prerequisite:
Placement:
Course Description:
Course Objectives: Upon completion of this course the student is expected to:
Content Outline:
Teaching Strategies:
Required Texts:
Recommended Textbooks:

Minimum Technology Requirements:
It is recommended that students meet the technical requirements listed on the Instructional Technology and Distance Education Services’ webpage when using the Blackboard, the learning management system (LMS) of the University. Below is information regarding orientation to Bb. Additionally, students can find assistance in Bb under the “Student Support” tab of Bb, information on technology support services, academic support services, student support services, and accessibility support services may be found there. Additionally, Atomic Learning training videos may be beneficial if any students lacking technology skills.

Students should have knowledge of basic computer and Internet skills, as mentioned on the TAMIU Instructional Technology and Distance Education Services’ webpage.

Additional Software. You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at https://dusty.tamiu.edu/. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite. Additional skills required for this course may include knowing how to use Turnitin. You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements and Privacy Statements.

Method of Evaluation and Course Requirements:
CLASSROOM | Percent
--- | ---
| | |

SAMPLE TABLE

COURSE POLICIES:

Clinical Objectives: (found on clinical evaluation form)

Clinical Hour Breakdown: This course has a total of XX hours of clinical.

<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th>Hours</th>
</tr>
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New Skills introduced in this course:
1. Medication administration (topical, oral, vaginal, rectal, intradermal, intramuscular, subcutaneous)
2. Bathing/Bedmaking
3. Etc.

Clinical Activities: Required clinical paperwork will be graded as pass/fail. A student must pass the clinical component of a course in order to pass the course.
Care plans: Students will complete a care plan for each patient.
Case studies: description here, etc.

College of Nursing and Health Sciences Policies:

I. CSON Grading and Grade Rounding:
1. The CSON has adopted a grading scale in line with other Texas schools of nursing:
   A = 90 - 100  B = 80 - 89  C = 75 – 79  F- 74 and below
2. Nursing students must achieve a grade of C or higher in both theory and clinical components of a course in order to pass that course and progress in the program. A grade of F in either theory or clinical components will constitute a course failure.
3. To pass a nursing course and progress in the program, a nursing student must attain an exam average (includes tests and the final) of 75% or higher.

4. To pass a nursing course and progress in the program, a nursing student must attain an overall course average of 75% or higher.

5. Read the CSON Grading and Grade Rounding Policy found in the student handbook for additional information on examinations (pg.51).

II. CSON Examination Policy and Guidelines:
1. Examinations may be offered in hard copy or on computer and will be proctored.
2. All test items will assess the student’s ability to apply and analyze knowledge learned in the course. Test items will challenge the student to apply abilities at assessing, planning, implementing or evaluating nursing care. Testing format for the course is identified in each nursing course syllabus.
3. Read the CSON Examination Policy and Guidelines found in the student handbook for additional information on examinations (pgs.54-55).

III. Nametag/Dress/Appearance: All students must follow the dress code policies. See CONHS BSN Handbook pgs. 60-62.

IV. Student Health Requirements: Students must meet the clinical health and CPR requirements prior to going to the clinical setting. Failure to meet these requirements will result in the inability to attend clinical and a Clinical F day will be given. CONHS BSN Handbook, pgs. 63-65.

V. Clinical Absences: Clinical hours are required to provide students the opportunities to obtain knowledge and skills to function safely as a professional nurse. Punctuality is expected in the professional workplace. Important information affecting client care is communicated to the students at the start of the clinical experience. Therefore, tardiness for clinical/lab/simulation experience jeopardizes the student ability to give safe nursing care. Lab and simulation experiences are considered clinical experiences. CONHS BSN Handbook, pgs. 66-65.

VI. Clinical “F” Day: Unacceptable nursing practice in the clinical setting or unexcused clinical absence is grounds for receiving a clinical fail day, also known as an “F” Day. A clinical setting is any activity for which the student receives clinical hours. A student who receives three (3) clinical “F” days in any clinical course will receive a grade of F for that course. CONHS BSN Handbook, pgs. 67.

VII. Criminal background checks or drug screens: As part of this clinical rotation, the CSON adheres to the policies of all clinical facilities with which the SON is affiliated for student clinical learning experiences. As part of this clinical rotation, clinical facility policies may require criminal background checks and/or random drug screen to be conducted on persons interacting with their clients. This documentation will be submitted to the requesting agencies as per their policy. CONHS BSN Handbook, pgs. 46-47.
VIII. Unsafe Clinical Performance/Patient Safety: Any act, omission or commission that may result in harm to the patient is considered unsafe clinical practice. Any student who jeopardizes patient safety will be sent home from clinical and receive a clinical F for that day. CONHS BSN Handbook, pgs. 68-69.

IX. Confidentiality: Nurses are entrusted with a great deal of personal information about their community, populations and individuals to plan comprehensive care. The student role requires that some of this information be shared with faculty and other students in a clinical conference setting. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. Students and faculty share the burden of carefully protecting the privacy of all persons concerned. CONHS BSN Handbook, pg. 70.

X. Electronic devices/Social Networking: Strict HIPPA guidelines will be enforced. Cell phones or other electronic devices are not permitted in the clinical setting. Cell phones are not allowed on your person during the clinical experience. The CSON has memorandum of understanding agreement with every clinical institution to adhere to their policies. CONHS BSN Handbook, pgs. 70-72.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Reading</th>
<th>Activities</th>
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<td></td>
<td><strong>SAMPLE TABLE</strong></td>
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</table>

**TAMIU Policies:**

I. **Academic Conduct:** As members in an academic community, students at TAMIU are expected to act with honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Students who are unwilling to abide by these basic expectations may find themselves facing academic and disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the TAMIU Honor Code. For more information on the Honor Code, please visit the Office of Student Conduct and Community Engagement website at [https://www.tamiu.edu/scce/](https://www.tamiu.edu/scce/).

TAMIU Faculty has the authority to implement academic policies or impose grade penalties as appropriate. For more information, please visit the TAMIU Faculty Handbook available at [http://www.tamiu.edu/senate/handbook.shtml](http://www.tamiu.edu/senate/handbook.shtml).
II. Section 7.01 Violations of Academic Conduct

Academic dishonesty is any act, or attempt, which gives an unfair advantage to the student. Academic dishonesty includes, but is not limited to:

1. Plagiarism – The act of passing off some other person’s ideas, words, or works as one’s own. It includes, but is not limited to, the appropriating, buying, receiving as a “gift”, or obtaining, by any other means, another’s work for submission as one’s own academic work. Examples available in the 2017-2018 TAMIU Student Handbook, pg. 38.


3. Lying – Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

4. Bribery – Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.

5. Collusion – The unauthorized collaboration with another person in preparing academic assignments offered for credit and/or grade, collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default as being one's own work.

6. Flagrant academic misconduct – Repeated or severe violation(s) of the academic rule.

III. Section 8.01 Right to File Grievance Against Students

Any member of the University community has the right to file a grievance against a student that is in violation of the Student Code of Conduct. Grievances should be filed in writing within 15 University business days of the discovery of the alleged infraction to the Office of Student Conduct and Community Engagement via reporting system (http://www.tamiu.edu/reportit). The timelines for the grievance process may be extended for good cause shown or at the discretion of the Office of Student Conduct and Community Engagement.

IV. Anti-discrimination / Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lauren A. Jones, J.D., 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at www.tamiu.edu/reportit, and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600. You can also report it on TAMIU’s anonymous electronic reporting site: www.tamiu.edu/reportit. 2017-2018 TAMIU Student Handbook

V. Pregnant and Parenting Students
Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student’s physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student’s status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant or parenting status, please contact the TAMIU Title IX Coordinator (Lauren A. Jones, J.D., 5201 University Boulevard, KLM 159B, Laredo, TX 78045, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU’s anonymous electronic reporting site: www.tamiu.edu/reportit.

The University advises a pregnant or parenting student to notify his or her professor once he or she is aware that accommodations for such will be necessary. It is first recommended that the student and professor attempt to work out the reasonable accommodations with each other. The Office of Student Conduct and Community Engagement (Mayra Hernandez, MGHernandez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. In the event that a student will need a leave of absence for a substantial period of time from the University, the University urges the student to consider a Leave of Absence as outlined in the Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA’s for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the 2017-2018 TAMIU Student Handbook.

VI. Early Alert Program
This program is designed to help faculty refer students, at all levels, who may be experiencing personal or academic difficulties for a variety of reasons: work conflicts, hardships, or interpersonal relationships, for example. Once a referral is submitted, an Academic Advisor will reach out to the student via phone or through the student’s Dusty email to discuss the referral. Early Alert Referral Form: https://cm.maxient.com/reportingform.php?TexasAMIntlUniv&layout_id=1.

VII. Students with Disabilities
Texas A&M International University seeks to provide reasonable accommodations for all qualified person with disabilities. This University will adhere to all applicable federal, state and local laws. Regulations and guideline with respect to providing reasonable accommodations as required to for equal education opportunity.

TAMIU Canseco School of Nursing has adopted the Core performance standards for Admission and Progression in compliance with the 1990 American with Disabilities Act (ADA). The table with issues, standards and examples CONHS BSN Handbook, pg. 29.

