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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 the Nursing majors.
3. Establish and implement nursing student admission, progression, and graduation policies and practices.
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 V: 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 other appointed by the Dean.
3. Associate members, part-time (adjunct faculty), one undergraduate and one graduate student: voice privilege.
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 appointed by the Dean annually and will serve to review and submit minutes.

ARTICLE VI: COMMITTEE BYLAWS

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

Committees serve in an advisory capacity to the Dean of the CONHS.

The Dean shall appoint committee members and chairs at the beginning of each academic year and may make changes during the year if necessary. The secretary for all committees shall be elected by the appointed committee.

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

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 terminal objectives;

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

Section 1  Faculty Members. The committee shall be composed of at least five (5) faculty members appointed by the Dean, at the beginning of each academic year. Each of the following are represented by faculty who teach in that program. The BSN program shall have three (3) members including one (1) faculty who teaches in the RN/BSN program. All faculty who teach in the MSN program and who hold Graduate Faculty status, shall serve on the committee as a sub-committee of the
CSON Committee. All curriculum issues related to the Master’s programs shall first be approved by the MSN curriculum sub-committee and then be forwarded to CSON Curriculum Committee. If changes are made by the CSON Curriculum Committee to the MSN sub-committee recommendation(s), then the change(s) shall be returned to the MSN sub-committee for approval.

Section 2  
**Student Members.** Two nursing students (undergraduate and graduate) shall serve as non-voting committee members to provide input from the students’ point of view. It shall be the student’s responsibility to contact the committee chair about the time and place of meetings. The undergraduate student shall be elected by SNA (Student Nurses’ Association). The graduate student shall be elected by the graduate class.

**Article III:  Officers and Duties of Officers**

Section 1  
**Officers.** Officers shall include a chair and a secretary. The chair shall be appointed by the Dean. 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 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 committee members and the Dean; and
   - keep a continuing record of all proceedings.

**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 Article 1, A and B; and

D. ensure that the plan for evaluation cited in Article 1; 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 (SACS), & 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

Section 1 Faculty Members. The committee shall be composed of at least five (5) faculty members appointed by the Dean, at the beginning of each academic year. Each of the following are represented by faculty who teach in that program. The BSN program shall have three (3) members including one (1) faculty who teaches in the RN/BSN program. All faculty who teach in the MSN program and who hold Graduate Faculty status, shall serve on the committee as a sub-committee of the CSON committee. All assessment and evaluation issues related to the Master’s program shall first be approved by the MSN Assessment and Evaluation sub-committee and then be forwarded to the CSON Assessment and Evaluation Committee. If changes are made by the CSON Assessment and Evaluation Committee to the MSN Assessment and Evaluation sub-committee recommendation(s), then the change(s) shall be returned to the MSN sub-committee for approval.

Section 2 Student Members. Two nursing students (undergraduate and graduate) shall serve as non-voting committee members to provide input from the students’ point of view. It shall be the student’s responsibility to contact the committee chair about the time and place of meetings. The undergraduate student shall be elected by SNA. The graduate student shall be elected by the graduate class.

Article III: Officers and Duties of Officers

Section 1 Officers. The officers of this committee shall be the chair and secretary. The chair shall be appointed by the Dean. The secretary shall be selected 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; 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; and
  • maintain continuous records of committee proceedings.

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; and,

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; and

F. report committee activities to the faculty organization for information and/or approval.
Article II: Membership

Section 1 Faculty Members. The committee shall be composed of at least five (5) faculty members appointed by the Dean, at the beginning of each academic year. Each of the following are represented by faculty who teach in that program. The BSN program shall have three (3) members including one (1) faculty who teaches in the RN/BSN program. All faculty who teach in the MSN program and who hold Graduate Faculty status shall serve on the committee as a sub-committee of the CSON Committee. All policy and procedure issues related to the Master’s program shall first be approved by the MSN Policy and Procedure sub-committee and then be forwarded to the CSON Policy and Procedure Committee. If changes are made by the CSON Committee to the MSN Policy and Procedure sub-committee recommendation(s), the change(s) shall be returned to the MSN sub-committee for approval.

Section 2 Student Members. Two nursing students (undergraduate and graduate) shall serve as non-voting committee members to provide input from the students’ point of view. It shall be the student’s responsibility to contact the committee chair about the time and place of meetings. The undergraduate student shall be elected by SNA. The graduate student shall be elected by the graduate class.

Article III: Officers and Duties of Officers

Section 1 Officers. The officers of the committee shall be the chair and secretary. The chair shall be appointed by the Dean. The secretary shall be selected 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; and
• maintain continuous records of committee proceedings.

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 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; and
F. selection of new faculty

Section 2 Responsibilities. The responsibilities of the committee include:

A. mentoring of candidates for tenure and/or promotion as they prepare portfolios;
B. pre-tenure and tenure review with appropriate recommendations pursuant to University, and CSON policies;
C. securing speakers and scheduling times for faculty development programs;
D. assessing and making recommendations to the Dean when peer complaints are made; and
E. making recommendations to the Dean about hiring new faculty.
Article II: Membership

Section 1 Faculty Members. The Dean shall appoint all tenured faculty members to serve on this committee. In addition, there shall be two (2) representatives from the undergraduate program and two (2) representatives from the graduate program who are non-tenured faculty, appointed to the 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 shall be appointed by the Dean. The secretary shall be selected 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; and
   • prepare a report of committee activities each academic year.

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.

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 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. evaluate recommendations from faculty regarding student progression and retention;

C. maintain confidentiality;

D. ensure withdrawal of a faculty member who has a perceived conflict of interest in an appeal procedure;

E. render a decision in appeal procedures; and

F. recommend scholarship awards to the Dean.

Article II: Membership

Section 1 Faculty Members. The committee shall be composed of at least five (5) faculty members appointed by the Dean, at the beginning of each academic year. Each of the following are represented by faculty who teach in that program. The BSN program shall have three (3) members including one (1) faculty who teaches in the RN/BSN program. All faculty who teach in the MSN program and who hold Graduate Faculty status shall serve on the committee as a sub-committee of the CSON Committee. All admissions and progressions issues related to the Master’s program shall first be approved by the MSN Admissions and Progressions sub-
committee and then be forwarded to the CSON Admissions and Progressions Committee. If changes are made by the CSON Admissions and Progressions Committee to the MSN Admissions and Progressions sub-committee recommendation(s), then the change(s) shall be returned to the MSN sub-committee for approval.

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 shall be appointed by the Dean. The secretary shall be selected 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 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;
   • a scholarship sub-committee will make recommendations to the Dean regarding the awarding of scholarships; and
   • 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.

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:

A. purchase and maintenance of simulation equipment; and

B. faculty development to facilitate “best practices” in simulation teaching/learning methods.

Section 2 Responsibilities. The responsibilities of the committee include:

A. reviewing information about simulation equipment available for purchase;

B. attending seminars and presentations which highlight simulation equipment;

C. educating faculty on the use of simulation equipment and best practices in simulation; and

D. working with faculty to blueprint simulation scenarios according to best practice standards.

Article II: Membership

Section 1 Faculty Members. The committee shall be composed of at least four faculty members appointed by the Dean at the beginning of each academic year. The members shall include two undergraduate faculty, and one graduate level faculty. The Simulation Lab Supervisor shall be a member with voice and voting rights.

Section 2 Student Members. Two nursing students (undergraduate and graduate) shall serve as non-voting committee members to provide input from the students’ point of view. It shall be the student’s responsibility to contact the committee chair about the time and place of meetings. The undergraduate student shall be elected by SNA. The graduate student shall be elected by the graduate class.

Article III: Officers and Duties of Officers

Section 1 Officers. Officers shall include a chair and a secretary. The chair shall be appointed by the Dean. The secretary shall be selected by the committee
Section 2  Duty. 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 CONHS 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; and
   • keep a continuing record of all proceedings.

Article IV: Meetings

The committee shall meet at least once each University academic semester, with additional meetings called as necessary.
II. ORGANIZATIONAL CHART
TEXAS A&M INTERNATIONAL UNIVERSITY
DEPARTMENTAL ORGANIZATIONAL STRUCTURE
FISCAL YEAR 2013-2014

BOARD OF REGENTS

CHANCELLOR

PRESIDENT

VP FOR CONSTITUTIONAL ADVANCEMENT

ASSOCIATE VP FOR ADMINISTRATION

ASSOCIATE VP FOR INFORMATION TECHNOLOGIES

DIRECTOR, ORGANIZATIONAL DEVELOPMENT

COMMISSIONER, COMMUNITY RELATIONS & PUBLIC AFFAIRS

EXECUTIVE DIRECTOR, CAREER SERVICES

DIRECTOR, ADVISORY SERVICES

DIRECTOR, GRANTS & CONTRACTS

DIRECTOR, UNIVERSITY POLICE

DIRECTOR, UNIVERSITY FIRE & SECURITY

DIRECTOR, ENTERPRISE SOLUTIONS OFFICE

DIRECTOR, INTEGRATED FINANCIAL SERVICES

DIRECTOR, RECREATIONAL SPORTS

DIRECTOR, STUDENT LIFE

DIRECTOR, STUDENT COMPLIANCE & ENGAGEMENT (SCE)

DIRECTOR, STUDENT DISABILITY SERVICES

DIRECTOR, UNIVERSITY REGISTRAR

DIRECTOR, UNIVERISTY RELATIONS

DIRECTOR, OFFICE OF THE PRESIDENT

DIRECTOR, THE CENTERS FOR EL & ED

DIRECTOR, PhD PROGRAM

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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. Non-Discrimination/Sexual Harassment

Texas A&M International University (TAMIU) provides equal opportunity to all employees, students, applicants for employment, and the public regardless of race, color, national origin, religion, sex, age, genetic information, disability, or veteran status. Texas A&M International University will promptly and thoroughly investigate all complaints of discrimination, sexual harassment, and related retaliation in accordance with applicable federal and state laws. TAMUS Policy 08.01, TAMUS Regulation 08.01.01, and University rules and/or procedures.

Sexual harassment is a form of discrimination based on sex. It is defined as unwelcome conduct of a sexual nature, which includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence, which includes rape, sexual assault, sexual battery, and sexual coercion, is a form of sexual harassment.

Any member of the campus community or public who witness, are subjected to, or are informed about incidents of discrimination, sexual harassment, and/or related retaliation involving faculty, staff, or students should contact Sandra Villanueva (5201 University Boulevard, Laredo, TX 78041, Killam Library Room 159B, (956) 326-2857, sandra@tamiu.edu).

TAMUS Policy 08.01, Civil Rights Protections and Compliance
TAMUS Regulation 08.01.01, Civil Rights Compliance
TAMUS Regulation 32.01.01, Complaint and Appeal Procedures for Faculty Members
TAMUS Regulation 32.01.02, Complaint and Appeal Process for Nonfaculty Employees
University Rule 32.01.02.L1, Complaint and Appeal Process for Non-Faculty Employees
University Rule 08.01.01.L1, Civil Rights Complaint and Appeal Procedures
Student Handbook

Inquiries regarding equal opportunity should be directed to Sandra Villanueva (5201 University Boulevard, Laredo, TX 78041, Killam Library Room 159B, (956) 326-2857, sandra@tamiu.edu).
D. 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.

E. 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.

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.
Program Objectives- BSN Program

During the course of studies, the student will have had opportunities to:

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

Program Objectives- MSN Program

Each Master of Science in Nursing (MSN) Program, Family Nurse Practitioner (FNP) and Nursing Administration (NADM), has specific objectives that are required of the graduates of that program. All graduates of every Master of Science Program are expected to achieve the overall program objectives and competencies established by accreditation agencies and the Canseco School of Nursing at Texas A&M International University.

Upon completion of the Master of Science in Nursing program of study, graduates will be prepared to:

1. Critically analyze, interpret, and utilize appropriate knowledge, research, and theories to meet the health care needs of diverse urban and rural patient/client populations across the life span.

2. Collaboratively plan for the delivery of culturally sensitive health care within the organization and the community.

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

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

5. Assume accountability for competent practice in the advanced nursing role.

6. Use ethical, legal and political principles in the delivery of health care services.

7. Advocate for evidence based practice through a commitment to lifelong learning and community service.

8. Evaluate how organizational structures, models of care delivery, economics, marketing and policy decisions impact the quality of health care.
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, Master of Science in Nursing (MSN) Programs

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 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 Master’s 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, Bachelor of Science in Nursing (BSN) Program

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 generic and RN/BSN tracks in the BSN program.
- Work with the undergraduate 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 as assigned.
- 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 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.