VIII. Student Attendance and Leave of Absence (LOA) Policy
As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA’s for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25) which includes the “Leave of Absence Request” form. Both rules can be found in the 2017-2018 TAMIU Student Handbook.
### Policy No 21: Faculty Physical and Financial Resource Assessment

1. **Physical Resources**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classrooms are adequate and meet the teaching and learning needs of the students.</td>
<td></td>
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<tr>
<td>The student computer lab is adequate and meets the students' needs to work on assignments, practice test questions, printing, etc.</td>
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<td>The lab has sufficient mannequins to meet the teaching and learning needs of the students.</td>
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<td>There are sufficient supplies to meet the teaching and learning needs of the students.</td>
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<tr>
<td>Staff in the lab provides adequate support to run the patient scenarios in skills labs for my course.</td>
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<td>The faculty offices have adequate resources; i.e. computer and printer capabilities, to meet the teaching needs.</td>
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<td>The faculty workroom has adequate equipment; i.e. printer, FAX machine and etc. to meet teaching needs.</td>
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<td>The physical environment meets ADA requirements for access for the teaching/learning needs of the students.</td>
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**Comments:**
### 2. Financial Resources

<table>
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<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don't Know</th>
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<tbody>
<tr>
<td>The CSON has adequate funds to facilitate my faculty development needs.</td>
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<tr>
<td>The CSON has adequate faculty FTEs to meet the curricular needs for the CSON programs.</td>
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<td>The CSON has adequate secretarial staff to help me accomplish my teaching responsibilities.</td>
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<td>The CSON has adequate administrative resources for the effective functioning of the CSON.</td>
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<td>The CSON has adequate work study support to help me accomplish my teaching responsibilities.</td>
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<tr>
<td>Staff in the lab provides adequate support to run the patient scenarios in skills labs for my course.</td>
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<td>The CSON has adequate OIT support to meet the needs for the instructional delivery of courses.</td>
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<tr>
<td>The assigned OIT staff facilitates faculty to meet course needs.</td>
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Comments:
3. Library Resources:

<table>
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<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don’t Know</th>
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<tbody>
<tr>
<td>The library has adequate resources to meet the learning needs for my course.</td>
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<td>The library has adequate electronic databases for students to use to meet the objective of my course.</td>
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<td>The library has adequate online journals to meet the learning needs of the students in my course.</td>
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<td>The library actively seeks input from faculty regarding needed resources.</td>
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<td>The library has adequate staff to meet the objectives of my course.</td>
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<tr>
<td>The library has adequate staff to meet faculty research needs.</td>
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Comments:

4. Counseling Service Resources

<table>
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<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don’t know</th>
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<tr>
<td>The Counseling Service combines a therapeutic and community focus which offers a full continuum of counseling care for students.</td>
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<td>The Office of Student Affairs has adequate staff and resources to meet the needs of students in a crisis situation.</td>
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Comments:
5. Disability Service Resources

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<th>Strongly Agree</th>
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<th>Strongly Disagree</th>
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<th>Don’t Know</th>
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<tr>
<td>Disability Services provides students with necessary tools and resources to be successful.</td>
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<tr>
<td>Disability Services provides students resources and an environment for students to take exams.</td>
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Comments:
Policy No 22: Simulation Evaluation

Course Number/Name: ______________________________________
Semester/Year: ____________________________________________
Name or Focus of Simulation: ________________________________
Total Completing Survey: _________________________________

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
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<tr>
<td><strong>What is my perception of the simulations?</strong></td>
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<tr>
<td>1. I understand the purpose and objectives of the simulations</td>
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<td>2. The scenarios resembled a real-life situation</td>
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<td>3. The simulations provided a variety of ways to learn the material.</td>
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<td>4. I had a chance to work with my peers during the simulations.</td>
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<td>5. The simulations helped me learn to prioritize.</td>
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<td>6. The debriefing sessions were helpful as a learning activity.</td>
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<td>7. I was able to participate in the debriefing sessions.</td>
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<td>8. The feedback was constructive.</td>
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<tr>
<td>9. The simulations will help me better care for healthcare clients.</td>
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<tr>
<td>10. The simulations made me feel more confident in caring for healthcare clients.</td>
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Comments:
Policy No 22: Confidentiality Agreement and Nursing Simulation Contract

The Dr. F. M. Canseco School of Nursing has incorporated simulated experiences throughout my curriculum to best represent actual client situations. During these simulated experiences, the roles of clients, family and members of the interprofessional team are fulfilled by students, volunteers, faculty and/or mannequins and I am expected to engage with these actors and/or simulators in a professional and realistic manner.

The simulation mannequins are to be used with respect and be treated as if they were live clients. Situations simulated in the lab are to be used as learning experiences; thus, I will respect the roles of my faculty and peers as well as volunteers and follow the Nursing Simulation Laboratory’s Code of Conduct/Behavior during all simulated experiences.

Confidentiality Agreement

As a user of the nursing simulation laboratory, I understand the significance of confidentiality with respect to information concerning simulated clients and fellow students. I will uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality.

I agree to report any violation(s) of confidentiality that I become aware of to my instructor or facilitator and agree to adhere to the guidelines as outlined below:

- All patient information, actual or simulated, is considered confidential and any inappropriate viewing, discussion or disclosure of this information is a violation whether intentional or unintentional and may lead to disciplinary action as outlined in the Dr. F. M. Canseco School of Nursing policy.
- The nursing simulation laboratory is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- I am not to remove, release or make publicly available any documented (written or electronic), observed or recorded client or student information that may be accessible to me as part of a simulated learning experience.
- Simulation and debriefing sessions may be audio-taped and/or videotaped. This recorded information is privileged and confidentiality must be maintained at all times.
- No betadine and no ink pens will be used near the mannequins. In addition, 22G IV catheters will be used for IV starts.

I understand that I must uphold the stipulations outlined in the Nursing Simulation Laboratory manual and the Nursing Simulation Contract and the Confidentiality Agreement as a component of successful progression in the Dr. F. M. Canseco School of nursing program. I have read and understand the Nursing Simulation Lab Policy, and have been provided a copy.

Signature: _______________________________ Printed Name: ______________________
Date: ________________________________ Organization: Dr. F.M. Canseco School of Nursing
Policy No 22: Simulation Lab Request Form

Dr. F. M. Canseco School of Nursing

Simulation Lab Request Form

Today's Date: ___________ Requested SIM Date: ___________
Walk-through Date & Time: ___________ Alternate Date: ___________

CONTACT INFORMATION:

Faculty Name: ___________ Extension: ___________

Required Fields

Service Type: New Scenario Creation Room Requested: CNS 118 Breakout Rooms CNS 203 CNS 204

Description of Event:

Thank you: Your request will be processed in the order it was received.

Note: For assistance please contact the nursing lab @ 956-326-3107.
Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No 23: Clinical Learning Experiences Agreement

This agreement is by and between TEXAS A&M INTERNATIONAL UNIVERSITY ("TAMIU"), a part of The Texas A&M University System ("TAMUS") and an agency of the State of Texas, on behalf of the COLLEGE OF NURSING & HEALTH SCIENCES ("CONHS"), and XXX (TAMIU and CONHS, each a “party” or “Party” and collectively, the “parties” or “Parties”).

CONHS, through its nursing education program, Dr. F.M. Canseco School of Nursing (“Program”) offers a course of study for nursing. A critical component of the Program is providing nursing students (“Students”) with an opportunity to directly apply knowledge and skills gained in the classroom in a clinical setting.

CONHS and XXX share a mutual interest in providing students in the Program with experience in clinical care and agree to cooperate in the conduct of educational activities through observation and supervised training of Students.

It is mutually agreed by CONHS and XXX as follows:

I. PURPOSE OF AGREEMENT

This agreement sets forth the terms under which XXX will provide CONHS faculty, staff and students access to all its facilities consistent with the purpose of this agreement. This agreement also establishes the manner in which CONHS will access XXX facilities so that the wellbeing of the clinical site, staff and patients will not be jeopardized.

II. TERM OF AGREEMENT

This agreement shall become effective on _____________ and shall remain in effect through _____________ unless sooner terminated as provided in this agreement. Either party may terminate this agreement without cause by giving thirty (30) days written notice to the other. CONHS’s students scheduled to participate in the clinical learning experience at the time of any such termination shall be allowed to complete their assigned rotations.

III. SCOPE OF THE CLINICAL LEARNING EXPERIENCE

XXX hereby agrees to provide its facilities to CONHS and CONHS agrees to the usage of such facility according to the terms and conditions described herein. The faculty and students in the Program may utilize XXX facilities for educational activities associated with the clinical learning experience through observation and supervised training. TAMIU, CONHS or XXX will not incur financial obligation to each other as a result of this agreement. The parties acknowledge ultimate responsibility for all patient care remains with XXX and students will not provide services apart from its educational value.
IV. CONHS RESPONSIBILITIES

CONHS agrees to:

1. Select students for the participation in the clinical learning experience, selecting only those students with a satisfactory record in the Program and who have met CONHS requirements;

2. The decision to exclude or remove students from the clinical learning experience will be the sole decision of CONHS and will be adhered to by XXX;

3. Provide XXX with copies of the course outline and course objectives, evaluation criteria as requested and a tentative list of course instructors and their qualifications before the beginning of each clinical learning experience rotation;

4. Maintain full responsibility and control for planning and execution of the Program, including curriculum, evaluation of students, administration, instructor appointments, and other matters which are normally reserved CONHS functions, such as granting degrees and advising students;

5. Make representatives of CONHS available to XXX for assistance and consultation as the need arises and when possible;

6. Appoint in writing one or more representatives of CONHS to communicate with the clinical learning experience representative during the course of planning for student placement at XXX;

7. Provide clinical learning experience instructors and/or preceptors in person or by mobile phone during times that students are at XXX;

8. Advise students of their responsibilities regarding participation in the clinical learning experience, including the responsibility to exhibit professional conduct and to follow all rules and standards set by CONHS and XXX;

9. Ensure students attend clinical learning experience orientation, if required by XXX;

10. Provide XXX with written clinical learning experience objectives for each level of student assigned to XXX; and

11. Prepare clinical learning experience rotation schedules; ensure that XXX receives the student schedule before their assignment.

12. Provide to XXX, when requested, the following information regarding students:

   a. Proof of liability insurance coverage to be carried by each student in an amount no less than $1,000,000.00 per incident with a maximum total coverage of $3,000,000.00;
b. Proof of each student’s current immunizations as required;

c. Proof of current basic life support training for health care providers; and

d. Confidentiality statements executed by each student in a form the same or similar to Exhibit A attached to this agreement.

13. Educate students on XXX communicable disease reporting guidelines.

V. XXX RESPONSIBILITIES

1. Provide an on-site clinical learning experience which is pertinent and meaningful for students;

2. Designate and inform CONHS of a liaison to schedule hours for students participating in the clinical learning experience;

3. Accept from CONHS a number of students appropriate to staff, space and operations of XXX;

4. Allow authorized representatives of CONHS to participate in the clinical learning experience planning;

5. Make representatives of XXX available to CONHS for assistance and consultation as the need arises and when possible;

6. Encourage and allow students to gain properly supervised clinical learning experiences appropriate to each student’s level of knowledge and training;

7. Based on the availability of facilities, allow student access to departments appropriate to each student’s level of knowledge and training;

8. Immediately provide medical care in the event of acute injury or illness experienced by a student while participating in the clinical learning experience; the cost of such health care to be the sole responsibility of the student;

9. Initiate the documentation process for student exposures as well as notifying CONHS for further follow up; draw and process baseline blood samples where appropriate for communicable disease exposures;

10. Make necessary determinations to exclude students from individual patient care. CONHS and students will adhere to this decision.
11. Upon making necessary decision to deny a student access to the health care facility, send written notice to CONHS. CONHS and students will adhere to this decision upon receipt of said notice.

12. Provide adequate space for student-faculty conferences.

13. Provide training to students regarding the confidentiality requirements of XXX.

VI. CONHS AND XXX MUTUAL RESPONSIBILITIES

CONHS and XXX agree to:

1. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, TAMIU and XXX will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability or military service in their administration of policies, programs, or activities; admission policies; other programs or employment, unless and except if a person’s status directly and adversely interferes with his or her ability to perform assigned duties and cannot be reasonably accommodated.

2. Determination of the number of students to be assigned to the clinical learning experience shall be a joint decision based on staff and space available at XXX and eligible students enrolled in the Program who desire to be educated at XXX.

3. This agreement does not prevent XXX from participation in any other program. Nor does this agreement prevent CONHS from placing students with other licensed health care facilities.

4. There will be on-going, open communication between CONHS and XXX to promote understanding of the expectations and roles of both institutions in providing the clinical learning experience for students. CONHS and XXX representatives will meet as needed at the convenience of both parties to coordinate and improve the clinical learning experience.

5. Either CONHS or XXX may remove a student participating in the clinical learning experience if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the clinical learning experience or any portion of thereof may repeat the clinical learning experience with XXX only with the written approval of both CONHS and XXX.

6. At no time shall CONHS students be considered representatives, employees or agents of CONHS or XXX. CONHS students are not eligible to receive payment for services rendered, replace or substitute for a CONHS or XXX employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of CONHS or XXX.
7. TAMIU and XXX each acknowledge that neither party assumes liability for actions taken by students during the time that they participate in the clinical learning experience with XXX.

8. TAMIU is not responsible for providing personal liability or medical insurance covering students.

9. As an agency of the State of Texas, TAMIU may not agree to indemnify or hold any party harmless from any liability or expenses. Neither party to this agreement shall be required to indemnify or hold the other harmless unless ordered to do so by a court of competent jurisdiction.

10. CONHS and XXX agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the clinical learning experiences under this agreement.

VII. FERPA

For purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), XXX agrees to maintain the confidentiality of the education records in accordance with the provisions of FERPA attached as Exhibit B.

VIII. HIPAA

TAMIU and XXX agree that:

1. XXX is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulation”);

2. to the extent that CONHS students are participating in the Program [and CONHS faculty are providing supervision at XXX as part of the Program], such students [and faculty members] shall:
   a. be considered part of XXX workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of XXX;
   b. receive training by XXX facility on, and subject to compliance with, all of XXX privacy policies adopted pursuant to the HIPAA Privacy Regulations; and
   c. not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to CONHS which a student accessed through Program participation [or a faculty member accessed through the provision of supervision at XXX facility] that has not first been de-identified as provided in 45 CFR §164.514(a);

3. CONHS will not access or request to access any Protected Health Information held or collected by or on behalf of XXX, from a student [or faculty member] who is acting as a part of XXX workforce as set forth above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a); and
4. No services are being provided to XXX by CONHS pursuant to this agreement and therefore this agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103.

IX. MISCELLANEOUS PROVISIONS
1. Execution and modification. This agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by both parties.

2. Assignment. This agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.

3. Force Majeure. Each party shall be excused from any breach of this agreement which is proximately caused by government regulation, war, strike, act of God, or other similar circumstance normally deemed outside the control of well-managed businesses.

4. Entire Agreement. This agreement contains the entire understanding of the parties with respect to clinical learning experiences and supersedes all other written and oral agreements between the parties with respect to the clinical learning experiences. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this agreement unless expressly stated in writing.

5. Governing Law and Venue. The validity of this agreement and all matters pertaining thereto, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed by the Constitution and laws of the State of Texas. Pursuant to Section 85.18, Texas Education Code, venue for any suit filed against TAMIU shall be in the county in which the primary office of the chief executive officer of TAMIU is located, namely, Webb County, Texas.

6. Independent Contractor Status. This agreement will not be construed creating an employer/employee relationship between TAMIU or CONHS and XXX or the clinical learning experience students.

7. Headings. Headings appear solely for convenience of reference. Such headings are not part of this agreement and shall not be used to construe it.

8. Provisions. If any provision or provisions of this agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

9. Notice. Any notice required or permitted under this agreement must be in writing, and shall be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to
the intended recipient at the address set out below. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission, email or other commercially reasonable means and will be effective when actually received. CONHS and XXX can change their respective notice address by sending to the other party a notice of the new address.

Notices should be addressed as follows:

CONHS: XXX:
Texas A&M International University XXX:
College of Nursing & Health Sciences Name:
Office of the Dean Title:
5101 University Blvd. Address:
Laredo, Texas 78041 City, State, zip code
Phone: 956-326-2450 Phone:
Fax: 956-326-2449 Fax:
Email: glenda.walker@tamiu.edu Email:

X. DISPUTE RESOLUTION

To the extent applicable, the dispute resolution process provided in Chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by TAMIU and XXX to attempt to resolve any claim for breach of contract made by XXX that cannot be resolved in the ordinary course of business. XXX shall submit written notice of a claim of breach of contract under this Chapter to the Vice President for Finance and Administration of TAMIU, who shall examine XXX’s claim and any counterclaim and negotiate with XXX in an effort to resolve the claim.

The parties are signing this agreement on the date stated opposite that party’s signature.

RECOMMENDED FOR APPROVAL:

By: ________________________________  Date: ________________________
Glenda C. Walker, Ph.D., R.N.
Dean
APPROVED AND ACCEPTED FOR:
TEXAS A&M INTERNATIONAL UNIVERSITY
on behalf of the COLLEGE OF NURSING
AND HEALTH SCIENCES

By: ________________________________  Date: ________________________
Thomas R. Mitchell, Ph.D.
Provost and Vice President for Academic Affairs
APPROVED AND ACCEPTED FOR:XXX

By: ________________________________  Date: ________________________
Name, Title – XXX
Policy No 23: Confidentiality Agreement

Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Students enrolled in the College of Nursing recognize the importance of protection of confidential information about patients and their families and of the operations of agencies where students are placed for clinical experiences. It is the obligation of every student to protect and maintain this confidentiality. All patient information stored via paper or computer system is considered confidential. It is the ethical and legal responsibility of all students to maintain and comply with all confidentiality requirements of the agencies used for clinical experiences.

As a student at the Texas A&M International University-College of Nursing, I agree to the following:

1. I will protect the confidentiality of all patients, family, and clinical agency information.

2. I will not release unauthorized information to any source.

3. I will not access or attempt to access information other than that information which I have authorized access to and need to know in order to complete my assignment as a student.

4. I will report breaches of this confidentiality agreement by others to my clinical instructor and/or the course coordinator. I understand that failure to report breaches is an ethical violation and subjects me to disciplinary action.

5. I will not put patient/family/clinical agency identifying information on any stored information (disk or hard drive) on my own personal computer or on any other public or private computer.

______________________________  ________________
Signature                        Date

______________________________
Print Name

This form will be placed in my academic file. I was given a copy of this agreement for my records.
Policy No 23: Student Clinical Learning Experiences FERPA Guidelines

Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Information in student records will be released only to faculty and professional staff for authorized legitimate educational interest. The student's consent is required to release information other than public information to any non-CONHS or non-university system person unless required by law or upon subpoena duces tecum.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the right to provide written consent before CONHS or XXX discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Student information may be disclosed in certain circumstances:

- to comply with a judicial order or a lawfully issued subpoena;
- to appropriate parties in a health or safety emergency;
- to officials of another school, upon request, in which a student seeks or intends to enroll;
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- to accrediting organizations to carry out their functions;
- to organizations conducting certain studies for or on behalf of the CONHS; the results of an institutional disciplinary proceeding against the alleged victim of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
Policy No 23: BSN Program Preceptor Agreement

Texas A&M International University
College of Nursing and Health Sciences -Canseco School of Nursing

Name of Preceptor as on Texas RN license: ___________________________________________

Contact Information: ____________________________________________________________

Agency: ___________________________________________________________________

Texas Nursing License Number: ___________________ [   ] Verified On-Line: See Attached

Please choose your highest level of education:
[   ] ADN  [   ] BSN  [   ] MSN  [   ] NP  [   ] DNP  [   ] PhD/DNSc  [   ] Other: __________________

Clinical Qualifications:  [   ] Years of practice: __________  [   ] Areas of practice: ___________
 [   ] Certifications (e.g., BLS, ACLS, etc.): ______________________________________________
 [   ] Other: _____________________________________________________________________

Course Title and Number: _______________________________  Academic Year: _________

Faculty Responsibilities:
1. Ensure that preceptors meet qualifications in Rule 215.10 or Rule 219.10, as appropriate.
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, and nursing program.
3. Ensure that clinical experiences using preceptors occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to client within course or curriculum, as appropriate.
4. Orient the student and preceptor to the clinical experience.
5. Provide the preceptor with the mission, core values, organizational framework, and Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge for the School of Nursing; and discuss student expectations, skills performance, student guidelines for performance procedures and methods of evaluation.
6. Assure student compliance with standards on immunization, screening OSHA standards, AHA-Healthcare Provider BLS and current liability insurance coverage as appropriate.
7. Communicate assignments and other essential information to the agency and preceptor.
8. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
9. Be readily available, e.g., telephone or email for consultation when the students are in the clinical area.
10. Receive feedback from the preceptor regarding student performance.
11. Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.
12. Provide recognition to the preceptor for participation as a preceptor, e.g. Adjunct faculty plaque or certificate.

**Preceptor Responsibilities:**
1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students.
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise and monitor the student in achieving the clinical objectives and student’s performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide feedback to the student regarding clinical performance.
8. Contact the faculty if any problem with student performance occurs.
9. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
10. Give feedback to the faculty regarding clinical experience for student and suggestions for course development.

**Agency Responsibilities:**
1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor’s salary, benefits and liability.
3. Arrange preceptors’ work schedules so they are available on student clinical days.
4. Interpret the preceptor program and expectation of students to other personnel who are not directly involved with preceptorship.

**Student Responsibilities:**
1. Maintain open communications with the preceptor and faculty.
2. Maintain accountability for own learning activities.
3. Prepare for each clinical experience as required.
4. Be accountable for own nursing action while in the clinical setting.
5. Arrange for preceptor’s supervision when performing procedures, as appropriate.
6. Contact faculty by telephone or email if faculty assistance is necessary.
7. Adhere to maintaining the confidential nature of all information obtained during clinical experience.
Is the preceptor’s philosophy congruent with the CSON? ________________________________

Is the preceptor’s agency’s client population congruent with the course objectives? _________

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<tr>
<th>Student Agreement</th>
<th>Signature/ Date</th>
<th>Preceptor Agreement:</th>
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Policy No 23: MSN Preceptor Agreement

Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing
Approved 05/2016

The preceptor agreement permits Texas A&M International University, Canseco School of Nursing students to participate in a student preceptorship in your organization, _______________________. Conditions of this agreement are as follows:

a. The affiliation period will be from the following Semester/Year: _______________________.
b. The student, __________________________, will be under the supervision of __________________________, acting as the preceptor.
c. The CSON faculty member, ________________________, serves as the liaison with your organization.