The coordinator has all the responsibilities of the faculty plus all of the following:

Responsibilities:

- 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 Undergraduate Admissions Counselor for all RN/BSN track students.
- Work with each student and the CSON Undergraduate 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: Coordinator for Generic BSN Program

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

The Coordinator has all of the responsibilities of the faculty plus all of the following:

Responsibilities:
- Facilitate the coordination of the educational progress of students in the Generic 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 Generic BSN program.
- Facilitate the collection of all evaluation data for the Generic BSN program.
- Work with the Chair of the Evaluation and Assessment Committee and the Director of the BSN program to analyze Generic 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

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.
- Initiate and participate in scholarly 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: 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.
- Initiate and participate in scholarly 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: 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.

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 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 twelve 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 collaborates 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.
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

Qualifications:

- Holds a current unrestricted/unencumbered Texas license to practice as a Registered Nurse.
- Three or more year’s medical, surgical and clinical experience that includes performing complete head-to-toe physical exam and health history.
- Bachelor’s degree in Nursing.
- Possess organizational skills and competency in scheduling.
- Interact effectively with students and university personnel.
- Possess good communication skills.
- Possess thorough understanding of nursing therapeutics and clinical nursing skills needed at the bedside.

Responsibilities

Functions as a lab supervisor and assumes full responsibility for assigned laboratory teaching duties. 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.
- Assist the faculty in developing writing, programming, and implementing new simulation activities.
- Manage all inventory and supplies for simulation activities and nursing 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 maintenance and repair of manikins and other equipment in the simulation and nursing labs.
- Responsible for the management and daily operation of the nursing skills lab, simulation lab, learning resource center, and computer lab.
- 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

Qualifications:

• Bachelor’s degree or any equivalent combination of training and experience.
• Ability to communicate effectively, verbally and in writing.
• Ability to interact effectively and professionally with students and university personnel.
• Possess computer skills and knowledge, specifically in Microsoft Office software.
• Position requires a flexible schedule (days/evenings as needed).
• Must be able to lift items over 50 lbs.

Responsibilities:

• Functions as an assistant to the Nursing Laboratory Supervisor. 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
• Communicate effectively with students and University personnel.
• Perform other related duties as assigned.
TITLE: Undergraduate Admissions Counselor

Job Description: The Undergraduate Admissions Counselor is responsible for admissions, registration and academic advising for prospective and current students of the College of Nursing and Health Sciences.

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.
- 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.
- Provide academic advising to the students in the College of Nursing and Health Sciences.
- 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 College of Nursing and Health Sciences
- Perform other related duties as assigned
TITLE: Executive Secretary

Job Description: The Executive Secretary 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.
- Experience in a university setting is preferred.

Responsibilities:
- Provide responsible, advanced and complex clerical/secretarial support to the Dean of the CONHS.
- 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: Staff Assistant

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

Qualifications:
- Two years’ experience in secretarial or other position of responsibility.
- High school graduate or equivalent with post-secondary education.
- Strong computer skills, including work processing, spreadsheets and data entry.
- Ability to communicate effectively, orally and in writing.

Responsibilities:
- 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.
- Perform other duties as assigned.
TITLE: Student Employee/ Work Study

Job Description: The student employee/ work study performs general office duties and provide clerical support to College of Nursing and Health Sciences faculty and staff.

Qualifications:
- Student status at TAMIU.
- Must be familiar with computer programs and windows.
- Skilled in word processing and spreadsheets.
- Bilingual in English and Spanish preferred.

Responsibilities:
- High-school-level knowledge of spelling, punctuation, grammar and basic arithmetic.
- Knowledge of telephone etiquette and telephone skills.
- High-school-level reading level.
- Must be able to type labels and form letters.
- Must be able to file with directions.
- Must be able to maintain confidentiality.
- Must be able to establish effective working relationships with faculty, staff, students, and the public.
- Must be able to work up to 19 hours per work time in coordination with class schedules (flexible scheduling including weekends and evenings are required).
- Must be able to walk long distances and sit for long periods of time.
- Knowledge of operation of copy machine, fax, and computers/office software.
- Must be able to lift and push supplies/equipment without physical restrictions.
V. FACULTY POLICIES AND PROCEDURES
STANDARD POLICY

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 CONHS Student Handbook and the University Catalog. 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.
ADJUNCT FILE CHECKLIST

Name: __________________________________________________

Initial hired date: __________

Documentation needed:

☐ Application (jobs@amiu.edu)

☐ Vitae
  Updated:
  _______/_________/_________/_________/_________/_________

☐ Official transcripts (originals to Provost Office)
  ☐ Bachelors  ☐ Masters  ☐ Doctorate  ☐ Other
  Inst:_________ Inst:_________ Inst:_________ Inst:_________
  Rec’d:________ Rec’d:________ Rec’d:________ Rec’d:________

☐ Immunizations/TB:
  Updated:_______/_______/_______/_______/_______/_______

☐ Licensure(s): #___________
  Renewal:_______/_______/_______/_______/_______/_______

☐ Certification(s):
  Renewal:_______/_______/_______/_______/_______/_______

☐ CEUs:
  Updated:_______/_______/_______/_______/_______/_______

Notes/updates/comments:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
FACULTY FILE CHECKLIST

Name: __________________________________________________

Title: __________________________________________________

Tenure/TenureTrack/Clinical: __________________

Initial hired date: ______________

Documentation needed:

☐ Application (jobs@amiu.edu)

☐ Vitae
  Updated: _______/_________/_________/_________/_________/_________

☐ Official transcripts (originals to Provost Office)
  □ Bachelors       □ Masters       □ Doctorate       □ Other
  Inst:_____________    Inst:_____________ Inst:_____________    Inst:____________
  Rec’d:___________     Rec’d:___________ Rec’d:___________    Rec’d:__________

☐ Immunizations/TB:
  Updated: _______/_________/_________/_________/_________/_________

☐ Licensure(s): #____________________
  Renewal: _______/_________/_________/_________/_________/_________

☐ Certification(s): ___________________________________________________
  Renewal: _______/_________/_________/_________/_________/_________

☐ CEUs:
  Updated: _______/_________/_________/_________/_________/_________

Notes/updates/comments:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Subject: 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, and assist new faculty members in identifying courses and advising students;
   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. Give instructions on computer use and availability;
   c. Demonstrate how to use the fax and copy machines.

3. The Lead Faculty member will use the attached form in consultation with the new faculty to ensure appropriate orientation to the CONHS. The new faculty must initial for each area of orientation. The completion form must be submitted to the Dean of the CONHS.
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: Dean, Canseco School of Nursing
   University, College and School structure and mission/goals
   1. Orientation to the University and TAMIU System
   2. Review Faculty/Staff Handbook
   3. Review of TAMIU Policy and Procedures
   4. Policies: University/College/School
      a. Advisement
      b. Travel Regulations/Forms
      c. Promotion/Tenure/Annual Performance Evaluation
      d. Roles, rights and responsibilities of faculty
      e. Tenure track, non-tenure track, part-time and/or adjunct
      f. Workload expectations and assignments
      g. Office hours
      h. Role of faculty in teaching, scholarship and service
      i. Class rules, grade sheets, drop/add forms
   5. Introduction to administrators, managers, staff and faculty
   6. Parking regulation/permits/keys
   7. School bylaws and committee functions
   8. Review of philosophy and goals
   9. Program objectives
   10. Overview of Curricula and Organizational Principles
   11. 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)

III. Source: Course Manager for Clinical Courses
1. Orientation to course syllabus
2. Tour of clinical facilities
3. Meetings for coordination

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

V. Source: Chief Librarian
1. Orientation to Library’s physical plan
2. Orientation to library resources
3. Orientation to online access

VI. Source: Director of OIT
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

VII. Source: University Registrar
1. Advisement and registration process
2. Online student records system (SIS)

VIII. 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
STANDARD POLICY

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 www.tamiu.edu/adminis/comptrolier/travel.

4. Employees must check with their department secretary for internal department procedures.
STANDARD POLICY

Policy
University telecommunications facilities will 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.
STANDARD POLICY

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.
STANDARD POLICY

Policy
In those rare cases in which a faculty member’s evaluation shows deficiencies that are deemed egregious, the chair must immediately notify the faculty member in writing during the course of the year and work with faculty members to remediate those deficiencies. Should those “egregious deficiencies” not be remedied by the time of 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 our 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 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 may request in writing from their Dean or directors approval of an exemption from the professional review process, with final approval of 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.

Procedure

The professional review process must follow this 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 negated and supersedes 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 tenured 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 he provisions of the process are being applied unfairly, the faculty member may file a grievance as outlined in GRIEVANCES section of the Faculty Handbook.
Subject: Certification(s) for Faculty

Revised or Reviewed: Page 1 of 1

Signature: Date:

STANDARD POLICY

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

Procedure
1. Faculty members are responsible for providing proof of current certification(s) as required by clinical agencies and/or TBON, to the Office of the Dean.

2. The Office of the Dean will place the certification(s) in the faculty member’s personnel file.
STANDARD POLICY

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 Board of Nursing (BON) 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 review committee makes the report to the BON.

Procedure

Conduct Subject to Reporting

1. Conduct subject to reporting is that which:
   a. Violates the NPA or a BON 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 BON (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 BON.

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 chairman 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. The evaluation will still be done.

**Committee Meeting**

The chairman 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 chairman 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 TAMIU 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 BON, the committee shall submit a report to the BON 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 BON, an individual whose knowledge of the nurse’s conduct was acquired only through peer review may not report that nurse to the BON 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

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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 BON (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
Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing
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
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing  
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: ____________________
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing  
Standards Committee Report  
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 chairman within ten (10) calendar days:

Committee Chairman: ________________________________

____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________

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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:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

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

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

Additional information:

_______________________________________
Chairman of Peer Review Committee
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
- 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
STANDARD POLICY

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 members are of expertise.

Procedure

1. At the beginning of the academic year, faculty wanting to practice outside the University will complete External Employment Application and Approval Form provided by the Office of Human Resources.

2. The 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, 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.
NOTE: External Employment requests will not be granted for a period longer than one year. All authorizations, regardless of length, will terminate on August 31 of the current fiscal year (FY). All employees/faculty members must reapply for authorization with this form each FY, defined as September 1 - August 31.

Employee name: ____________________________
First Middle Last
Title: ____________________________________________
Department: ____________________________________________

I request permission to accept external employment. The proposed employment will not interfere with my assigned duties. In such external employment, I will act as an individual and not as a representative of Texas A&M International University (TAMIU), and if I am a faculty member, such external employment is not directly related to my professional discipline.

1. Name and address of employing firm, agency or individual: ____________________________

2. Nature of work: ____________________________

3. Is release time being requested? _____YES _____NO
   If YES, the following is my basis for requesting release time (provide remuneration, value to TAMIU, professional enhancement):
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Period of request: ____________________________ through ____________________________.
   Date __________________ Date (no later than August 31 of the current FY)
   Total release time requested for period (if none, state N/A): ____________________________
   Total release time (including previous approvals): ____________________________

5. Is equity ownership involved? ________ If so, state the amount and type of equity interest owned: ____________________________

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I understand that external employment may not be undertaken on that portion of time covered by federal grants or contracts. I further understand that this request applies only to that portion of my time for which I am employed by TAMIU. I agree to furnish reports and additional details of employment as required.

I certify that there will be no conflict of interest between this external employment and my responsibilities as an employee of TAMIU. I also certify that this external employment will be conducted at no expense to TAMIU.

I fully agree and understand that official release time is contingent upon this activity being of value to TAMIU and an enhancement to my relationship thereto, and so long as I receive no remuneration for the work performed. Otherwise, I will take vacation or accumulated compensatory time for such absences, as applicable.

I certify that I have read System Policies 07.01 Ethics and 31.05 External Employment and Expert Witness, and System Regulation 31.05.02 External Employment, and agree to conduct my external employment in accordance with the provisions contained therein, including the requirement that I will not engage in external employment prior to receiving the requisite approvals.

If I am a faculty member, I certify that all external employment requested will not be directly related to my professional discipline.

________________________________________
Employee Signature Universal Identification Number (UIN) Date

Approval Recommended: Release time recommended? _____YES _____NO

________________________________________
Immediate Supervisor Date

________________________________________
Budgetary Unit Head (Department Head) Date

________________________________________
Next Level Supervisor (Associate VP, Dean, or Executive Director) Date

Approved: Release time approved? _____YES _____NO

________________________________________
Appropriate VP (or President, if applicable) Date

PLEASE SUBMIT COMPLETED AND FULLY SIGNED FORM TO THE HR OFFICE.
STANDARD POLICY

Policy
The CONHS has the responsibility to meet the University mission related to scholarship and community service. The faculty as a unit must demonstrate contributions to the nursing profession related to scholarship and the community including the local, regional and the state levels.

Procedure

1. Each academic year, faculty will complete the Service and Professional Development Activities Survey.

2. The Assessment and Evaluation Committee will analyze the data.

3. The data will be presented to the faculty and the Dean in aggregate form.
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing  
Faculty Survey

Please complete this survey as it pertains to the academic year.

<table>
<thead>
<tr>
<th>Service and Professional Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: 1) Please check Yes/No to the following activities that describe service and professional development activities and 2) providing brief but specific information about each.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Activity</th>
<th>Yes</th>
<th>No</th>
<th>Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Served on a college committee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Served on a university committee.</td>
<td></td>
<td></td>
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<tr>
<td>Served on a state committee, including in professional organizations.</td>
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<tr>
<td>Served on a national committee, including in professional organizations.</td>
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<tr>
<td>Served on an international committee, including in professional organizations.</td>
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<tr>
<td>Served on thesis or oral exam committee in the university.</td>
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<tr>
<td>Served as consultant in area of expertise.</td>
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<tr>
<td>Served in leadership roles in nursing organizations.</td>
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<tr>
<td>Served as faculty advisor for recognized campus student organizations/ events.</td>
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<tr>
<td>Participated in either recruiting or retention activities through college or university-sponsored events.</td>
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<tr>
<td>Participated in either recruiting or retention activities in the community.</td>
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<tr>
<td>Made presentation(s) at local/regional schools for recruitment.</td>
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<tr>
<td>Other community service related to the CONHS:</td>
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<table>
<thead>
<tr>
<th>Professional Development Activity</th>
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<th>No</th>
<th>Specific Information</th>
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</thead>
<tbody>
<tr>
<td>Attended seminars or workshops that expanded knowledge base.</td>
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<tr>
<td>Attended activities which relate to the improvement of teaching quality.</td>
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<tr>
<td>Attended professional meeting(s).</td>
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</table>
Please complete this survey as it pertains to the academic year.

### Scholarly and Creative Activities

Check all the following activities that describe scholarly or creative activities, providing brief but specific information about each.

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<thead>
<tr>
<th>Scholarly and Creative Activities</th>
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<th>Specific Information</th>
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<tr>
<td>Masters in Nursing</td>
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<td>Masters in other area</td>
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<td>BSN</td>
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<td>Currently working on another degree:</td>
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<tr>
<td>Masters in other area</td>
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<tr>
<td>Presented poster or podium presentations at local or regional meetings</td>
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<tr>
<td>Presented poster or podium presentations at state, national, professional meetings</td>
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<tr>
<td>Presented poster or podium presentations at other professional meetings (college, university, sponsored and etc.)</td>
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<tr>
<td>Course development:</td>
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</table>

**Note:** Include status of all article/book/grant submissions as well as grant amount and funding source for all grant projects.

| Submission/publication of refereed articles in professional journals. |     |    |                      |
| Contributions to writing a book.                                       |     |    |                      |
| Other publication affecting the general teaching quality within an academic area. | | | |
| Creation and submission of grant proposal.                            |     |    |                      |
| Leadership (PI) in funded grant project.                              |     |    |                      |
| Referee or member of editorial board of professional journal.         |     |    |                      |
| Other:                                                                |     |    |                      |
STANDARD POLICY

Policy
In order to access 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 will select a peer to evaluate teaching effectiveness.
2. The peer evaluator will submit their peer evaluation to the Dean of the CONHS.
3. If the evaluation indicates there is a need for improvement, the faculty will submit an Evaluation Action Form to the Evaluation and Assessment Committee and the Dean of the CONHS.
College of Nursing and Health Sciences  
Canseco School of Nursing  
Faculty Peer Evaluation Form

NURS: __________
Term: __________
Name: ____________________________________________
Evaluator: _______________________________________

Check areas and place comments on separate page if necessary.

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<th>Strength</th>
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<td>Respect peers as individuals.</td>
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<td>Relate learning content to course objectives and student outcomes.</td>
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<td>Articulate in-depth knowledge of didactic content.</td>
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Faculty Peer Evaluation Form Page 2 of 2
STANDARD POLICY

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. The Dean or designee will attend clinical and/or lecture for all full-time faculty.

2. If the evaluation indicates there is a need for improvement, the faculty will submit an Evaluation Action Form to the Evaluation and Assessment Committee and the Dean of the CONHS.
College of Nursing and Health Sciences  
Canseco School of Nursing  
Administrative Evaluation Form

NURS: __________  
Term: __________  
Name: ____________________________________________

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</table>

Administrative Evaluation Form Page 2 of 2
STANDARD POLICY

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.
3. The self-evaluation must contain the following:
   a. Summary of teaching performance: This summary shall provide the mean score for the first four questions of the students' evaluations. The faculty will provide a review of the major themes of student comments that demonstrates positive and negative feedback. The faculty will identify what, if any, changes will be made in the course(s) based upon the student and/or peer and Dean evaluations. The summary should include innovative teaching and learning strategies implemented in the course and results of the innovation.
   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 attached form.
5. The Dean will review the evaluation and allow the faculty to provide a response.
6. The annual faculty evaluation will be forwarded to the Provost for review.
7. The signed form from the Provost will be given to the faculty member and placed on the faculty member’s personnel file.
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)
STANDARD POLICY

Procedure

1. If merit funding is available, the Dean of the CONHS will evaluate all full-time faculty 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 merit recommendations will be communicated to faculty during a conference with the Dean.

4. If the faculty member disagrees with the Dean’s recommendations, they may submit a memo describing their activities that warrant a reconsideration of the recommended merit raise.

5. The recommendation and other information will be forwarded to the Provost.

6. The recommended merit raise is contingent upon University approval and availability of funds.
## Worksheet- Merit
(Non-Tenure Track Faculty)

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<tr>
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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>Publications</td>
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<th>Service (30%)</th>
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<tr>
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<th>Total (Merit Points)</th>
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# Worksheet - Merit
## (Tenure Track Faculty)

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STANDARD POLICY

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 Canseco School of Nursing 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.

Procedure

1. Any full-time faculty member 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. The Dean will provide guidance regarding the materials necessary, as well as the style, format and presentation of materials.

2. The Tenure and Promotions sub-committee of the CSON Faculty Affairs Committee will review and make recommendations to the Dean regarding tenure and promotion. All tenured faculty will serve on this sub-committee. A minimum of three (3) tenured faculty shall compose this sub-committee. If there are insufficient CSON tenured faculty, then the Dean of the CONHS shall develop a list of potential members to the sub-committee of which one (1) will be selected by the faculty applying for tenure/promotion and the Dean of CONHS. The President of the Faculty Senate may be asked to select a member, if the there is a need to complete the three sub-committee members from outside the CONHS.

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 meet one of the following criteria:
1. Holds an earned doctorate or the equivalent terminal degree
2. Holds an advanced degree in combination with appropriate professional certification and professional work experience.

Teaching: Teaching includes knowledge in the field, quality in teaching and academic advisement and career counseling. The School of Nursing maintains a clear and fair process for evaluating teaching effectiveness. Student evaluations, peer and administrative review and self-evaluation 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, oral presentations of research, artistic productions and performances.

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 shall indicate the candidate can be expected to perform satisfactorily 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.
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 syllabus and clinical evaluation tools.
• Is recognized by colleagues and students for effective teaching.
• Adheres to the School of Nursing 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 School of Nursing 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
Texas A&M International University and CSON
• Serve as a contributing member of the College of Nursing and Health Sciences and its committees when invited or assigned.
• 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.
• Projects a positive presence to the community.
• Demonstrates a willingness and ability to work effectively with colleagues to support the mission and the common goals of the University and the CONHS.

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.

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.
• Demonstrate knowledge of degree requirements for both undergraduate and graduate programs and experience in academic advisement and career counseling.
• 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.
• Demonstrate evidence-based practice.
• 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
Texas A&M International University 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 leader in the CSON and its committees.
- Serve as a contributing member or chair of the University and its committees.
- 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.
- Provides 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 Nursing or related field.

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, 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.
- Leadership in area of expertise is demonstrated 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.
- Demonstrate evidence-based practice.
- Demonstrate outcomes of scholarship in a focused clinical area.
- 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

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.
- Projects 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, College and the CSON.

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
• Provides 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 chairmanship).
STANDARD POLICY

Policy
Tenure
Tenure means the entitlement of a faculty member to continue in an appointed academic position unless dismissed for adequate cause. Professional incompetence, continuing or substantial neglect of professional responsibilities, moral turpitude, mental or physical disablement of a continuing nature adversely affecting the performance of duties, unprofessional conduct adversely affecting the performance of duties, and bona fide financial exigency or the phasing out of institutional programs requiring reduction of faculty constitute adequate causes for dismissal of a tenured faculty member. 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/ Librarian 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 requirements have 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, College 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 College, the CSON faculty members’ tenure candidates will be reviewed at the following levels:
   A. CSON Promotion and Tenure Committee. (Which is a subcommittee of the Faculty Affairs Committee who are tenured).
   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 for 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.
STANDARD POLICY

Policy
Post-tenure review will be a positive program 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 deficiencies. Should deficiencies or substandard performance be noted, the in-depth review process will be designed to provide needed recommendations and opportunities so that the faculty member can effectively improve his or her performance. Individuals who demonstrate outstanding performance will be commended for their work. In every aspect of post-tenure review the principles of academic freedom and due process will be protected.

Procedure
1. Based on the yearly 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 Professional Performance Profile (PPP). The following timeline will be followed:
   - February 15: PPP submitted to the Dean of the College
   - March 1: Dean’s recommendation to the Provost/VPAA
   - March 15: Provost’s recommendation to the President
2. If the Dean determines that the faculty member’s performance meets basic expectations after the in-depth evaluation, the report will reflect such findings. However, if in the evaluation, the Dean identifies any deficiencies 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 deficiencies. In the event that the faculty member disagrees with the Dean’s evaluation, he or she may appeal the rating to the Provost.
3. A faculty member who fails to achieve the improvement identified in the strategic plan after the second in-depth review, performed no later than during the third year of review, the faculty will be subject to 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.
STANDARD POLICY

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 faculty in non-tenure track status within the Texas A&M International University, College of Nursing and Health Sciences, Canseco School of Nursing will carry the title of Clinical Educator Faculty.

Procedure
All appointment criteria will adhere to general regulations specified by the TAMUS and by Texas A&M International University, the College and the CSON.

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 at the CSON and to the mission of Texas A&M International University.

2. Non-tenure Clinical Educator Faculty are not expected to conduct research or perform public or disciplinary service as a condition of their employment. However, research or public service activities may be included as part of their effort, depending on the needs of the College, CSON and the skills and desires of the faculty member.

3. Non-tenure Clinical Educator Faculty may vote in all Canseco School of Nursing 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) or other appropriate terminal degree and are licensed to practice the profession where appropriate. 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 completed a Master of Science in Nursing (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. 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, earned doctorate or other appropriate terminal degree with advanced practice certification and are licensed to practice the profession where appropriate. 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.

**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. Non-tenure track review will be conducted during the faculty’s merit evaluation on an annual basis.

3. 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.

4. 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.

5. 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).

6. Candidates for promotion will meet with the Dean of the College to discuss requests for promotion and 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 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. Scholarship activities to be included when appropriate.
   H. A faculty performance summary form summarizing the faculty member’s accomplishments in the areas of teaching, clinical teaching and supervision of students in the clinical area and service to the CSON and University. Scholarship activities to be included when appropriate. 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.
STANDARD POLICY

Policy
The primary responsibility of Texas A&M International University is the provision of undergraduate and graduate education of the highest quality to students. The standard teaching load in the CSON follows University policy. 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 university guidelines are as follows:

1. The general workload per semester is 12 semester hours credit.

2. Lecture is counted on a one hour of credit to one hour of lecture formula.

3. Clinical experiences are counted using a .667 formula. For every one hour of clinical the faculty receives .667.

4. 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

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.
STANDARD POLICY

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 matched to faculty expertise.
STANDARD POLICY

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 courses.

Procedure

1. Faculty will use the attached 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 General Bulletin.

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

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

5. At the beginning of each semester, the courses syllabi will be submitted to the Executive Secretary for the Dean of the CONHS.

6. Any syllabi 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.
SYLLABI TEMPLATE

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

Faculty:
Credits:
Prerequisites:
Placement:

Course Description:
Course Objectives:
Content Outline:
Unit Learning Objectives:
Teaching Strategies:
Required Texts:
Recommended Texts:
Methods of Evaluation and Course Requirements:
Grading:
Course Policies:
Clinical Requirements:
Clinical Guidelines:
Class Schedules:
STANDARD POLICY

Policy
Course tests will be developed based on course objectives and the NCLEX-RN Test Plan.

Procedure

1. Each test will be blue printed. The blueprint should include the appropriate national competencies categories and/or be categorized using Bloom’s taxonomy.

2. Each faculty member shall review test data regarding the reliability and validity of test items as a part of test construction and revision using the attached Summary of Test Review Form for each exam.