Preceptor Responsibilities:
1. Participate in the written agreements between the program, affiliating agency, and preceptor to specify the responsibility of the program to the agency and the responsibility of the preceptor and agency to the programs.
2. Orient the student(s) to the clinical agency.
3. Facilitate the learning needs of the student based on course learning outcomes.
4. Collaborate with faculty to review the progress of the student toward meeting course learning outcomes.
5. Provide timely and appropriate feedback to the student regarding practicum performance.
6. Contact the faculty if assistance is needed or if any problem with student performance occurs.
7. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
8. Give feedback to the nursing faculty regarding the practicum experience with the student and suggestions for program development.

Course Faculty Responsibilities:
1. Responsible and accountable for coordinating the practicum learning experiences of assigned students.
2. Supervise no more than two students in any one clinical agency setting and six in any one section of the course.
3. Develop criteria for the selection of affiliate agencies or practicum practice settings that address the need for students to observe and practice safe, effective, efficient and responsibly based on the MSN track and course learning outcomes. Select and evaluate affiliate agencies or practicum settings that provide students with opportunities to achieve the learning outcomes of the MSN program.
4. Provide written agreements between the program and the affiliating agencies and specify the responsibility of the program to the agency and the responsibility of the agency to the program.
5. Develop written agreements jointly with the affiliating agency, review them periodically according to the policies of the program and the affiliating agency, and include provisions for adequate notice of termination.

6. Assume overall responsibility for teaching and evaluation of the student.

7. Meet regularly with practicum preceptor and the student in order to monitor and evaluate the learning experience.

8. Receive evaluation from the preceptor regarding student performance.

9. Receive evaluation from student regarding whether the preceptor and agency met their learning needs/clinical objectives.

10. Provide recognition to the preceptor for participation as a preceptor, for example, with a plaque or certificate.

11. Place all clinical evaluations in the student’s record at the end of each semester.

**Student Responsibilities:**

1. Maintain accountability for own learning activities.

2. Prepare measurable objectives for each practicum experience as directed.

3. Be accountable for own nursing actions while in the practicum setting.

4. Arrange for preceptor’s supervision when performing all actions in the precepted environment; determine with the preceptor and faculty competencies that can be done independently and reported following action taken. NOTE: Primary patient care can NOT be done in the precepted situation by Nursing Administration students. This needs reworking.

5. Notify faculty in the event of unplanned absences of the student or preceptor and any incidents.

6. Follow the MSN policy on confidentiality while in the practicum setting.

7. Adhere to the MSN dress policy for practicum at all times.

**II. CONHS AND PRECEPTOR/AGENCY MUTUAL RESPONSIBILITIES**

CONHS and PRECEPTOR/AGENCY agree to:

1. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, TAMIU and PRECEPTOR/AGENCY will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation, veteran status, gender identity, and genetic information; admission policies; other programs or employment, unless and except if a person’s status directly and adversely interferes with his or her ability to perform assigned duties and cannot be reasonably accommodated.

   Determination of the number of students to be assigned to the clinical learning experience shall be a joint decision based on staff and space available at AGENCY and eligible students enrolled in the program who desire to be educated at CONHS. This agreement does not prevent CONHS from participation in any other programs. Nor does this agreement prevent CONHS from placing students with other licensed health care facilities.
2. There will be on-going, open communication between CONHS and PRECEPTOR/AGENCY to promote understanding of the expectations and roles of both institutions in providing the clinical learning experience for students. CONHS and PRECEPTOR/AGENCY representative will meet as needed at the convenience of both parties to coordinate and improve the clinical learning experience.

3. Either CONHS or PRECEPTOR/AGENCY may remove a student participating in the clinical learning experiences if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the clinical learning experience or any portion of thereof may repeat the clinical learning experience with PRECEPTOR/AGENCY only with the written approval of both CONHS and PRECEPTOR/AGENCY.

4. At no time shall CONHS students be considered representatives, employee or agents of CONHS or PRECEPTOR/AGENCY. CONHS students are not eligible to receive payment for services rendered, replaced or substituted for a CONHS or PRECEPTOR/AGENCY employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of CONHS or PRECEPTOR/AGENCY.

5. TAMIU and PRECEPTOR/AGENCY each acknowledge that neither party assumes liability for actions taken by students during the time that they participate in the clinical learning experience with PRECEPTOR/AGENCY.

6. TAMIU is not responsible for providing personal liability or medical insurance covering students. However, the medical malpractice nursing is provided for all contract clinical hours.

7. As an agency of the State of Texas, TAMIU may not agree to indemnify or hold any party harmless from any liability or expenses. Neither party to this assignment shall be required to indemnify or hold the other harmless unless ordered to do so by a court of competent jurisdiction.

8. CONHS and PRECEPTOR/AGENCY agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the clinical learning experiences under this agreement.

III. FERPA
For purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), PRECEPTOR/AGENCY agrees to maintain the confidentiality of the education records in accordance with the provisions of FERPA attached as Exhibit B.

IV. HIPAA
TAMIU and PRECEPTOR/AGENCY agree that:
1. PRECEPTOR/AGENCY is a covered entity for purposes of the Health Insurance Portability
and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulation”).

2. To the extent that CONHS students are participating in the program [and CONHS faculty are providing supervision at PRECEPTOR/AGENCY as part of the program], such students [and faculty members] shall:
   a. Be considered part of PRECEPTOR/AGENCY workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of PRECEPTOR/AGENCY
   b. Receive training by PRECEPTOR/AGENCY facility on, and subject to compliance with, all of PRECEPTOR/AGENCY privacy policies adopted pursuant to the HIPAA Privacy Regulations
   c. Not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to CONHS which a student accessed through program participation [or a faculty member accessed through the provision of supervision at PRECEPTOR/AGENCY that has not first been de-identified as provided in 45 CFR §164.514 (a)]

3. CONHS will not access or request to access any Protected Health Information held or collected by or on behalf of PRECEPTOR/AGENCY, from a student [or faculty member] who is acting as a part of PRECEPTOR/AGENCY workforce as set forth above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a) and no services are being provided to PRECEPTOR/AGENCY by CONHS pursuant to this agreement and therefore this agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103.

Signatures below confirm that the above conditions reflect correctly your understanding of an agreement to this affiliation.

**Facility/Preceptor:**

Preceptor Name/Title: ________________________________
Date of Approval: ________________________________
Agency Name/Title: ________________________________
Date of Approval: ________________________________

**TAMIU-Canseco School of Nursing Signatures:**

Student: ________________________________ Date: ________________________________
Faculty Member: ________________________________ Date: ________________________________
Director of MSN Program: ________________________________ Date: ________________________________
Dean CONHS: ________________________________
Policy No 25: Evaluation Action Plan

Texas A&M International University
College of Nursing and Health Sciences -Canseco School of Nursing

Semester: ____________________ Course Number/ Name: __________________________________________________

Submitted by: _______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Performance Concern</th>
<th>Unmet Learning Outcome/ Unit Assessment</th>
<th>Action/ Support Provided</th>
<th>Date/ Action Timeline</th>
<th>Responsibility</th>
<th>Outcome/ Evaluation</th>
</tr>
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<tr>
<td>List problem identified and/ or findings</td>
<td>List number only</td>
<td>List training or education provided or mentoring activity, etc.; used to develop improve performance</td>
<td>Reassessment date</td>
<td>Faculty position responsible for data</td>
<td>Results/Recommendations / Completion or Resolved Date</td>
</tr>
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HESI Aggregate Score:

HESI Scores QSEN Category Scores

| 1. Dimensions of Patient Care Score: | |
| 2. Member of a team score: | |
| 3. Research and EBP score: | |
| 4. Basic Safety Design Principles score: | |
| 5. Effective Communication score: | |
| Course Specific Concepts: | |
Texas A&M International University  
College of Nursing and Health Sciences -Canseco School of Nursing

**Policy No 27: MSN Pre/ Post-Assessment of Program Objectives: FNP**

Using the following scale: 0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent, please rate yourself on the following question items.

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<tr>
<td><strong>1.</strong> Access, analyze and interpret nursing and other resources and apply them to advanced nursing practice as appropriate. [PLO#1]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>2.</strong> Translate research findings into the advanced nursing role/practice. [PLO#1]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>3.</strong> Deliver advanced nursing care that is sensitive to others peoples culture, values, rights, and needs. [PLO#2]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>4.</strong> Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO#3]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
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<td><strong>5.</strong> Demonstrate leadership, negotiation, teaching, coaching skills to adapt evolving changes in healthcare. [PLO #4]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>6.</strong> Work collaboratively with other health professionals in the systematic implementation and evaluation of health care delivery and patient health outcomes. [PLO #4]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
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<td><strong>7.</strong> Apply ethical principles and professional standards into the advanced nursing role. [PLO #5]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>8.</strong> Practice within the legal parameters in the practice of the advanced nursing practice role across the life span. [PLO #5]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>9.</strong> Demonstrate enhanced commitment to improve the advanced nursing profession. [PLO #6]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td><strong>10.</strong> Demonstrate commitment to life-long learning through scholarship and service.</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
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Policy No 27: MSN Pre/ Post Assessment Program of Objectives: NADM

Instructions: Please rate yourself on the following items using a 5-point scale.

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<tr>
<td><strong>Poor</strong></td>
<td><strong>Fair</strong></td>
<td><strong>Neutral</strong></td>
<td><strong>Good</strong></td>
<td><strong>Excellent</strong></td>
</tr>
</tbody>
</table>

| a. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan. [PLO #1] |
| b. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community. [PLO #2] |
| c. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO #3] |
| d. Synthesize leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs. [PLO #4] |
| e. Demonstrate ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan. [PLO #5] |
| f. Advocate for advanced nursing practice through a commitment to lifelong learning through research and community service. [PLO #6] |
Texas A&M International University
College of Nursing and Health Sciences -Canseco School of Nursing

Policy No: 28 Survey of Employment of BSN Nursing Graduates at Time of Graduation & at Six Months

(Traditional and RN/ BSN Transition Track Graduates)

Student Name: ___________________________________________ Date: _________________

1. Nursing Program attended:
   [   ] Traditional/ Basic BSN graduate        [   ] RN/ BSN (already had licensure at time of entry)

2. Do you plan to work as a nurse after graduation? [     ] Yes  [     ] No
   If you answered no to the above question, please state the reason: ________________
   __________________________________________________________________________

3. In what area of nursing would you like to work after graduation? (i.e., labor and delivery, medical surgical, etc.) __________________________________________________________________________

4. Have you had an offer of employment?  [     ] Yes     [     ] No
   If you answered yes to the above question, please indicate the name and location of the facility that extended the offer of employment: ___________________________________
   __________________________________________________________________________