3. Faculty from each course is required to place a copy of the blueprint and the Summary of Test Review Form with each exam.
Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing
Summary of Test Review

Course: ______________________ Exam #: __________________ Date: ____________________

Item Numbers of Mastery Level Questions:
______________________________________________________________________________

Items nullified or with credit given for more than one answer this administration (Please give
rationale):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Items to be improved:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Signatures:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

File test information with the following:
1. Test Blueprint
2. Test Review Summary
3. Item Analysis
### 4. Score/Grade Distribution

<table>
<thead>
<tr>
<th>Texas A&amp;M International University</th>
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</thead>
<tbody>
<tr>
<td>Policy No. Form</td>
</tr>
<tr>
<td>Course:</td>
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<tr>
<td>Testing</td>
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<tr>
<td>Knowledge Base/Comprehension</td>
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</tbody>
</table>

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STANDARD POLICY

Policy
Faculty have the responsibility for using a variety of teaching/learning strategies to ensure that course and terminal objectives of the programs are met. College and University administrators have the responsibility to ensure that faculty have adequate resources to meet those objectives. Therefore, it is the collaborative responsibility of faculty and administrators to constantly assess the resources of the CSON in the CONHS 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 disseminate the survey to all full-time faculty.

3. The survey may be conducted in print or 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.
## Faculty Physical and Financial Resource Assessment

1. **Physical Resources**

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classrooms are adequate and meet the teaching and learning needs of the students.</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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<tr>
<td>The lab has sufficient mannequins to meet the teaching and learning needs of the students.</td>
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<tr>
<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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<tr>
<td>The faculty offices have adequate resources; i.e. computer and printer capabilities, to meet the teaching needs.</td>
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<tr>
<td>The faculty workroom has adequate equipment; i.e. printer, FAX machine and etc. to meet teaching needs.</td>
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<tr>
<td>The physical environment meets ADA requirements for access for the teaching/learning needs of the students.</td>
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</tbody>
</table>

Comments:
2. Financial Resources

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Total Responses</th>
</tr>
</thead>
<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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<tr>
<td>The CSON has adequate secretarial staff to help me accomplish my teaching responsibilities.</td>
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<tr>
<td>The CSON has adequate administrative resources for the effective functioning of the CSON.</td>
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<tr>
<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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<tr>
<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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</tbody>
</table>

Comments:
### 3. Library Resources:

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library has adequate resources to meet the learning needs for my course.</td>
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<tr>
<td>The library has adequate electronic databases for students to use to meet the objective of my course.</td>
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<tr>
<td>The library has adequate online journals to meet the learning needs of the students in my course.</td>
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<tr>
<td>The library actively seeks input from faculty regarding needed resources.</td>
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<tr>
<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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</tr>
</tbody>
</table>

Comments:

### 4. Counseling Service Resources

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Counseling Service combines a therapeutic and community focus which offers a full continuum of counseling care for students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<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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</tr>
</tbody>
</table>

Comments:
5. Disability Service Resources

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Services provides students with necessary tools and resources to be successful.</td>
<td></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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</tr>
</tbody>
</table>

Comments:
STANDARD POLICY

Mission Statement of the Simulation Lab
Encourage experimental learning by the incorporation of all learning styles to enhance clinical skill development, encourage leadership opportunities in the clinical setting and establish ongoing collaboration with area interdisciplinary health care entities and educational institutions.

Goals and Objectives of the Simulation Lab

1. Promote data collection and research for ongoing growth and validation of simulation as an effective teaching strategy.
2. Improve health outcomes for client safety.
3. Enhance clinical learning and performance for nursing students and healthcare professionals.
4. Provide guidance and leadership to facilitate ongoing use and development of simulation technologies and simulation research.

How Simulation is used to Meet Goals

1. Provide core simulations encompassing current health needs of clients.
2. Provide complex simulations allowing full student participation and action.
3. Provide learning in a setting to encourage confidence for the learner and reduce risk to the client.
4. Establish remediation practices to promote improved learning and retention of students.
5. Encourage interdisciplinary collaboration for use of simulation in multiple healthcare environments.
6. Integrate simulation as a balanced and adjunctive clinical learning environment in nursing education.
Lab Use and Equipment

1. Students, other healthcare learners and facility users may only be in the Simulation Lab with a member of TAMIU, CSON faculty or staff present.

2. If the users are non-CSON students, a Simulation Lab Use Agreement form must be completed by the entity seeking to use the lab and returned to the Dean’s Office prior to use of the lab.

3. Simulation Lab personnel or designee will be supervising use of the lab equipment and mannequins at all times.

4. Only those trained in the use of simulation lab may operate simulation equipment.
Simulation Lab Reservation Form

Faculty Name(s): ____________________________________________________________

Contact Number(s): ______________________ Course Name and Number: ______________

Today’s Date: _________________________ (Allow 2 weeks for ordering supplies)

Requested Sim Date(s): ______________________________________________________

Lab Room(s) Requested: ______________________ Debriefing Rooms: __________________

Check one:

This planned activity is an actual “simulation” ____ or practice ____.

If practice:
Faculty will be present ____ or practice is self-directed ____.

If Sim:
Faculty prefers to run Sim from bedside ____ or control room ____.
Simulation template is attached ____ or on file ____.

Overview:
Describe the main purpose of Sim:

Specific set-up of manikin, supplies in room and supplies needed to be available at nurses’ station:
Simulation Confidentiality and Consent Form

Every student in TAMIU, CSON will read and sign the Simulation Confidentiality Agreement and Consent for Video/ Audio Recording at the beginning of each semester prior to utilizing the Simulation Lab and equipment. This form will be on file in the Simulation Lab.

Student: ___________________________________________ Date: ____________________

Current Semester: ____________________________

Simulation Confidentiality Agreement

I, ____________________________ agree to keep all information regarding and surrounding the clinical simulation(s) in which I participate confidential until such time that all students in my current class have completed the simulation(s). I agree not to discuss the simulation in any way with any member of the CSON until he/she has completed the simulation(s).

Signature _______________________________________

Date ____________________________

Consent Form for Video/ Audio Recording

I authorize the Dr. F. M. Canseco School of Nursing to record my participation and appearance in clinical simulations on video and audio tape. I understand that this video/audio recording will be used for education, instructional purpose only within the School of Nursing. Furthermore, this recording will be destroyed within one year of filming/recording.

Signature _______________________________________

Date ____________________________
## SIMULATION LAB VARIANCE FORM

Today’s Date: _______________________

Faculty Name: _______________________

Course #: __________________________

Sim Activity Date: ___________________ Time: ___________________

# of Students: _______________________ 

### Brief Description of the sim activity:


### Brief description of the coordination with lab staff:


Faculty Signature: _______________________

### APPROVAL:

Dean/Assoc. Dean Signature: __________________ Date: ____________
STANDARD POLICY

Policy
To achieve academic goals, faculty must negotiate with various health care agencies to provide clinical practice experience for students. Signed legal affiliations must be reached between the University and these agencies before students are assigned to practice in these clinical agencies.

Procedure

1. Faculty determines agency needs 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 other 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 and space;
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.
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 student 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.

CONHS Faculty Handbook
Revised June 2014
Page 124 of 213
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 personal 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 experience 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;
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 reasonably 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:**
Texas A&M International University  
College of Nursing & Health Sciences  
Office of the Dean  
5101 University Blvd.  
Laredo, Texas 78041  
Phone: 956-326-2450  
Fax: 956-326-2449  
Email: glenda.walker@tamiu.edu

**XXX:**

**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 TAMU, 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, D.S.N, R.N.
Dean

APPROVED AND ACCEPTED FOR:
TEXAS A&M INTERNATIONAL UNIVERSITY
on behalf of the COLLEGE OF NURSING
AND HEALTH SCIENCES

By: __________________________ Date: __________
Pablo Arenaz, Ph.D.
Provost and Vice President for Academic Affairs

APPROVED AND ACCEPTED FOR:
XXX

By: __________________________ Date: __________
Name,
Title – XXX
EXHIBIT A

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

Student Clinical Learning Experiences Confidentiality Agreement

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.
EXHIBIT B

Texas A&M International University

College of Nursing and Health Sciences

Student Clinical Learning Experiences FERPA Guidelines

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 in tends 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 of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
STANDARD POLICY

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. Clinical evaluation by faculty and preceptors;
2. Counseling forms (to be submitted as written);
3. All major correspondence, including degree plan and admission and acceptance letters;
4. Copies of all standardized test results;

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 the student file room.

2. At the end of each semester, each instructor will provide the Staff Assistant all appropriate work for placement in the students’ files.

3. These files will be secured in the CSON student file room under lock and key.
VI. FACULTY AND STUDENT POLICIES AND PROCEDURES
STANDARD POLICY

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.
5. The completed Evaluation Action form will be forwarded to the CSON Assessment and Evaluation Committee and the CONHS Dean.
Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing
Evaluation Action Plan

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>
</thead>
<tbody>
<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>
</tbody>
</table>
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 CSON, Assessment and Evaluation Committee and 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.
Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The rotation/studio as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The procedures/skills taught were:
   - 
   - 
   - 
   - 
   - 
   - 

3. The instructor’s contribution to the rotation/studio was:
   - 
   - 
   - 
   - 
   - 
   - 

4. The instructor’s effectiveness in teaching was:
   - 
   - 
   - 
   - 
   - 
   - 

Rate your instructor on each of the following:

5. Knowledgeable and analytical
   - 
   - 
   - 
   - 
   - 
   - 

6. Clear and organized
   - 
   - 
   - 
   - 
   - 
   - 

7. Enthusiastic and stimulating
   - 
   - 
   - 
   - 
   - 
   - 

8. Challenging
   - 
   - 
   - 
   - 
   - 
   - 

9. Established rapport
   - 
   - 
   - 
   - 
   - 
   - 

10. Actively involved me in learning experiences
    - 
    - 
    - 
    - 
    - 
    - 

11. Provided direction and feedback
    - 
    - 
    - 
    - 
    - 
    - 

12. Demonstrated clinical/professional skills and procedures
    - 
    - 
    - 
    - 
    - 
    - 

13. Accessible
    - 
    - 
    - 
    - 
    - 
    - 

14. Your involvement with the instructor:
    - Extensive
    - Considerable
    - Moderate
    - Slight

15. On average, how many hours per week have you spent on this rotation/studio?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

16. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

17. Year in program:
    - First
    - Second
    - Third
    - Fourth or more

18. Your program (choose one):
    - Baccalaureate
    - Masters
    - PhD
    - Professional
    - Resident
    - Post-doctoral fellow
    - Other
Instructor __________________________ Course ________________ Section __________ Date __________

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course as a whole was:</td>
<td></td>
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<tr>
<td>2. The course content was.</td>
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<tr>
<td>3. The instructor’s contribution to the course was:</td>
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<tr>
<td>4. The instructor’s effectiveness in teaching the subject matter was:</td>
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</tbody>
</table>

How frequently was each of the following a true description of this course?

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Always</th>
<th>About Half</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The instructor gave very clear explanations.</td>
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<tr>
<td>6. The instructor successfully rephrased explanations to clear up confusion.</td>
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<td>7. Class sessions were interesting and engaging.</td>
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<tr>
<td>8. Class sessions were well organized.</td>
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<tr>
<td>9. Student participation was encouraged.</td>
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<td>10. Students were aware of what was expected of them.</td>
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<tr>
<td>11. Extra help was readily available.</td>
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<tr>
<td>12. Assigned readings and other out-of-class work were valuable.</td>
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<td>13. Grades were assigned fairly.</td>
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<tr>
<td>14. Meaningful feedback on tests and other work was provided.</td>
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<td>15. Evaluation of student performance was related to important course goals.</td>
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</table>

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Great</th>
<th>Average</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>16. Learning the conceptual and factual knowledge of this course.</td>
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<tr>
<td>17. Developing an appreciation for the field in which this course resides.</td>
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<tr>
<td>18. Understanding written material in this field.</td>
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<tr>
<td>19. Developing an ability to express yourself in writing or orally in this field.</td>
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<tr>
<td>20. Understanding and solving problems in this field.</td>
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<tr>
<td>21. Applying the course material to real world issues or to other disciplines.</td>
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<tr>
<td>22. General intellectual development.</td>
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</table>

Relative to other college courses you have taken:

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Much Higher</th>
<th>Average</th>
<th>Much Lower</th>
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</thead>
<tbody>
<tr>
<td>23. Do you expect your grade in this course to be:</td>
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<td>24. The intellectual challenge presented was:</td>
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<td>25. The amount of effort you put into this course was:</td>
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<tr>
<td>26. The amount of effort to succeed in this course was:</td>
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<tr>
<td>27. Your involvement in this course (doing assignments, attending classes, etc.) was:</td>
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</tbody>
</table>

26. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?  
<table>
<thead>
<tr>
<th>Under 2</th>
<th>2 - 3</th>
<th>4 - 5</th>
<th>6 - 7</th>
<th>8 - 9</th>
<th>10 - 11</th>
<th>12 - 13</th>
<th>18 - 19</th>
<th>20 - 21</th>
<th>22 or more</th>
</tr>
</thead>
</table>

29. From the total average hours above, how many do you consider were valuable in advancing your education?  
<table>
<thead>
<tr>
<th>Under 2</th>
<th>2 - 3</th>
<th>4 - 5</th>
<th>6 - 7</th>
<th>8 - 9</th>
<th>10 - 11</th>
<th>12 - 13</th>
<th>18 - 19</th>
<th>20 - 21</th>
<th>22 or more</th>
</tr>
</thead>
</table>

30. What grade do you expect in this course?  
| A (3.9-4.0) | B (2.9-3.1) | C (1.9-2.1) | D (0.9-1.1) | Pass |
| B- (3.5-3.8) | C- (2.5-2.8) | C+ (1.5-1.8) | D- (0.7-0.8) | Credit |
| B+ (3.2-3.4) | C+ (2.2-2.4) | D+ (1.2-1.4) | E (0.0) | No Credit |

31. In regard to your academic program, is this course best described as:  
<table>
<thead>
<tr>
<th>In your major?</th>
<th>A distribution requirement?</th>
<th>An elective?</th>
<th>In your minor?</th>
<th>A program requirement?</th>
<th>Other?</th>
</tr>
</thead>
</table>

©1993, 2012 University of Washington - Office of Educational Assessment
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>
</thead>
<tbody>
<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>
</tbody>
</table>
Texas A&M International University
Dr. F. M. Canseco School of Nursing

POLICY NO. 29

F/S Subject: MSN Pre/Post-
Assessment of Program Objectives

Revised or Reviewed: Page 1 of 2

Signature: Date:

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. (Form A).

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

3. They survey will be administered at the completion of the program.

4. The pre-post survey will be analyzed for differences and the results reported to the faculty.
The survey is intended to measure mastery of desired outcomes for the MSN program. Please circle the number that best reflects your opinion.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critically analyze, interpret, and utilize appropriate knowledge, research, and theories to meet the health care needs of diverse urban and rural patient/client populations across the life span.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Collaboratively plan for the delivery of culturally sensitive healthcare within the organization and the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Contribute to the advancement of the nursing profession through evidence-based research and practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Synthesize the leadership, management, negotiating, teaching/coaching, and consultation roles to foster continual improvement in health care to meet changing societal and environmental needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Assume accountability for competent practice in the advanced nursing role</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Use ethical, legal and political principles in the delivery of healthcare service.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Advocate for evidence based practice through a commitment to lifelong learning and community service.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Evaluate how organizational structures, models of care delivery, economics, Marketing and policy decisions impact the quality and safety of healthcare.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Policy No. 30

Subject: Evaluation of Curriculum by Graduates and Employers

POLICY:

To ensure excellence of the programs of the School of Nursing (CSON) and to assist with ongoing curriculum revision, graduates of the CSON and their employers will be asked to participate in a summative evaluation of the programs in the form of a survey. Information obtained from the surveys will be used to enhance and revise the curriculum as needed.

PROCEDURE: BSN Program

1. A survey FORM A (part I & II): Survey of Employment of BSN Nursing Graduates at Time of Graduation and Assessment of Program Outcome will be distributed to all new Basic graduates upon graduation. FORM A will be completed by all basic graduates and RN/BSN Transition Track graduates, at the time of graduation.

2. A survey FORM B: Evaluation of Basic BSN Curriculum and Measurement of Program Outcomes will be sent via mail or email to all graduates at one year and five years after graduation. The completed Basic graduate survey will be returned via mail or email to the designated CSON address.

3. A survey FORM C (part I & II): Evaluation of RN/BSN Students will be sent via mail or email to all RN/BSN Transition Track graduates at one year and five years after graduation. The survey will be returned via mail or email to the designated CSON address.

4. A survey FORM D (part I & II): Evaluation of Curriculum by Employer of Graduate (BSN & RN/BSN) will be sent via mail or email, one year after graduation.

5. The results of the surveys will be compiled by the Assessment and Evaluation Committee and reported to the Dean of the CONHS and faculty.
PROCEDURE: MSN Program

1. A survey FORM E (part I & II): NFNP-Survey of Student Employment at Time of Graduation and 1 year and 5 year after Graduation & NFNP-Survey of Obtainment of Program Objectives at End of Program will be distributed to all FNP Program graduates.

2. A survey FORM F: NFNP-Survey of Obtainment of Program Objectives, 1 year and 5 year after Graduation will be distributed to all FNP graduates at one year and five years after graduation.

3. A survey FORM G: NFNP-Employer Survey will be sent via mail or email, one year after graduation.

4. A survey FORM H (part I & II): NADM-Survey of Student Employment at Time of Graduation and 1 year and 5 year after Graduation & NADM-Survey of Student Learning Outcomes of Program at Time of Graduation will be distributed to all NADM Program graduates.

5. A survey FORM I: NADM-Survey of Student Learning Outcomes of the Program, 1 year and 5 year after Graduation will be distributed to all NADM graduates at one year and five years after graduation.

6. A survey FORM J: NADM-Employer Survey will be sent via mail or email, one year after graduation.

7. The results of the surveys will be compiled by the Assessment and Evaluation Committee and reported to the Dean of the CONHS and faculty.
Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing

Survey of Employment of BSN Nursing Graduates at Time of Graduation
(Basic graduates and RN/ BSN Transition Track Graduates)

FORM A (part I of II)

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**  
**Form A (part II)**

**Survey of BSN Nursing Graduates at Time of Graduation**

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>Question</th>
<th>0</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>
<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 participate in nursing and health related service opportunities.</td>
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</tbody>
</table>
Evaluation of Basic BSN Curriculum and Measurement of Program Outcomes
One Year and Five Years after Graduation
(Questions for Basic Nursing Students Only)

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>Question</th>
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<th>1</th>
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<tbody>
<tr>
<td>The CSON prepared me to synthesize knowledge from the arts, humanities,</td>
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<td>sciences and other disciplines in development of a framework for nursing</td>
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<tr>
<td>knowledge and practice.</td>
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<tr>
<td>The CSON prepared me to explore the effect of variations in health</td>
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<tr>
<td>status, developmental processes, values, beliefs and attitudes, history</td>
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<tr>
<td>and environment on nursing care needs.</td>
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<tr>
<td>The CSON prepared me to use critical thinking, clinical judgment/</td>
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<tr>
<td>decision making, problem-solving and the research process in the</td>
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<td>development of nursing and practice.</td>
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<td>patients, families, populations and communities.</td>
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<tr>
<td>strategies in the development of nursing practice.</td>
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<tr>
<td>The CSON prepared me to develop professional nursing practice</td>
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<tr>
<td>frameworks and roles, including the provider of patient-centered care,</td>
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<tr>
<td>health care team member/collaborator, leader/manager, educator, scholar,</td>
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<tr>
<td>patient-safety advocate, activist, mentor and entrepreneur.</td>
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<tr>
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<tr>
<td>socioeconomic, political and demographic changes on nursing practice</td>
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<td>and health care systems.</td>
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<tr>
<td>development of professional nursing practice.</td>
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<tr>
<td>The CSON prepared me to participate in nursing and health related</td>
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<td>service opportunities.</td>
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</tbody>
</table>
Evaluation of RN/BSN Curriculum and Measurement of Program Outcomes
One Year and Five Years after Graduation

FORM C (part 1 of 2)

1. Graduation from RN/BSN Program: Month/Year _____________________

2. What was the primary reason for obtaining a BSN (please select all that apply):
   a. Job Security
   b. Promotion
   c. Salary
   d. Time was right
   e. Something I always wanted to do
   f. Planning to further my education and need the BSN
   g. Other: ____________________________________________________________

3. Did you receive a bachelor degree or higher in other field prior to completing your BSN?
   [ ] If yes what degree had you received ________________________________
   [ ] No

4. Prior to receiving you BSN did you complete any other type of health field related program (other than preparation for RN licensure)? (i.e., LVN, Respiratory therapy, Physician Assistant, etc.)
   [ ] If yes what program or programs had you completed ____________________
   [ ] No
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing

Evaluation of RN/BSN Students  
One Year and Five Years after Graduation  
(Questions for RN/BSN Students Only)

**FORM C (part 2 of 2)**

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>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<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 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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<td>The CSON prepared me to evaluate utilization of health promotion and strategies in the development of nursing practice.</td>
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<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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<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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<td>The CSON prepared me to adhere to legal and ethical principles in the development of professional nursing practice.</td>
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<td>The CSON prepared me to participate in nursing and health related service opportunities.</td>
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<td>The CSON prepared me professionally to take on more responsibility as a nurse.</td>
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<td>The CSON prepared me professionally to advance my career in the field of nursing.</td>
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<td>The CSON prepared me professionally to improve the quality of patient care I provide.</td>
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<td>The CSON prepared me professionally to contribute to the wellbeing of the community.</td>
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<td>The CSON prepared me for graduate level education.</td>
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Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing
Evaluation of Curriculum by Employer of BSN-RN/BSN Graduate
One Year after Graduation

FORM D (part 1 of 2)

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?
   __________________________________________________________________________
   __________________________________________________________________________

FORM D (1 of 2)
Instructions: Please assess the CSON graduate using the following tool. Consider the statements below and in the space provided after each one; rank the number that best reflects your opinion.

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<td>The CSON prepared the employee to synthesize knowledge from the arts,</td>
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<td>humanities, sciences and other disciplines in development of a framework</td>
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<td>for nursing knowledge and practice.</td>
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<td>The CSON prepared the employee to explore the effect of variations in</td>
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<td>health status, developmental processes, values, beliefs and attitudes,</td>
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<td>history and environment on nursing care needs.</td>
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<td>The CSON prepared the employee to use critical thinking, clinical</td>
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<td>judgment/ decision making, problem-solving and the research process in</td>
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<td>with patients, families, populations and communities.</td>
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<td>The CSON prepared the employee to evaluate utilization of health</td>
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<td>promotion and strategies in the development of nursing practice.</td>
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<td>The CSON prepared the employee to develop professional nursing</td>
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<td>practice frameworks and roles, including the provider of patient-</td>
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<td>centered care, health care team member/ collaborator, leader/ manager,</td>
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<td>educator, scholar, patient-safety advocate, activist, mentor and</td>
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<td>entrepreneur.</td>
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<td>The CSON prepared the employee to evaluate the impact of evolving</td>
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<td>principles in the development of professional nursing practice.</td>
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<td>The CSON prepared the employee to participate in nursing and health</td>
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<td>related service opportunities.</td>
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</table>

FORM D (2 of 2)
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 in 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 instill a desire to seek further knowledge in the profession?
   _____Yes  _____No
   Please explain. ________________________________________________________________
   ________________________________________________________________
Instruction: Consider the statements below and in the space provided after each one; rank the one which best reflects the assessment of your current functioning level related to the competency.

0=Never  1=Seldom  2=Sometimes  3=Often  4=Almost Always  5=Always

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1a. Critically analyze, interpret the theoretical and knowledge base needed for advanced nursing practice.</td>
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<tr>
<td>1b. Critically use cognitive and behavioral skills needed to successfully perform as an advanced practice nurse in a variety of settings.</td>
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<td>2a. Collaboratively with community leaders and other health care providers to develop holistic care within the context of individual/family cultural backgrounds.</td>
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<td>2b. Collaborate with other health care providers to manage self-limiting and chronic illness/problems of individuals and families.</td>
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<tr>
<td>3a. Critique, evaluate, and utilize concepts and theories of nursing, health care delivery and regulatory issues relating to the advanced practice role.</td>
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<tr>
<td>3b. Display professionalism through implementation of evidence based practice protocols.</td>
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<tr>
<td>3c. Integrate research, collaboration, leadership, and negotiation skills relating to the advanced practice role.</td>
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<td>4a. Establish strong working relationships through interpersonal communication processes with staff, administration and community.</td>
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<td>4b. Engage in activities that incorporate the diverse roles of advanced practice.</td>
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<tr>
<td>5a. Analyze health care delivery systems, health care reimbursement, and public policy as they relate to patient care across the lifespan.</td>
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<tr>
<td>5b. Analyze and influence key legislative initiatives at regional, state and national levels regarding health care policies impacting advanced practice and patient care across the lifespan.</td>
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<td>6. Engage in behaviors that reflect a commitment to the nursing profession and its values and practice.</td>
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<td>7a.</td>
<td>Synthesize knowledge and theories from nursing and other academic disciplines to design and evaluate effective business strategies for health care organizations.</td>
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<td>7b.</td>
<td>Utilize knowledge of patient care delivery models, work designs and patient safety outcomes.</td>
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Instruction: Consider the statements below and in the space provided after each one; rank the one which best reflects the assessment of your current functioning level related to the competency.