5. In what area do you hope to be working in a year from now? ________________________

6. Do you have plans to continue for a graduate degree in the future? [     ] Yes    [     ] No
   a. If you answer yes to the above question, in what type of graduate degree do you plan to seek? [   ] Nursing    [   ] Other
   b. If you plan to seek a graduate degree in an area other than nursing, please specify the field of interest. ____________________________________________________________
Texas A&M International University  
College of Nursing and Health Sciences - Canseco School of Nursing

**Policy 28: Survey of Program Outcomes for Traditional BSN and RN/BSN Nursing Graduates at Time of Graduation or One Year after Graduation**

<table>
<thead>
<tr>
<th>YEAR OF GRADUATION:</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometime</th>
<th>Often</th>
<th>Almost</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Time of Graduation and ☐ One Year after Graduation</td>
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</table>

Instructions: Consider the statements below and in the space provided after each one; rank the number that best reflects your opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>The CSON prepared me to synthesize knowledge from the arts, humanities, sciences and other disciplines in development of a framework for nursing knowledge and practice.</td>
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<tr>
<td>The CSON prepared me to explore the effect of variations in health status, developmental processes, values, beliefs and attitudes, history and environment on nursing care needs</td>
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<tr>
<td>The CSON prepared me to use critical thinking, clinical judgment/decision making, problem-solving and the research process in the development of nursing and practice.</td>
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<tr>
<td>The CSON prepared me to assess, diagnose, plan implement and evaluate evidence-based and culturally appropriate safe nursing care with patients, families, populations and communities.</td>
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<tr>
<td>The CSON prepared me to evaluate utilization of health promotion and strategies in the development of nursing practice.</td>
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</tr>
<tr>
<td>The CSON prepared me to develop professional nursing practice frameworks and roles, including the provider of patient-centered care, health care team member/collaborator, leader/manager, educator, scholar, patient-safety advocate, activist, mentor and entrepreneur.</td>
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<tr>
<td>The CSON prepared me to evaluate the impact of evolving technological, socioeconomic, political and demographic changes on nursing practice and health care systems.</td>
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<tr>
<td>The CSON prepared me to adhere to legal and ethical principles in the development of professional nursing practice.</td>
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<tr>
<td>The CSON prepared me to articulate a commitment to life-long learning.</td>
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<tr>
<td>The CSON prepared me to participate in nursing and health related service opportunities.</td>
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</tbody>
</table>
Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No 28: Survey of Employment of BSN Nursing Graduates at Time of Graduation & at Six Month

Traditional (Basic) nursing graduates and Transition (RN/BSN) Track Graduates

Student Name: ________________________________ Date: _________________

Nursing Program attended: [ ] Traditional (Basic BSN graduate)

1. Did you have an offer of employment? [ ] Yes [ ] No

2. Have you been hired as a Registered Nurse? [ ] Yes [ ] No
   If so, where? _____________________________________________________________

3. Do you have plans to continue for a graduate degree in the future? [ ] Yes [ ] No
   a. If you answer yes to the above question, in what type of graduate degree do you plan to seek? [ ] Nursing [ ] Other
   b. If you plan to seek a graduate degree in an area other than nursing, please specify the field of interest. _____________________________________________________________

Nursing Program attended: [ ] RN/BSN (already had licensure at time of entry)

If employed as a Registered Nurse was returning to school a requirement? [ ] Yes [ ] No

After degree attainment what are your plans? ______________________________________
____________________________________________________________________________
____________________________________________________________________________

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Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No: 28 Evaluation of Curriculum by Employer of BSN & RN/BSN Graduate
One Year after Graduation

Name of TAMIU, Dr. F. M. Canseco School of Nursing Graduate:
______________________________________________________________________________

1. Graduation from BSN Program: Month/Year: ______________________________________

2. Employment: How long have you known this employee who graduated from TAMIU, Dr. F.
   M. Canseco School of Nursing?
   a. Within 3 months
   b. 4-6 months
   c. After 6 months
   d. Other: _________________________________________________________________

3. If this employee has received a BSN through the RN to BSN program at TAMIU, Dr. F.M.
   Canseco School of Nursing, how has your unit/agency benefited?
   _______________________________________________________________________
   _______________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## Policy No: 28 MSN Evaluation of Curriculum by Graduates: FNP

Using the following scale: 0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent, please rate yourself on the following question items.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access, analyze and interpret nursing and other resources and apply them to advanced nursing practice as appropriate. [PLO#1]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>2</td>
<td>Translate research findings into the advanced nursing role/practice. [PLO#1]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>3</td>
<td>Deliver advanced nursing care that is sensitive to others peoples culture, values, rights, and needs. [PLO#2]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>4</td>
<td>Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO#3]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate leadership, negotiation, teaching, coaching skills to adapt evolving changes in healthcare. [PLO #4]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>6</td>
<td>Work collaboratively with other health professionals in the systematic implementation and evaluation of health care delivery and patient health outcomes. [PLO #4]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>7</td>
<td>Apply ethical principles and professional standards into the advanced nursing role. [PLO #5]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>8</td>
<td>Practice within the legal parameters in the practice of the advanced nursing practice role across the life span. [PLO #5]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>9</td>
<td>Demonstrate enhanced commitment to the improve the advanced nursing profession. [PLO #6]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrate commitment to life-long learning through scholarship and service.</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
</tbody>
</table>
1. Do you have a position that will allow you to function as a Family Nurse Practitioner? 
   _____Yes  _____No  
   If yes, did you obtain this position as a result of obtaining your MSN as a Family Nurse Practitioner? 
   _____Yes  _____No  
   If no, do you plan to seek a position as a Family Nurse Practitioner? 
   _____Yes  _____No  

2. Are you currently using the competencies and knowledge you developed in the MSN Family Nurse Practitioner program in your current position? 
   _____Yes  _____No  
   If yes, please explain. ______________________________________________________  
   ______________________________________________________  
   If no, please explain. ______________________________________________________  
   ______________________________________________________  

3. Are you currently working in the South Texas Region? 
   _____Yes  _____No  

4. Where are you currently working? 
   ______________________________________________________  
   ______________________________________________________  

5. Would you recommend the MSN Family Nurse Practitioner program to your friends or colleagues? 
   _____Yes  _____No  
   If yes, please explain. ______________________________________________________  
   ______________________________________________________  
   If no, please explain. ______________________________________________________  
   ______________________________________________________  

6. Did attending the program at TAMIU instill a desire to seek further knowledge in the profession? 
   _____Yes  _____No  
   Please explain. ______________________________________________________  
   ______________________________________________________
Texas A&M International University  
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No 28: Evaluation of Curriculum by Graduates: NADM

Instructions: Please rate yourself on the following items using a 5-point scale.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan. [PLO #1]</td>
<td></td>
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<tr>
<td>b. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community. [PLO #2]</td>
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</tr>
<tr>
<td>c. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO #3]</td>
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</tr>
<tr>
<td>d. Synthesize leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs. [PLO #4]</td>
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<tr>
<td>e. Demonstrate ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan. [PLO #5]</td>
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<tr>
<td>f. Advocate for advanced nursing practice through a commitment to lifelong learning through research and community service. [PLO #6]</td>
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<td></td>
</tr>
</tbody>
</table>
1. Do you have a position that will allow you to function as a nurse administrator?
   ____ Yes  ____ No
   If yes, did you obtain this position as a result of obtaining your MSN in Nursing Administration?
   ____ Yes  ____ No
   If no, do you plan to seek a position as a nurse administrator?
   ____ Yes  ____ No

2. Are you currently using the competencies and knowledge you developed in the MSN Nursing Administration program in your current administrative position?
   ____ Yes  ____ No
   If yes, please explain. ______________________________________________________
   __________________________________________________________________________
   If no, please explain. _______________________________________________________
   __________________________________________________________________________

3. Are you currently working in the South Texas Region?
   ____ Yes  ____ No

4. Where are you currently working?
   __________________________________________________________________________
   __________________________________________________________________________

5. Would you recommend the MSN Nursing Administration program to your friends or colleagues?
   ____ Yes  ____ No
   If yes, please explain. _______________________________________________________
   __________________________________________________________________________
   If no, please explain. _______________________________________________________
   __________________________________________________________________________

6. Did attending the program instill a desire to seek further knowledge in the profession?
   ____ Yes  ____ No
   Please explain. ____________________________________________________________
Texas A&M International University  
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No 28: Employers Evaluation of FNP Graduates

Using the following scale: 0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent, please rate yourself on the following question items.

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<tr>
<td>3. Deliver advanced nursing care that is sensitive to other peoples culture, values, rights, and needs. [PLO#2]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>4. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO#3]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
</tr>
<tr>
<td>5. Demonstrate leadership, negotiation, teaching, coaching skills to adapt evolving changes in healthcare. [PLO #4]</td>
<td>0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent</td>
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<td>6. Work collaboratively with other health professionals in the systematic implementation and evaluation of health care delivery and patient health outcomes. [PLO #4]</td>
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<td>7. Apply ethical principles and professional standards into the advanced nursing role. [PLO #5]</td>
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<td>9. Demonstrate enhanced commitment to the improve the advanced nursing profession. [PLO #6]</td>
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Texas A&M International University  
College of Nursing and Health Sciences -Canseco School of Nursing  

**Policy No 28: Employers Evaluation of NADM Graduates**  

Instructions: Please rate yourself on the following items using a 5-point scale.