0=Never  1=Seldom  2=Sometimes  3=Often  4=Almost Always  5=Always

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<td>1b. Critically use cognitive and behavioral skills needed to successfully perform as an advanced practice nurse in a variety of settings.</td>
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<td>3c. Integrate research, collaboration, leadership, and negotiation skills relating to the advanced practice role.</td>
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<td>4a. Establish strong working relationships through interpersonal communication processes with staff, administration and community.</td>
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7b. Utilize knowledge of patient care delivery models, work designs and patient safety outcomes.
Instruction: Consider the statements below and in the space provided after each one; rank the one which best reflects the assessment of the employee’s current functioning level related to the competency.

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College of Nursing and Health Sciences  
Canseco School of Nursing  
NADM- Survey of Student Employment at Time of Graduation  
1 year and 5 years after Graduation  

Form H (part I of II)  

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.__________________________________________________________________________  
__________________________________________________________________________  

CONHS Faculty Handbook  
Revised June 2014  
Page 160 of 213
Instruction: Consider the statements below and in the space provided after each one; rank the one which best reflects the assessment of your current functioning level related to the competency.

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<tbody>
<tr>
<td>1. Critically analyze and interpret the theoretical and knowledge base of nursing and management and executive functions.</td>
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**College of Nursing and Health Sciences**  
**Canseco School of Nursing**  
**NADM- Survey of Student Learning Outcomes of the Program**  
**1 year and 5 years after Graduation**  
**Form I**

Instruction: Consider the statements below and in the space provided after each one; rank the one which best reflects the assessment of your current functioning level related to the competency.

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POLICY:

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

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.

3. The faculty member will counsel the student verbally and in writing regarding the incident. A copy of the incident report form will be forwarded to the Dean of the CONHS. The form will then be placed in the student’s permanent file.

4. Any incurred expense is the student’s responsibility,
INCIDENT REPORT 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
PUPRPOSE:
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).

POLICY:
The TAMIU, Dr. F. M. Canseco 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.

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 Incident Report Form is forwarded to the Dean of the CONHS and a copy is placed in the student’s file.
**INCIDENT REPORT 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):**
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   b. **Description of situation resulting in incident:**
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8. **Person receiving report of non-injury:** __________________________________________

**Signature of Supervisor and/or Faculty Member** ____________________ **Date** ____________________

CONHS Faculty Handbook
Revised June 2014
Page 170 of 213
POLICY:
In some situations where the School of Nursing (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 (MSN program) 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. Each semester, BSN and MSN students will complete a Student Evaluation of Preceptor form, for each of their clinical preceptors.

5. The results of these evaluations will be reviewed and maintained by the Evaluation and Assessment Committee.
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing  

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. Ex. 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? _________

Student Agreement: ____________________________________________________________
Preceptor Agreement: __________________________________________________________
Faculty Agreement: ____________________________________________________________
Director, Undergraduate/Graduate Program: _______________________________________
Dean, CONHS: ____________________________________________________________________
The preceptor agreement permits Texas A&M International University, Canseco School of Nursing students to participate in a student preceptorship in your facility, ________________. Conditions of this agreement are as follows:

a. The affiliation period will be from the following date: ________________ to ________________.

b. The student, ________________________, will be under the supervision of ____________________, acting as the preceptor.

c. The Canseco School of Nursing faculty member, _____________________, serves as the liaison with your facility.

**Preceptor Responsibilities:**
1. Participate in a preceptor orientation.
2. 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 program.
3. Orient the student(s) to the clinical agency.
4. Facilitate the learning needs of the student.
5. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
6. Provide continuous feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the Nursing faculty regarding the clinical experience with the student and suggestions for program development.

**Nursing Program/Faculty Responsibilities:**
1. Responsible and accountable for managing clinical learning experiences of students.
2. Supervise no more than six students in the clinical agencies.
3. Develop criteria for the selection of affiliate agencies or clinical practice settings that address the need for students to observe and practice safe, effective, efficient and responsible administrative functions. Primary care is not the function of the nursing administration student.
4. Select and evaluate affiliate agencies or clinical practice settings that provide students with opportunities to achieve the goals of the program.
5. 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.
6. 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.
7. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing program. Discuss student expectations, student’s skills, student guidelines for performance of procedures, and methods of evaluation.
8. Assume overall responsibility for teaching and evaluation of the student.
10. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
11. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
12. Receive evaluation from the preceptor regarding student performance.
13. Receive evaluation from student regarding whether preceptor and agency met their learning needs/clinical objectives.
14. Provide recognition to the preceptor for participation as a preceptor, for example, with a plaque or certificate.

Agency Responsibilities:
1. Maintain ultimate responsibility for the care of clients and all administrative duties.
2. Retain responsibility for preceptor’s salary, benefits, and liability.
3. Arrange preceptor’s work schedule so they are available for students.
4. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with the preceptorship.
5. Facilitate learning experiences that assist student attainment of desired learning outcomes.

Student Responsibilities:
1. Maintain open communication with the preceptor and faculty.
2. Maintain accountability for own learning activities.
3. Prepare objectives for each clinical experience as needed.
4. Be accountable for own nursing actions while in the clinical setting.
5. 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.
6. Contact faculty if faculty assistance is necessary.
7. Respect the confidentiality of all information obtained during the clinical experience.
8. Wear appropriate professional attire and university name tags when in the clinical agency.

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 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 AGENCY and eligible students enrolled in the Program who desire to be educated at CONHS.

3. This agreement does not prevent CONHS 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 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 representatives will meet as needed at the convenience of both parties to coordinate and improve the clinical learning experience.

5. Either CONHS or PRECEPTOR/AGENCY 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 PRECEPTOR/AGENCY only with the written approval of both CONHS and PRECEPTOR/AGENCY.

6. At no time shall CONHS students be considered representatives, employees or agents of CONHS or PRECEPTOR/AGENCY. CONHS students are not eligible to receive payment for services rendered, replace or substitute 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.

7. 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.

8. 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.

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 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; 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 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

4. 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 and agreement to this affiliation.

TAMIU-Canseco School of Nursing:

Student: ___________________________ Date of Approval: _______________

Faculty Member: ___________________________ Date of Approval: _______________

Director-MSN Program: ___________________________ Date of Approval: _______________

Dean-CONHS: ___________________________ Date of Approval: _______________

Facility/Preceptor:

Preceptor Name/Title: ___________________________ Date of Approval: _______________

Agency Name/Title: ___________________________ Date of Approval: _______________
Confirming 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: _________________________________________________________

                      Office                                    Fax

Social Security Number: (opt) ________________________ License #: ______________

The preceptor may choose to complete this brief Curriculum Vitae (CV), to submit an entire CV, or submit a current resume.

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>
<tr>
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</tbody>
</table>

Certifications:

______________________________

**Academic and Professional Honors**

______________________________

**Professional Experience:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Dates in Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**Preceptor Experience:** (specify educational program for precepted student)

<table>
<thead>
<tr>
<th>Type of Student Precepted</th>
<th>Role of Student in Preceptor</th>
<th>Date of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**If you have not submitted a complete Vitae in the last 12 months, please attach one to this form. Thank you.**

Preceptor’s Name: ______________________________  Date: ________________________

Student’s Name: ______________________________     Date: ________________________
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 School of Nursing.

PROCEDURE: BSN

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

2. At the completion of the program, BSN students will assess the learning experiences at all of the clinical sites where they practiced as a student while in the program using FORM B (part I & II).

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

PROCEDURE: MSN

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

2. The Assessment & Evaluation Committee will analyze the data and report the results to the faculty and Dean of the CONHS.
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing

BSN Student Evaluation of Preceptor  
FORM A

Preceptor Name: ____________________________________________________________

Name of Institution: ________________________________________________________

Instructions:  
Please rate your clinical preceptor by using the Likert Scale to answer the following questions.

<table>
<thead>
<tr>
<th></th>
<th>(5) Strongly Agree</th>
<th>(4) Agree</th>
<th>(3) Neutral</th>
<th>(2) Disagree</th>
<th>(1) Strongly Disagree</th>
<th>(0) Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My preceptor facilitated achievement of the course objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My preceptor provided learning experiences for me.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. My preceptor was available to help with client care/clinical.</td>
<td></td>
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<tr>
<td>4. My preceptor fostered a positive learning experience.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>5. My preceptor role modeled professional behaviors.</td>
<td></td>
<td></td>
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<tr>
<td>6. My preceptor demonstrated a high level of competency of nursing knowledge and skills.</td>
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</tr>
</tbody>
</table>
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing

BSN Student Evaluation of Clinical Agency at End of Semester  

FORM B (part I of II)

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>Strongly Agree=5</th>
<th>Agree =4</th>
<th>Neutral 3</th>
<th>Disagree=2</th>
<th>Strongly Disagree=1</th>
<th>Non-Applicable=0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Agency:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. The staff related to me in a supportive manner</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. The staff acted as a role model for professional nursing</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The agency and/or experience allowed for attention to my personal needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The agency was supportive of meeting objectives for a meaningful learning experience</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Comments on clinical agency</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
BSN Graduate Evaluation of Clinical Agencies/ Experiences  
FORM B (part II of II)

Please rank each clinical experience in which you participated during your nursing coursework, using a scale of 1-5, with 5 being the highest ranking.

<table>
<thead>
<tr>
<th>Course &amp; Site</th>
<th>Reinforced didactic content taught in class</th>
<th>Helped student develop nursing skills</th>
<th>Stimulated interest in subject</th>
<th>Nursing staff were helpful role models</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
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<tr>
<td>OB/ Infant</td>
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<tr>
<td>LMC</td>
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<tr>
<td>Doctor's Simulation</td>
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<tr>
<td>Pediatrics</td>
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<tr>
<td>LMC</td>
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<tr>
<td>Doctor's Schools</td>
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<tr>
<td>Health Dept.</td>
<td></td>
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<tr>
<td>Driscoll</td>
<td></td>
<td></td>
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<tr>
<td>Adult Health I</td>
<td></td>
<td></td>
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<tr>
<td>LMC</td>
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<tr>
<td>Doctor's Specialty</td>
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<tr>
<td>Simulation</td>
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<tr>
<td>Adult Health II</td>
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<tr>
<td>LMC M/S</td>
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<tr>
<td>LMC ICU</td>
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<tr>
<td>Doctor's ICU</td>
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<tr>
<td>Specialty</td>
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<tr>
<td>Simulation</td>
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<tr>
<td>Mental Health</td>
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<tr>
<td>Nursing Home</td>
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<tr>
<td>SASH SA</td>
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<td></td>
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<tr>
<td>SASH Laredo</td>
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<tr>
<td>Simulation</td>
<td></td>
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<tr>
<td>Critically Ill Patient</td>
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<tr>
<td>LMC ICU</td>
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<tr>
<td>LMC ER</td>
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<tr>
<td>Doctor's ICU</td>
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<tr>
<td>Doctor's ER</td>
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<tr>
<td>Simulation</td>
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<td>Community</td>
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<tr>
<td>Community</td>
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</table>
Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing 
MSN-FNP Student Evaluation of Preceptor/Agencies *(to be completed by students)* 
FORM C

Course Number/Name: ____________________________________________  
Preceptor Names: _______________________________________________  
Site: ___________________________________________________________  
Completed by: ___________________________________________________  
Semester: _________________________________________________________

Key:  
1. Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.  
2. Space is provided after each statement if you choose to add any comments.

<table>
<thead>
<tr>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Not</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**PRECEPTOR**

1. The preceptor’s professional experience was appropriate.  
4  3  2  1  0  Comments

2. The preceptor was available to the student for clinical assistance.  
4  3  2  1  0  Comments

3. The preceptor allowed the student to formulate a plan of care for clients based on the science of nursing and related disciplines.  
4  3  2  1  0  Comments

4. The preceptor allowed the student to use cognitive, affective, perceptual, and psychomotor skills to promote health with clients of diverse cultural backgrounds.  
4  3  2  1  0  Comments

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.  
4  3  2  1  0  Comments

6. The preceptor encouraged the student to assume increasing clinical responsibility during the semester.  
4  3  2  1  0  Comments

7. The preceptor communicated clear expectations for student learning.  
4  3  2  1  0  Comments

8. The preceptor provided immediate and adequate feedback with questions and client presentations.  
4  3  2  1  0  Comments

9. The preceptor was supportive and accessible for consultation.  
4  3  2  1  0  Comments

10. The preceptor led student through decision making rather than giving own impressions.  
4  3  2  1  0  Comments
<table>
<thead>
<tr>
<th>PRECEPTOR</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The preceptor allowed student to assess client, make diagnoses, and suggest interventions and plan care.</td>
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<tr>
<td>12. The preceptor offered constructive comments to student regarding assessment, diagnosing, planned interventions and care.</td>
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<tr>
<td>13. The preceptor provided an environment for critical thinking and decision making for the student.</td>
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</table>

<table>
<thead>
<tr>
<th>AGENCY/CLINICAL SETTING</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments</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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<tr>
<td>3. The agency/facility meeting areas (A/V equipment, facilities, etc.) were adequate and accessible.</td>
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<tr>
<td>4. The agency/facility had supplies, materials, and equipment that met student needs.</td>
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<tr>
<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>
<td></td>
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<tr>
<td>7. The agency/facility provided the student with an environment that stimulated ideas for research.</td>
<td></td>
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<tr>
<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:
Texas A&M International University
College of Nursing and Health Sciences
Canseco School of Nursing

NADM Student Evaluation of Preceptor and Agency

Course Number/Name: ________________________________________________
Preceptor Name: ___________________________________________________
Site: _______________________________________________________________
Completed by: _______________________________________________________
Semester: ___________________________________________________________
Date of Completion: ___________________________

Key:
1. Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.
2. Space is provided after each statement if you choose to add any comments.