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<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Poor</td>
<td>Fair</td>
<td>Neutral</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>a.</td>
<td>Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan. [PLO #1]</td>
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<td></td>
</tr>
<tr>
<td>b.</td>
<td>Collaboratively plan the delivery of culturally sensitive health care with organizations and the community. [PLO #2]</td>
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</tr>
<tr>
<td>c.</td>
<td>Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO #3]</td>
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<td>d.</td>
<td>Synthesize leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs. [PLO #4]</td>
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<td>e.</td>
<td>Demonstrate ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan. [PLO #5]</td>
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</table>
Texas A&M International University
College of Nursing and Health Sciences -Canseco School of Nursing

Policy No 29: Clinical Incident Form

1. Name of the Faculty or Student: ________________________________
2. Location of Incident: _____________________________________________
3. Date of Incident: ___________________________ Day: _________ Time: _________
4. Name of Supervisor: _____________________________________________
5. If the incident involved physical injury:
   a. Description of injury (give only factual information):
      _____________________________________________________________
      _____________________________________________________________
      _____________________________________________________________
   b. Description of situation resulting in incident:
      _____________________________________________________________
      _____________________________________________________________
      _____________________________________________________________
   c. Name(s) of any witness to medical care provided at time of injury:
      _____________________________________________________________
      _____________________________________________________________
      _____________________________________________________________
6. Description of action taken at time of incident, including name of person who provided initial health care:
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
7. Name(s) of any witnesses to incident:
   _____________________________________________________________
   _____________________________________________________________
8. Person receiving report of non-injury: ________________________________

_________________________________________  ______________________________________
Signature of Supervisor and/or Faculty Member   Date
Texas A&M International University  
College of Nursing and Health Sciences - Canseco School of Nursing  

Policy No 31: BSN Program Preceptor Agreement

Name of Preceptor as on Texas RN license: ___________________________________________

Contact Information: ______________________________________________________________

Agency: _______________________________________________________________________

Texas Nursing License Number: ___________________ [   ] Verified On-Line: See Attached

Please choose your highest level of education:  
[   ] ADN [   ] BSN [   ] MSN [   ] NP [   ] DNP [   ] PhD/DNSc [   ] Other: _____________

Clinical Qualifications: [   ] Years of practice: __________ [   ] Areas of practice: ___________
[   ] Certifications (e.g., BLS, ACLS, etc.): __________________________________________________________________________
[   ] Other: _____________________________________________________________________

Course Title and Number: ________________________________ Academic Year: _________

Faculty Responsibilities:  
1. Ensure that preceptors meet qualifications in Rule 215.10 or Rule 219.10, as appropriate.  
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, and nursing program.  
3. Ensure that clinical experiences using preceptors occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to client within course or curriculum, as appropriate.  
4. Orient the student and preceptor to the clinical experience.  
5. Provide the preceptor with the mission, core values, organizational framework, and Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge for the School of Nursing; and discuss student expectations, skills performance, student guidelines for performance procedures and methods of evaluation.  
6. Assure student compliance with standards on immunization, screening OSHA standards, AHA-Healthcare Provider BLS and current liability insurance coverage as appropriate.  
7. Communicate assignments and other essential information to the agency and preceptor.  
8. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.  
9. Be readily available, e.g., telephone or email for consultation when the students are in the clinical area.  
10. Receive feedback from the preceptor regarding student performance.  
11. Provide feedback to preceptor regarding performance as preceptor and the clinical learning
experience.

12. Provide recognition to the preceptor for participation as a preceptor, e.g. Adjunct faculty plaque or certificate.

**Preceptor Responsibilities:**
1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students.
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise and monitor the student in achieving the clinical objectives and student's performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide feedback to the student regarding clinical performance.
8. Contact the faculty if any problem with student performance occurs.
9. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
10. Give feedback to the faculty regarding clinical experience for student and suggestions for course development.

**Agency Responsibilities:**
1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor’s salary, benefits and liability.
3. Arrange preceptors’ work schedules so they are available on student clinical days.
4. Interpret the preceptor program and expectation of students to other personnel who are not directly involved with preceptorship.

**Student Responsibilities:**
1. Maintain open communications with the preceptor and faculty.
2. Maintain accountability for own learning activities.
3. Prepare for each clinical experience as required.
4. Be accountable for own nursing action while in the clinical setting.
5. Arrange for preceptor’s supervision when performing procedures, as appropriate.
6. Contact faculty by telephone or email if faculty assistance is necessary.
7. Adhere to maintaining the confidential nature of all information obtained during clinical experience.
Is the preceptor’s philosophy congruent with the CSON? ______________________________
Is the preceptor’s agency’s client population congruent with the course objectives? _________

<table>
<thead>
<tr>
<th>Student Agreement</th>
<th>Signature/ Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Preceptor Agreement:</th>
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<table>
<thead>
<tr>
<th>Faculty Agreement:</th>
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<table>
<thead>
<tr>
<th>BSN Program Coordinator or</th>
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</thead>
<tbody>
<tr>
<td>BSN Program Director:</td>
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<table>
<thead>
<tr>
<th>Dean, CONHS:</th>
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Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No 31: MSN Affiliation/Preceptor Agreement
Approved 05/2016

The preceptor agreement permits Texas A&M International University, Canseco School of Nursing students to participate in a student preceptorship in your organization, ______________________. Conditions of this agreement are as follows:

a. The affiliation period will be from the following Semester/Year: _______________________.
b. The student, ______________________, will be under the supervision of ______________________, acting as the preceptor.
c. The CSON faculty member, ______________________, serves as the liaison with your organization.

Preceptor Responsibilities:
1. Participate in the written agreements between the program, affiliating agency, and preceptor to specify the responsibility of the program to the agency and the responsibility of the preceptor and agency to the programs.
2. Orient the student(s) to the clinical agency.
3. Facilitate the learning needs of the student based on course learning outcomes.
4. Collaborate with faculty to review the progress of the student toward meeting course learning outcomes.
5. Provide timely and appropriate feedback to the student regarding practicum performance.
6. Contact the faculty if assistance is needed or if any problem with student performance occurs.
7. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
8. Give feedback to the nursing faculty regarding the practicum experience with the student and suggestions for program development.

Course Faculty Responsibilities:
1. Responsible and accountable for coordinating the practicum learning experiences of assigned students.
2. Supervise no more than two students in any one clinical agency setting and six in any one section of the course.
3. Develop criteria for the selection of affiliate agencies or practicum practice settings that address the need for students to observe and practice safe, effective, efficient and responsibly based on the MSN track and course learning outcomes. Select and evaluate affiliate agencies or practicum settings that provide students with opportunities to achieve the learning outcomes of the MSN program.
4. Provide written agreements between the program and the affiliating agencies and specify the responsibility of the program to the agency and the responsibility of the agency to the program.
5. Develop written agreements jointly with the affiliating agency, review them periodically according to the policies of the program and the affiliating agency, and include provisions for adequate notice of termination.

6. Assume overall responsibility for teaching and evaluation of the student.

7. Meet regularly with practicum preceptor and the student in order to monitor and evaluate the learning experience.

8. Receive evaluation from the preceptor regarding student performance.

9. Receive evaluation from student regarding whether the preceptor and agency met their learning needs/clinical objectives.

10. Provide recognition to the preceptor for participation as a preceptor, for example, with a plaque or certificate.

11. Place all clinical evaluations in the student’s record at the end of each semester.

**Student Responsibilities:**
1. Maintain accountability for own learning activities.
2. Prepare measurable objectives for each practicum experience as directed.
3. Be accountable for own nursing actions while in the practicum setting.
4. Arrange for preceptor’s supervision when performing all actions in the precepted environment; determine with the preceptor and faculty competencies that can be done independently and reported following action taken. NOTE: Primary patient care can NOT be done in the precepted situation by Nursing Administration students. This needs reworking
5. Notify faculty in the event of unplanned absences of the student or preceptor and any incidents.
6. Follow the MSN policy on confidentiality while in the practicum setting.
7. Adhere to the MSN dress policy for practicum at all times.

**II. CONHS AND PRECEPTOR/AGENCY MUTUAL RESPONSIBILITIES**

CONHS and PRECEPTOR/AGENCY agree to:

1. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, TAMIU and PRECEPTOR/AGENCY will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation, veteran status, gender identity, and genetic information; admission policies; other programs or employment, unless and except if a person’s status directly and adversely interferes with his or her ability to perform assigned duties and cannot be reasonably accommodated.

Determination of the number of students to be assigned to the clinical learning experience shall be a joint decision based on staff and space available at AGENCY and eligible students enrolled in the program who desire to be educated at CONHS.

2. This agreement does not prevent CONHS from participation in any other programs. Nor does this agreement prevent CONHS from placing students with other licensed health care facilities.
3. There will be on-going, open communication between CONHS and PRECEPTOR/AGENCY to promote understanding of the expectations and roles of both institutions in providing the clinical learning experience for students. CONHS and PRECEPTOR/AGENCY representative will meet as needed at the convenience of both parties to coordinate and improve the clinical learning experience.

4. Either CONHS or PRECEPTOR/AGENCY may remove a student participating in the clinical learning experiences if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the clinical learning experience or any portion of thereof may repeat the clinical learning experience with PRECEPTOR/AGENCY only with the written approval of both CONHS and PRECEPTOR/AGENCY. At no time shall CONHS students be considered representatives, employee or agents of CONHS or PRECEPTOR/AGENCY. CONHS students are not eligible to receive payment for services rendered, replaced or substituted for a CONHS or PRECEPTOR/AGENCY employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of CONHS or PRECEPTOR/AGENCY.

5. TAMIU and PRECEPTOR/AGENCY each acknowledge that neither party assumes liability for actions taken by students during the time that they participate in the clinical learning experience with PRECEPTOR/AGENCY.

6. TAMIU is not responsible for providing personal liability or medical insurance covering students. However, the medical malpractice nursing is provided for all contract clinical hours.

7. As an agency of the State of Texas, TAMIU may not agree to indemnify or hold any party harmless from any liability or expenses. Neither party to this assignment shall be required to indemnify or hold the other harmless unless ordered to do so by a court of competent jurisdiction.

8. CONHS and PRECEPTOR/AGENCY agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the clinical learning experiences under this agreement.

III. FERPA
For purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), PRECEPTOR/AGENCY agrees to maintain the confidentiality of the education records in accordance with the provisions of FERPA attached as Exhibit B.

IV. HIPAA
TAMIU and PRECEPTOR/AGENCY agree that:
1. PRECEPTOR/AGENCY is a covered entity for purposes of the Health Insurance Portability
and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 ("the HIPAA Privacy Regulation").

2. To the extent that CONHS students are participating in the program [and CONHS faculty are providing supervision at PRECEPTOR/AGENCY as part of the program], such students [and faculty members] shall:
   a. Be considered part of PRECEPTOR/AGENCY workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of PRECEPTOR/AGENCY
   b. Receive training by PRECEPTOR/AGENCY facility on, and subject to compliance with, all of PRECEPTOR/AGENCY privacy policies adopted pursuant to the HIPAA Privacy Regulations
   c. Not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to CONHS which a student accessed through program participation [or a faculty member accessed through the provision of supervision at PRECEPTOR/AGENCY that has not first been de-identified as provided in 45 CFR §164.514 (a)]

3. CONHS will not access or request to access any Protected Health Information held or collected by or on behalf of PRECEPTOR/AGENCY, from a student [or faculty member] who is acting as a part of PRECEPTOR/AGENCY workforce as set forth above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a) and no services are being provided to PRECEPTOR/AGENCY by CONHS pursuant to this agreement and therefore this agreement does not create a "business associate" relationship as that term is defined in 45 CFR §160.103.

Signatures below confirm that the above conditions reflect correctly your understanding of an agreement to this affiliation.
Facility/Preceptor:

Preceptor Name/Title: ________________________________
Date of Approval: ________________________________
Agency Name/Title: ________________________________
Date of Approval: ________________________________

TAMIU-Canseco School of Nursing Signatures:

Student: ________________________________ Date: ________________________________
Faculty Member: ____________________________ Date: ________________________________
Director of MSN Program: __________________ Date: ________________________________
Dean CONHS: ____________________________ Date of Approval: __________________
Confirmation of Student-Preceptor-Faculty Agreement to Clinical Preceptorship

Student /Texas A&M International University, College of Nursing & Health Sciences

__________________________________________________________________________
(Print) (Sign) (Date)

Preceptor / Clinical Agency/Type of Agency [Rural Clinic, Private practice, Public Health, Other (name)]

__________________________________________________________________________
(Print) (Sign) (Date)

Clinical Faculty/ Texas A&M International University, College of Nursing & Health Sciences

__________________________________________________________________________
(Print) (Sign) (Date)

Site Name: ___________________________________________________________________

Site Address: __________________________________________________________________

City, State, Zip __________________________________________________________________

Location Phone # __________________________________________________________________


Preceptor Contact Information

*PLEASE PRINT CLEARLY*

Preceptor Name: __________________________________________________________

Preceptor E-mail: _________________________________________________________

Preceptor Mailing Address: _____________________________________________________________________

City/St: ____________________________

Zip: ______________________________

Telephone Numbers: ____________________________

Fax office number: __________________________

License Number: ________________________
Brief Preceptor Curriculum Vitae **

The preceptor may choose to complete this brief Curriculum Vitae (CV), to submit an entire CV or submit a current résumé.

Please write clearly:
Professional Education (post-secondary schools attended) and dates attended:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Earned</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</table>

Certifications: _________________________________________________________________
____________________________________________________________________________

Academic & Professional Honors:
____________________________________________________________________________
____________________________________________________________________________

Professional Experience:

<table>
<thead>
<tr>
<th>Position</th>
<th>Dates in Position</th>
<th>Institution</th>
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</table>


Preceptor Experience (specify educational program for preceptored student):

<table>
<thead>
<tr>
<th>Type of Student Preceptored</th>
<th>Role of Student in Preceptor Relationship</th>
<th>Date of Experience</th>
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<tbody>
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</table>

**If you have not submitted a completed Vitae in the last 12 months, please attach one to this form. Thank you.**

Preceptor’s Name: _____________________  Date: _____________
Student’s Name: _______________________  Date: _____________
Policy No 32: Evaluation of Preceptor and Clinical Agency by Student

Student Evaluation of Preceptor

Preceptor Name: 
Name of Institution: 

<table>
<thead>
<tr>
<th>Instructions: Please rate your clinical preceptor by using the Likert Scale to answer the following questions.</th>
<th>Not Applicable (0)</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My preceptor facilitated achievement of the course objectives</td>
<td></td>
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<tr>
<td>2. My preceptor provided learning experiences for me.</td>
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<tr>
<td>3. My preceptor was available to help with client care/ clinical.</td>
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<tr>
<td>4. My preceptor fostered a positive learning experience.</td>
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<tr>
<td>5. My preceptor role modeled professional behaviors.</td>
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<tr>
<td>6. My preceptor facilitated my understanding of nursing concepts.</td>
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</tbody>
</table>
Texas A&M International University  
College of Nursing and Health Sciences -Canseco School of Nursing  

Policy No 32: Evaluation of Preceptor and Clinical Agency by Student  

Student Evaluation of Clinical Agency at End of Semester  

Course Number: ________________________________  
Clinical Agency: ________________________________  
Unit (If Applicable): ________________________________  

Instructions:  
Please rate your clinical agency by using the following Likert Scale to answer the questions below. If you had clinical rotations in more than one agency please rate each agency separately.  

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Agency</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Unit (If Applicable)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

1. The staff related to me in a supportive manner.  
2. The staff acted as a role model for professional nursing.  
3. The agency and/or experience allowed for attention to my personal needs.  
4. The agency was supportive of meeting objectives for a meaningful learning experience.  
5. Comments on clinical agency
Texas A&M International University  
College of Nursing and Health Sciences -Canseco School of Nursing

Policy No 32: MSN Student’s Evaluation of Preceptor/Clinical Agency: FNP

Semester/Course Number/Name: ____________________________  
Preceptor Name: ____________________________  Site: ____________________________

Key: Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.

<table>
<thead>
<tr>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>PRECEPTOR</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>6.</td>
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<td>7.</td>
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<td>10.</td>
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<td>12.</td>
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</tbody>
</table>

1. The preceptor’s professional experience was appropriate.
2. The preceptor was available to the student for clinical assistance.
3. The preceptor allowed the student to formulate a plan of care for clients based on the science of nursing and related disciplines.
4. The preceptor allowed the student to use cognitive, affective, perceptual, and psychomotor skills to promote health with clients of diverse cultural backgrounds.
5. The preceptor allowed the student to practice collaborative skills in conjunction with other members of the health care team in order to provide comprehensive care to clients.
6. The preceptor encouraged the student to assume increasing clinical responsibility during the semester.
7. The preceptor communicated clear expectations for student learning.
8. The preceptor provided immediate and adequate feedback with questions and client presentations.
9. The preceptor was supportive and accessible for consultation.
10. The preceptor led student through decision making rather than giving own impressions.
11. The preceptor allowed student to assess client, make diagnoses, and suggest interventions and plan care.
12. The preceptor offered constructive comments to student regarding assessment, diagnosing, planned interventions and care.
13. The preceptor provided an environment for critical thinking and decision making for the student.

<table>
<thead>
<tr>
<th>AGENCY/CLINICAL SETTING</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The clinical setting provided opportunities for the student to meet the clinical objectives.</td>
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<tr>
<td>2. The host personnel fostered and encouraged student participation on the health team.</td>
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<td>3. The agency/facility meeting areas (A/V equipment, facilities, etc.) were adequate and accessible.</td>
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<td>4. The agency/facility had supplies, materials, and equipment that met student needs.</td>
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<td>5. The agency/facility was well-equipped to handle the client visits.</td>
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<tr>
<td>6. The agency/facility provided the student with good learning experiences to meet clinical objectives.</td>
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<tr>
<td>7. The agency/facility provided the student with an environment that stimulated ideas for research.</td>
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<td>8. The agency/facility personnel demonstrated an understanding of professional responsibility through adherence to legal and ethical standards of practice.</td>
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</tbody>
</table>
COMMENTS:

1. STRENGTHS OF PRECEPTOR:

2. WEAKNESSES OF PRECEPTOR:

3. STRENGTHS OF AGENCY:

4. WEAKNESSES OF AGENCY:

Student: ___________________________ Date: ________________

Reviewed by:

Faculty of Record: ___________________________ Date: ________________
Policy No 32: MSN Student’s Evaluation of Preceptor and Agency: NADM

Semester/Course Number/Name: __________________________________________________
Preceptor Name: _________________________ Site: __________________________________

Key: Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.

<table>
<thead>
<tr>
<th>Preceptor Characteristic</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in planning for management experience orientation with me.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Willingly completed written agreements between the program, affiliating agency, and preceptor to specify the responsibility of the program to the agency and the responsibility of the preceptor and agency to the program.</td>
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</tr>
<tr>
<td>Oriented me to the clinical agency.</td>
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<tr>
<td>Participated with me in meeting competencies.</td>
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</tr>
<tr>
<td>Identified activities that helped me meet the competencies for successful experience completion</td>
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<tr>
<td>Provided me with continuous feedback regarding my performance during the preceptor experience.</td>
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<tr>
<td>Advised me when a meeting between my clinical faculty and my preceptor (or other agency personnel) would be of benefit for discussing competency achievement or planning for activities that might fall outside of the competencies but augment my management learning experience.</td>
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</tr>
<tr>
<td>Provided work space for me to review documents, meet with appropriate members of the management team or health care team, meet with clinical faculty, and complete activities related to the preceptor experience.</td>
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<tr>
<td>Willingly spent time with me to answer competency related questions.</td>
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<tr>
<td>Demonstrated management characteristics that I could compare with AONE competencies and ANA Standards and Scope of Practice</td>
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<tr>
<td>Provided me with at least formative (approximately mid-term) and summative (end of experience) evaluations using the Competency Evaluation form.</td>
<td></td>
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</tr>
</tbody>
</table>
Communicated with me using respect and formulated a relationship where succession planning characteristics* were evident.

Guided me in the application of didactic information to practice

Facilitated beginning autonomy in a specific role for nurses with advanced preparation

Promoted my self-confidence that lead to administrative competency

<table>
<thead>
<tr>
<th>Agency Characteristics</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The agency where I worked (through the preceptor) retained the ultimate responsibility for all administrative duties</td>
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<tr>
<td>The preceptor’s work schedule was flexible and my preceptor was available a sufficient amount of time to meet my learning needs.</td>
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</tbody>
</table>

COMMENTS:

1. **STRENGTHS OF PRECEPTOR:**

2. **WEAKNESSES OF PRECEPTOR:**

3. **STRENGTHS OF AGENCY:**

4. **WEAKNESSES OF AGENCY:**

Student: __________________________ Date: ____________________

Reviewed by:

Faculty of Record: __________________________ Date: ____________________
Texas A&M International University  
College of Nursing and Health Sciences - Canseco School of Nursing

**Policy No 32: Preceptor Evaluation of Student: BSN**

Student Name: 

Preceptor Name: 

Dates of clinical: 

**Instructions:**  
Please evaluate the student performance for each item listed below using the following scale:

<table>
<thead>
<tr>
<th>During the preceptor experience, the student:</th>
<th>Not Applicable (0)</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>provided safe, quality nursing care using the nursing process</td>
<td></td>
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<tr>
<td>communicated therapeutically with patients</td>
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<td>demonstrated a caring attitude</td>
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<tr>
<td>demonstrated principles of critical decision making.</td>
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<td>actively participated in patient education activities</td>
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<tr>
<td>managed material and human resources related to patient care</td>
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<tr>
<td>effectively</td>
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<tr>
<td>utilized appropriate resources to address ethical/legal issues</td>
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<tr>
<td>communicates in an effective, professional manner</td>
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<td>demonstrates responsibility and accountable for personal learning needs</td>
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<tr>
<td>collaborates with other members of the health care team</td>
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Comments: ____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Evaluation reviewed by faculty: Faculty signature ________________________________

☐ Faculty is in agreement with preceptor evaluation.
☐ Faculty does not agree with preceptor evaluation. Please explain:

____________________________________________________________________________
Texas A&M International University  
College of Nursing and Health Sciences -Canseco School of Nursing

Policy No 33: Preceptor Evaluation of Student: FNP

FNP CLINICAL EVALUATION FORM
Preceptor Evaluation/Faculty Evaluation/FNP Self-Evaluation Form

Instructions: This form is to be used to evaluate student performance and for FNP student’s self-evaluation. Satisfactory clinical performance requires a score of “3 or 4” on the questions items.