<table>
<thead>
<tr>
<th>All of the</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Other: Please specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Preceptor Characteristic**

<table>
<thead>
<tr>
<th>Preceptor Characteristic</th>
<th>Ranking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in planning for management experience orientation with me.</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriented me to the clinical agency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated with me in meeting competencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified activities that helped me meet the competencies for successful experience completion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided me with continuous feedback regarding my performance during the precepted experience.</td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor Characteristic</td>
<td>Ranking</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
</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 precepted experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingly spent time with me to answer competency related questions.</td>
<td></td>
<td></td>
</tr>
<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>
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<tr>
<td>Communicated with me using respect and formulated a relationship where succession planning characteristics* were evident.</td>
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<tr>
<td>Guided me in the application of didactic information to practice</td>
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<tr>
<td>Facilitated beginning autonomy in a specific role for nurses with advanced preparation</td>
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<tr>
<td>Promoted my self-confidence that lead to administrative competency</td>
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<td></td>
</tr>
<tr>
<td>AGENCY CHARACTERISTICS</td>
<td></td>
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<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>

Please include other evaluatory comments that were appropriate to your specific experience.
COMMENTS:

1. STRENGTHS OF PRECEPTOR:

4. WEAKNESSES OF PRECEPTOR:

3. STRENGTHS OF AGENCY:

4. WEAKNESSES OF AGENCY:

Other comments as needed.
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-gong 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 #29.

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.

MSN PROCEDURE:

1. At the completion of every semester, preceptor will evaluate every student they precepted in the clinical area by mail or electronically.

2. Faculty will provide the preceptor the assessment in a written format or access to an electronic form using Typhon or Survey Monkey.

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

4. The Assessment & Evaluation Committee will report the results to the faculty.
College of Nursing and Health Sciences  
Canseco School of Nursing  
BSN Preceptor Evaluation of Student  
Form A

Student Name: _______________________________  Nursing Course: _______________________________
Preceptor Name: _______________________________  Preceptor Agency: _______________________________
Dates of clinical: _______________________________

Please evaluate the student performance for each item listed below using the following scale:
1 strongly disagree  2 disagree  3 neutral  4 agree  5 strongly agree  N/A not observed

During the preceptor experience the student:

1. provided safe, quality nursing care using the nursing process:
   1  2  3  4  5  N/A

2. communicated therapeutically with patients:
   1  2  3  4  5  N/A

3. demonstrated a caring attitude
   1  2  3  4  5  N/A

4. demonstrated principles of critical decision making
   1  2  3  4  5  N/A

5. actively participated in patient education activities
   1  2  3  4  5  N/A

6. managed material and human resources related to patient care effectively
   1  2  3  4  5  N/A

7. utilized appropriate resources to address ethical/legal issues
   1  2  3  4  5  N/A

8. communicates in an effective, professional manner
   1  2  3  4  5  N/A

9. demonstrates responsibility and accountably for personal learning needs
   1  2  3  4  5  N/A

10. collaborates with other members of the health care team
    1  2  3  4  5  N/A

Comments: __________________________________________
__________________________________________________
__________________________________________________

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Texas A&M International University  
College of Nursing and Health Sciences  
Canseco School of Nursing  
Master of Science in Nursing  
Evaluation of FNP Student by Preceptor  
Form B

STUDENT: ___________________________________ DATE: _________________________________  
PRECEPTOR (Print):____________________________Specialty:_______________________________  
AGENCY:____________________________________________________________________________  
COURSE: _____________________________________DESCRIPTION:_________________________

Please rate the student’s performance using the following scale:

<table>
<thead>
<tr>
<th>Maximum</th>
<th>Minimum</th>
<th>Unsafe</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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</tbody>
</table>

Key:
Level I = Satisfactory clinical performance requires a score of “2” or better on all critical elements indicated by * by end of courses: Advanced Health Assessment and Wellness/Health Promotion.  
Level II & III = Satisfactory clinical performance requires a score of “3” or better on all critical elements indicated by * by end of courses: Management of Acute and Chronic Illness, Part I & II; Diagnostic Lab Applications.  
Level IV = Satisfactory clinical performance requires a score of “4” on all critical elements indicated by * by end of courses: Integrated Clinical Practicum.

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<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments (*critical elements)</th>
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<tbody>
<tr>
<td><strong>A. CLINICAL APPROACH</strong></td>
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<tr>
<td>1. Creates an environment of rapport &amp; trust with clients/families in order to help them reach optimal health-care goals.</td>
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<td>2. Listens and understands client’s/family’s perception of the problem.</td>
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<td>3. Uses appropriate style and level of communication.</td>
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<td><strong>B. CLINICAL ASSESSMENT</strong></td>
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<tr>
<td>4. Performs health histories and physical examinations in a manner appropriate to the client’s age and presenting complaint.</td>
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<td>5. Presents the findings in concise, organized and acute manner.</td>
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<td>6. Describes and articulates significant pathophysiology related to the client’s health problem or chief complaint.</td>
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<td>7. Accurately performs a developmental evaluation and/or mental status examination.</td>
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<td></td>
<td>C. <strong>ANALYSIS AND DECISION MAKING</strong></td>
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<td>9.</td>
<td>Establishes a diagnosis by discriminating between normal and abnormal findings from the history and physical examination.</td>
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<td>10.</td>
<td>Exercises clinical judgment in differentiating between situations the nurse practitioner can manage and those requiring consultation and/or referral.</td>
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<td>11.</td>
<td>Suggests appropriate laboratory and diagnostic tests for clients’ health problem.</td>
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<tr>
<th></th>
<th>D. <strong>CLINICAL MANAGEMENT</strong></th>
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<tr>
<td>12.</td>
<td>Provides preventive healthcare and health promotion instruction for a given group of clients.</td>
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<tr>
<td>13.</td>
<td>Instructs clients/families about growth &amp; development appropriately.</td>
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<td>14.</td>
<td>Instructs clients/families about life crises appropriately.</td>
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<td>15.</td>
<td>Instructs clients/families about common illnesses appropriately.</td>
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<td>16.</td>
<td>Instructs clients/families about risk factors &amp; accidents appropriately.</td>
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<td>18.</td>
<td>Manages stabilized chronic illness problems of clients/families in consultation with preceptor.</td>
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<td>19.</td>
<td>Assists clients to assume greater responsibility for their own health maintenance by providing instructions, counseling, and guidance.</td>
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<td>20.</td>
<td>Uses supportive learning materials as needed (e.g., audiovisuals, pamphlets, brochures, etc.)</td>
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<tr>
<td>21.</td>
<td>Arranges referrals for clients who need further health evaluation and/or additional services.</td>
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<td>22.</td>
<td>Documents a health care plan appropriate to the development and functional status of the client.</td>
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<tr>
<th></th>
<th>E. <strong>EVALUATION</strong></th>
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<tbody>
<tr>
<td>23.</td>
<td>Collects systematic data for evaluating response of client/family to the health care plan.</td>
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<tr>
<td>24.</td>
<td>Modifies the plan of care according to the response of the client/family.</td>
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</table>

8. Identifies and describes patterns of behavior associated with developmental processes, lifestyles, and family relationships. |   |   |

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<p>| | |</p>
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<tbody>
<tr>
<td>25. Demonstrates respect for the uniqueness of clients/families, with culture as an influencing factor.</td>
<td>*</td>
</tr>
<tr>
<td><strong>F. PRECEPTOR</strong> 26. Uses problem solving &amp; critical thinking skills during assessment, diagnosis, &amp; decision making of client’s complaint.</td>
<td>*</td>
</tr>
</tbody>
</table>

**PRECEPTOR COMMENTS:**

1. **STRENGTHS OF STUDENT:**

2. **WEAKNESSES OF STUDENT:**

Preceptor (Signature): ____________________________

**FACULTY COMMENTS:**

Faculty (Signature): ____________________________

**STUDENT COMMENTS:**

Student (Signature): ____________________________
Template of Evaluation of NADM Student
* Evaluation will vary based on course competencies.
(As possible this evaluation will be done on TYPHON)

STUDENT: ___________________________ DATE: ______________________

PRECEPTOR (Print): __________________________ Specialty: ______________________

AGENCY: ____________________________________________

**Introduction:** Students will continuously assess the practice environment for competencies (American Organization of Nurse Executives, 2011) that are required. Students will communicate these to the preceptor for a potential experience. Competency performance is leveled according progression through the program through the use of a taxonomy for learning (Anderson et al., 2001). The taxonomy's dimensions (knowledge and cognitive) progress from less to more complex. Complexity is identified by progression from factual to meta-cognitive along the knowledge dimension, and remember to create along the cognitive process dimension. When identifying competencies to be completed in the community-based setting and in the classroom, the primary differentiation along the simple to complex continuum will be the use of the learning verb, i.e. to know, understand, and use the terms in financial management progresses to analyze, evaluate and create a financial plan.

To guide the student in the practice setting, standards are used (American Nurses Association, 2011). The standards are the target to aim for during their learning experiences. By completing the identified competencies as (s) he progresses through the program, the student nurse administrator will understand the meaning of the standards of practice. The standards read

The nurse administrator develops, maintains, and evaluates:

1. ...patient client/resident and staff data collection systems and processes to support the practice of nursing and delivery of patient/client/resident care.
2. ...an environment that empowers and supports the professional nurse in analysis of assessment data and in decisions to determine relevant problems and diagnoses.
3. ...information systems and processes that promote desires, patient/client/resident-defined, professional, and organizational outcomes.

4. ...organizational systems to facilitate planning for the delivery of care

5. ...organizational systems that support implementation of plans and delivery of care across the continuum.

6. The nurse administrator evaluates the plan and its progress in relation to the attainment of outcomes.

7. The nurse administrator systematically evaluates the quality and effectiveness of nursing practice and nursing services administration.

8. The nurse administrator evaluates personal performance based on professional practice standards, relevant statutes, rules and regulations, and organizational criteria.

9. The nurse administrator maintains and demonstrates current knowledge in the administration of healthcare organizations to advance nursing practice and the provision of quality healthcare services.

10. The nurse administrator is accountable for providing a professional environment.

11. The nurse administrator's decisions and actions are based on ethical principles

12. The nurse administrator collaborates with nursing staff at all levels, interdisciplinary teams, executive leaders, and other stakeholders.

13. The nurse administrator supports research and its integration into nursing and the delivery of healthcare services.

14. The nurse administrator evaluates and administers the resources of nursing services.

Please rate the student’s performance using the following scale: Asterisked items MUST be attained at a level three to pass the experiential component of the course.
## Competency Evaluation: Novice to Expert


<table>
<thead>
<tr>
<th>Novice: Level 1</th>
<th>Advanced Beginner: Level 2</th>
<th>Competent: Level 3</th>
<th>Proficient: Level 4</th>
<th>Expert: Level 5</th>
</tr>
</thead>
</table>
| Behavior
demonstrates no experience with administrative process | Demonstrates acceptable performance; | Perceives and understands the component parts of the administrative process | Perceives and understands situations as whole parts | Knows & understands principles, rules or guidelines to connect situations and determine actions; |
| Requires teaching of general rules to perform tasks | Behavior demonstrates beginning experience in management situations. | Awareness of long-term goals in executive management areas | Holistically evaluates situations; decisions made reflect the understanding of the whole | Has intuitive grasp of administrative & clinical situations; |
| Does not have experience to independently think without specific case examples | Student able to recognize recurring components; identifies concepts & actions which based on experiences; | Plans actions based on conscious abstract, & analytical thinking; is efficient & organized | Able to predict outcome of action given experience, knowledge of management and uses for decision-making & actions. | Performance fluid, flexible, and highly proficient; |
| Behavior/performance is rule governed, limited in spontaneity and inflexible | Decision making hesitant but able to provide correct rationale for decision made | Able to predict outcome of action in certain situations and modifies actions accordingly. | Rationale for action & decision making is specific and precise. | Decision making & actions taken are based on knowledge of all areas affected, are specific & precise. |
### A. Communication and Relationship Building

* Identifies how to manage conflict in the workforce

* Builds trust in collaborative relationships with:
  - Staff*
  - Peers*
  - Other disciplines and ancillary services
  - Physicians
  - Community leaders
  - Vendors

  Follows through on promises and concerns*

* Identifies how preceptor incorporates caring about people as individuals and demonstrating empathy and concern, while insuring organizational goals and objectives are met*

  Assert views in non-threatening, non-judgmental ways.