Midterm_____    Final_______

Student name: __________________________ Preceptor name: _________________________
Evaluation by:  Self ______ Preceptor _______ Faculty _______ Course #: ___________
Course Title: _______________________ Clinical hours completed __________

KEY: Fail 1& 2        Pass 3 & 4
1    Does not meet standard   3   Meets standard
2   Inconsistently meets standard  4  Exceeds standards
N/A Not applicable (Advanced Health Assessment Practicum)

COMPETENCIES & CRITICAL ELEMENTS

<table>
<thead>
<tr>
<th>COMPETENCY 1: Practice Health Promotion, Health Protection, Disease Prevention &amp; treatment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Performs comprehensive organized history and physical examinations.</td>
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<td>1.2 Perform periodic focused history and physical examinations.</td>
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<td>1.3 Differentiate between normal and abnormal findings</td>
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<td>1.4 Develop differential diagnoses by priority.</td>
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<td>1.5 Plan appropriate diagnostic strategies &amp; testing.</td>
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<td>1.6 Performs appropriate diagnostic strategies and technical skills.</td>
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<td>1.7 Diagnoses complex acute, critical, and chronic physical and mental illness</td>
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<td>1.8 Formulate plan of care to address client’s needs</td>
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<td>1.9 Prescribes appropriate pharmacologic therapy.</td>
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<td>1.10 Prescribes appropriate non-pharmacologic therapies.</td>
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<td>1.11 Promote safety and risk reduction.</td>
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<td>1.12 Initiates appropriate referral and consultations with specialist &amp; support services.</td>
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</tbody>
</table>
1.13 Performs therapeutic interventions & procedures to stabilize acute & critical health problems.

1.14 Accurately documents comprehensive evaluation, assessment and plan of care.

<table>
<thead>
<tr>
<th>COMPETENCY 2: Nurse Practitioner-Patient Relationship</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Maintains confidentiality and privacy.</td>
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<tr>
<td>2.2 Builds therapeutic relationship with clients &amp; families.</td>
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<td>2.3 Develops mutually acceptable plan of care</td>
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<tr>
<td>2.4 Facilitates client and family decision-making regarding complex and critical treatment decisions</td>
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</table>

<table>
<thead>
<tr>
<th>COMPETENCY 3: Teaching-Coaching and Professional Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>3.1 Educates clients, families and caregivers regarding current health problems, treatment, complications, health promotion, and disease prevention as appropriate.</td>
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<tr>
<td>3.2 Utilize an evidence-based approach to care using current standards.</td>
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<td>3.3 Collaborate effectively with members of the health care team.</td>
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<td>3.4 Provides care recognizing professional limitations.</td>
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<tr>
<td>3.5 Accepts feedback and constructive criticism.</td>
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<tr>
<td>3.6 Demonstrates self-direction and seeks opportunities to assist other health care team members</td>
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<tr>
<td>3.7 Utilizes time effectively and efficiently</td>
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<tr>
<td>3.8 Demonstrates professional approach to clients, families and colleagues.</td>
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</table>

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<thead>
<tr>
<th>COMPETENCY 4: Managing &amp; Negotiating Health Delivery Systems &amp; Quality Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>4.1 Works collaboratively to manage transitions across the healthcare delivery system.</td>
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<td>4.2 Promote efficient, cost effective use of resources.</td>
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<td>4.3 Identifies how situations related to access, cost, efficacy and quality influence care decisions.</td>
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<tr>
<td>4.4 Demonstrate responsibility in monitoring practice for quality of care</td>
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<tr>
<td>4.5 Functions with credentialing and scope of practice.</td>
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</table>
### COMPETENCY 5: Demonstrate Cultural Competence

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<th>Comments</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Show respect for the inherent dignity of every human being regardless of age, gender, religion, socioeconomic class, sexual orientation and ethnicity.</td>
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<td>5.2</td>
<td>Recognize cultural issues and interact with clients in culturally sensitive ways.</td>
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<tr>
<td>5.3</td>
<td>Provide appropriate educational materials that address the language and cultural beliefs of the clients.</td>
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<tr>
<td>5.4</td>
<td>Incorporate cultural preferences, health beliefs, behaviors and practices into management plan.</td>
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</table>

### COMPETENCY 6: Ensure the quality of health care practice

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<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td>6.1</td>
<td>Assume accountability for practice.</td>
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<tr>
<td>6.2</td>
<td>Engage in self-evaluation concerning practice and use evaluation information to improve.</td>
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<tr>
<td>6.3</td>
<td>Collaborate and/or consult with members of the health care team about variations in health outcomes.</td>
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</tbody>
</table>

Provide additional Comments as needed:

Faculty: Provide a summary of the clients evaluated with the student.

____________________________________________________________________________________

FACULTY / PRECEPTOR SIGNATURE          DATE

____________________________________________________________________________________

STUDENT SIGNATURE          DATE
Policy No 33: Evaluation of NADM Student by Faculty & Preceptor

Student name: __________________________ Preceptor name: _________________________
Evaluation by:  Self _____ Preceptor _____ Faculty _____ Course #: ___________
Course Title: _______________________ Clinical hours completed prior to evaluation: _______
Midterm_______ Final ______________

KEY:  Fail 1 & 2  Pass 3 & 4
1  Does not meet standard  3  Meets standard
2  Inconsistently meets standard  4  Exceeds standards
N/A Not applicable

COMPETENCIES & CRITICAL ELEMENTS

<table>
<thead>
<tr>
<th>COMPETENCY 1: Communication and Relationship Building</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1.1 Makes oral presentations to diverse audiences on nursing, health care and organizational issues</td>
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<tr>
<td>1.2 Identifies how preceptor incorporates caring about people as individuals and demonstrating empathy and concern, while insuring organizational goals and objectives are met</td>
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<tr>
<td>1.3 Identifies how the preceptor rewards appropriate behaviors and confronts and manages inappropriate behaviors</td>
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<td>1.4 Defines diversity in terms of gender, race, religion, ethnic, sexual orientation, age, etc.</td>
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<tr>
<td>1.5 Engages staff and others in decision-making</td>
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<tr>
<td>1.6 Identifies how the preceptor represents the organization to non-health care constituents within the community</td>
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<tr>
<td>1.7 Collaborates with physicians to determine patient care equipment and facility needs</td>
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<tr>
<td>1.8 Determines current and future supply and demand for nursing care</td>
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COMPETENCY 2: KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT

<p>| 2.1 Maintains knowledge of current nursing practice and the roles and functions of |   |   |   |   |     |          |</p>
<table>
<thead>
<tr>
<th>COMPETENCY 3: Leadership</th>
<th>1</th>
<th>2</th>
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<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td>3.1 Recognizes one’s own method of decision-making and the role of beliefs, values and</td>
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<td>inferences</td>
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<td>3.2 Assesses one’s personal, professional and career goals and do career planning</td>
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<td>3.3 Synthesizes and integrate divergent viewpoints for the good of the organization</td>
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</table>
3.4 Develops a succession plan for one’s own position

3.5 Utilizes change theory to plan for the implementation of organizational changes

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<thead>
<tr>
<th>COMPETENCY 4: Professionalism</th>
<th>1</th>
<th>2</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>4.1 Answers for the results of own behaviors and actions</td>
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<tr>
<td>4.2 Develops own career plan and measure progress according to that plan</td>
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<td>4.3 Articulates the application of ethical principles to operations</td>
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<td>4.4 Advocates use of documented best practice</td>
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<td>4.5 Role models the perspective that patient care is the core of the organization’s work</td>
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<td>4.6 Participates in at least one professional organization</td>
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<tr>
<th>COMPETENCY 5: Business Skills</th>
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<th>4</th>
<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td>5.1 Educates patient care team members on financial implications of patient care decisions</td>
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<td>5.2 Identifies clinical and leadership skills necessary for performing job related tasks</td>
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<td>5.3 Understands what organizations should measure in order to balance the financial perspective</td>
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<td>5.4 Analyzes marketing opportunities</td>
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<td>5.5 Recognizes the utility of nursing involvement in the planning, design, choice and implementation of information systems in the practice environment</td>
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</table>
Provide additional Comments as needed:

Faculty: Provide a summary of the clients evaluated with the student.

____________________________________________________  ______________________
FACULTY / PRECEPTOR SIGNATURE                  DATE

____________________________________________________  ______________________
STUDENT SIGNATURE                     DATE

Do you recommend this preceptor for continued use?

Yes: ______ Strenghts: ________________________________________________

Weaknesses (if any): _________________________________________________

No: ______ Rationale: ________________________________________________
Texas A&M International University
College of Nursing and Health Sciences - Canseco School of Nursing

Policy No 34: Internal Independent Study Contract: BSN

Student Name: ________________________________

I. State clearly and concisely the learning objectives.

II. Describe, in detail, the learning activities and time(s) for the activities.

III. Describe, in detail, the evaluation criteria

Student Signature ____________________________ Date ______________

Faculty Signature ____________________________ Date ______________

Program Director ____________________________ Date ______________

Dean, CONHS ________________________________ Date ______________
Texas A&M International University
College of Nursing and Health Sciences -Canseco School of Nursing

Policy No 35: Nursing Student Attrition/Persistence Documentation: BSN

Name of Student: ________________________________ (name must be legible)

Course No. _______ Semester: ___________________ Academic standing in class: _______
(Semester/ Year)

Please check one:  _____ Attrition Form  _____ Persistence Form
(Attrition: Student is out of program; Persistence: Student is continuing in program)

Original Entry Class: __________________    Original Graduating Class: ___________________

Please check one:
   (1) _____ Student dropped or withdrew from the course and/or program.
   Reason:
   ______________________________________________________________________________

   (2) _____ Student failed the course for the ____________________ semester
       (Semester/ Year)

Student's current plans:
Please check one:
   (1) _____ Student will repeat _________ in __________ if petition to Admission and
       Progression Committee is submitted and approved.
   (2) _____ Unknown

Other (Please write current plans here if not #1 or #2 above):

______________________________________________________________________________

*Did the student identify any resources or help that would have prevented his/her dropping
or withdrawing from the course? _____ No _____ Yes (If yes, please comment)

______________________________________________________________________________

*Did the student identify anything that would have prevented his/her failing the course?
_____ No _____ Yes (If yes, please comment)

______________________________________________________________________________

_____________________________________ ________________________________
Faculty Signature        Date
Policy No 36: Student Counseling/Conference

Date of Conference: __________  Course Number: __________________________________________

Name of Student: ________________________________________________________________

Select one:  ☐ Academic Counseling  ☐ Counseling for “W” Day
☐ Clinical Counseling  ☐ Clinical F Day Counseling  ☐ Other

Reason for Conference:

Recommended Action:

Comments:

_________________________  __________________________
Signature of Student Date Signature of Faculty Member Date

☐ Requesting Administrative Signature

_________________________
BSN Program Coordinator Date

_________________________
BSN Program Director Date

_________________________
Dean, CONHS Date