  Understands current environment and identifies indicators of progress toward cultural competency

  Analyze population data to identify cultural clusters

  Observe role of nurse executive or mentor as an effective board member for community and/or professional organizations

  Identifies and presents to class how the facility manager integrates clinical, human resource, and financial data to support and enhance decision-making.

  Evaluate how preceptor engages staff and others in decision-making.
<table>
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<tr>
<th>Assessment Rating Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NO*</th>
<th>Comments</th>
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<tbody>
<tr>
<td>* Identifies issues, problems, or trends with the healthcare providers and other stakeholders when possible and appropriate.</td>
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<td>* Identifies how the integration of clinical (area in which client is served), human resource, and financial data is used to support and enhance decision-making.</td>
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<td>* Determines how a 'shared vision' related to organizational mission, philosophy and objectives is communicated to employees; how do you know that there is a shared vision in the organization?</td>
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<td>Informs administrators or others of the risk, benefits, and outcomes of programs and decisions that affect healthcare delivery.</td>
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<td>* Determines how the precepted environment recognizes and values differences in staff, physicians, administration, clients and communities served.</td>
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**B. Knowledge of Health Care Environment**

<p>| * Completes Organizational Assessment using <em>A self-assessment guide</em> as appropriate for organization of preceptorship. |   |   |   |   |   |     |          |
| * Articulates various delivery systems and patient care codes and the advantages/disadvantages of each |   |   |   |   |   |     |          |
| Identify if the clinical perspectives is included in organizational decisions |   |   |   |   |   |     |          |
| * Reviews organizational structure; what is the organizational model that is used? Describe leadership styles demonstrated by management. How does the leadership style affect staff commitment? |   |   |   |   |   |     |          |
| * Draw formal and informal structure of organization, explain why it is drawn the way it is by using examples from the organization. Present to class during clinical discussion. |   |   |   |   |   |     |          |
| * Identify tasks given to you by the preceptor that facilitate meeting of competencies. |   |   |   |   |   |     |          |
| * Incorporates knowledge of patient care delivery systems and innovations into assessment of organization and potential for change |   |   |   |   |   |     |          |
| * Discuss the organizational implementation of an organization-wide patient safety program with the preceptor |   |   |   |   |   |     |          |</p>
<table>
<thead>
<tr>
<th>Assessment Rating Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NO*</th>
<th>Comments</th>
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<tr>
<td>* Review the safe clinical systems, processes, policies and procedures (in the organization of preceptorship).</td>
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<tr>
<td>* Identify staff’s clinical competence based on training and role in patient safety</td>
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<td>Articulate action related to role of manager or executive needed to support <em>The Joint Commission National Patient Safety Goals</em> OR other guidelines informing and mandating safety issues and regulations.</td>
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<tr>
<td>* Review the safe clinical systems, processes, policies and procedures (in the organization of preceptorship).</td>
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<td>* Identify how safety surveys; responses, and acting on safety recommendations is completed in organization</td>
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<td>Monitor clinical activities (at manager or executive levels) to identify both expected and unexpected risks</td>
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<tr>
<td>* Determine how the precepted environment recognizes and values differences in staff, physicians, administration, clients and communities served.</td>
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<td>* Discuss and observe preceptor in how he/she integrates clinical (area in which client is served), human resource, and financial data to support and enhance decision-making.</td>
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<td>* Identify how (or absence of) staff and others are engaged in decision-making and opinion sharing.</td>
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<td>* Determine the organizational coordination of human, capital, system, and community resources and measures, including environmental modifications necessary, to implement a plan for change (identify area of change). Identify if manager used a systematic process for changes made (i.e. used theory, if yes, which theory?)</td>
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<td>Describe how preceptor serves as an agent of change, assisting others in understanding the importance, necessity, impact and process of change</td>
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<td>* Using financial documents, discuss with preceptor how the use of fiscal resources are based on validated needs and valid nursing workload measures</td>
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<td>* With the preceptor, review financial statements or process for planning and demonstrate the relationship between the organizations fiscal</td>
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<td>Comments</td>
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<td>outcomes and organization's payer mix (user of resources), CMI (if appropriate) and benchmark data.</td>
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<td>* Identify how the organization allocate resources (financial, human, etc.) for optimization of quality cost effective care; how does the organization define optimization and quality?</td>
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<td>* Identify the processes are used for decision-making at the administrative level that are patient-centered (focused on the individual receiving the nursing services) i.e. cost, % of revenue generated, evidence-based, etc.</td>
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<td>Identify organizational areas of (financial) risk/liability</td>
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<td>* Explains how fiscal resources support current and potential nursing objectives and initiatives</td>
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<td>Describe organizations financial risk areas which require prompt reporting of potential liability by staff at all levels; what reporting has the organization done in past 5 years?</td>
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<td>Explain how allocation of resources is accomplished for optimization of quality cost effective service (care)</td>
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<tr>
<td>* Identify the federal and state payment systems and regulations, as well as private insurance issues, which affect the organizations finances and describe how they affect the finances</td>
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<tr>
<td>* Define the delivery system and care model used in the precepted environment - state advantages and disadvantages.</td>
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<td>With preceptor identify system issues which encourage/require prompt reporting of potential liability by staff at all levels</td>
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</table>

C. Leadership
### Assessment Rating Points

| * Explain how the preceptor integrates divergent viewpoints for the good of the organization (Synthesize and integrate into your discussions with preceptor and peers divergent viewpoints for the good of the learning and precepting environment) | 1 | 2 | 3 | 4 | 5 | NO* | Comments |
| Consider the impact of nursing decisions on the precepted organization as a whole. | | | | | | | |
| SELF-ASSESSMENT: Recognize one's own reaction to change and strive to remain open to new ideas and approaches. | | | | | | | |
| * Identify self-leadership style and adapt to situational needs. | | | | | | | |
| Define the preceptor’s role as an agent of change, assisting others in understanding the importance, necessity, impact and process of change. | | | | | | | |
| * Identify the style of leadership and process of shared decision making strategies are used to promote positive organizational outcomes | | | | | | | |
| Identify reasons systems thinking is of value in the nursing organization | | | | | | | |

### D. Professionalism

<p>| * Use the practice environment for professional and personal growth. | 1 | 2 | 3 | 4 | 5 | NO* | Comments |
| * Develop your career plan during this semester’s experience and share with preceptor. | | | | | | | |
| * Evaluate the preceptorship environment using ANA ethical standards. | | | | | | | |
| * Discuss with preceptor how ethical standards are integrated into organizational core values and everyday work activities. | | | | | | | |
| Answer for the results of own behaviors and actions. Holds self and others accountable for actions and outcomes. | | | | | | | |
| Integrate high ethical standards and core values into everyday work activities. | | | | | | | |
| Identify how quality metrics* are used for a unit of service or project plan in the precepted organization. | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Assessment Rating Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NO*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Articulate the application of ethical principles to operations</td>
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<td><strong>E Business Skills</strong></td>
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<tr>
<td>Identify and describe the plan used by the organization to enhance work-life balance for staff and management.</td>
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<td>* Correctly incorporates basic accounting terms into financial discussions with preceptor.</td>
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<td>* Interpret organizations financial statements.</td>
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<td>* Read organizations business plan and identify if the organization utilizes that business plan for manage financial resources.</td>
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<tr>
<td>Develop a beginning business plan for adding a service in a health care organization (project in precepted organization?).</td>
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<td>Identify how market data in relation to supply and demand and management of resources affects compensation within the organization.</td>
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<td>Participate in workforce planning and employment discussions.</td>
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<tr>
<td>* Identify budgetary procedures/processes are used to assure accurate charging mechanisms, is there a charge for services? If not, what financial processes does the organization use to continue providing service</td>
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<tr>
<td>Identify how organizational database management, decision support, &amp; expert system’s programs to access information &amp; analyze data from disparate sources, are used in planning processes &amp; systems for care services. (may not apply to all precepted organizations)</td>
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<td>* Compare objectives, goals and specific strategies with organization's mission and vision.</td>
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<tr>
<td>Assessment Rating Points</td>
<td>1</td>
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<td>NO*</td>
<td>Comments</td>
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<td>* Identify what actions of the manager demonstrate awareness of legal and ethical issues related to client data, information and confidentiality.</td>
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<td>Identify-corrective disciplinary actions taken to mitigate workplace behavior problems and identify process for awarding exemplary performance.</td>
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<td>* With your preceptor, identify a situation that lead to incorporation of a strategic direction taken by the organization. (included in mission, vision, philosophy or organizational objectives)</td>
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<td>Use applications for structured data entry (classification systems, acuity level, etc.)</td>
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<tr>
<td>* Recognize the utility of nursing involvement in the planning, design, choice and implementation of information systems in the practice environment</td>
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* Metric: quantification (using evidence) of selected aspect of care or service; compare to criterion; (access, outcome, experience, process, or structure measure)
hrsa.gov/healthit/toolbox/RuralHealthITtoolbox/PatientQuality/metrics.html

Satisfactory clinical performance requires a score of “3” or better on all elements by the end of NADM 5415 Organizational Management in Complex Adaptive systems.

PRECEPTOR COMMENTS:

1. STRENGTHS OF STUDENT:

2. WEAKNESSES OF STUDENT:

Preceptor (Signature): ___________________________ Date: ____________

FACULTY COMMENTS:

Faculty (Signature): ___________________________ Date: ____________
STUDENT COMMENTS:

Student (Signature): ____________________________ Date: __________

References


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 4199-4399, 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 the faculty, a Request for Independent Study Form (from the Office of the University Registrar) must be completed by the student.

2. The student will then obtain the instructor’s signature on the form, the student will be registered for the course and the form will be submitted to the Dean of the CONHS for a signature. The University Independent Studies contract must also be approved by the provost of TAMIU. If not approved by the Provost, no credit can be awarded for the activities. On completion of the form, it will be placed in the student’s file.

3. Students will be registered for the course by the CSON Undergraduate Admissions Counselor.
REQUEST FOR INDEPENDENT STUDY
Office of the University Registrar

Semester/Year
☐ Fall 20 ☐ Spring 20 ☐ Summer I 20 ☐ Summer II 20

(Please Print - ALL fields are required)

<table>
<thead>
<tr>
<th>Banner ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Date of Birth</th>
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<tr>
<th>Mailing Address</th>
<th>City, State, Zip</th>
<th>Phone Number</th>
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<thead>
<tr>
<th>TAMIU Email</th>
<th>Classification</th>
<th>College</th>
<th>Degree</th>
<th>Major / Minor</th>
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<tbody>
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Course Request

<table>
<thead>
<tr>
<th>Crse (Ex: ENGL)</th>
<th>Crse No. (Ex: 1301)</th>
<th>Course Title</th>
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</table>

Reason for request (please print): ____________________________________________  
__________________________________________________________________________

Are you enrolling at TAMIU during the same semester? ☐ Yes ☐ No  
If yes, how many hours?__________ (NOT including this course)

Have you submitted an Application for Graduation? ☐ Yes ☐ No  
If yes, for what term?__________

X
Student's Signature  Date

To be completed by appropriate department faculty/collage/university administrator.

X
Print Name of Professor offering course - (attach copy of syllabus)  Signature  Date

X
Print Name of Professor who normally offers the course  Signature  Date

X
Print Name of Department Chair  Signature  Date

X
Print Name of College Dean  Signature  Date

X
Print Name of Provost  Signature  Date

Registrar's Office Use Only

Received by: Date:  / Processed by: Date:  CRN:  

USC 121 • 5201 University Blvd. • Laredo, TX 78041-1900 • Ph: (956) 326-2250 • Fax: (956) 326-2249

Printed by: University Registrar  Yellow - Check's Office  Green - Delete  Pink - Course Professor

Created 09/16/11

Page 207 of 213
Directions: This form is to be completed by the student and given to the faculty. Once the faculty member agrees to the contract, it is signed and a copy is given to the CSON Secretary for placement in the student’s file.

I. State clearly and concisely learning objectives.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

II. Describe, in detail, learning activities and time for activities.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III. Describe, in detail, evaluation criteria.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

____________________________________  ______________________________________
Student                                      Date

____________________________________  ______________________________________
Faculty                                      Date

____________________________________  ______________________________________
Program Director                             Date

____________________________________  ______________________________________
Dean, CONHS                                  Date
STANDARD POLICY

Policy
The School of Nursing (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 from a nursing course, the student or faculty member, if the student is not available, will complete the Student Attrition Survey.

2. The form will be forwarded to the CSON Assessment and Evaluation Committee 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.
College of Nursing and Health Sciences  
Canseco School of Nursing  
Nursing Student  
Attrition/Persistence Documentation

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
STANDARD POLICY

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 using the attached form.

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

Counseling Form

Date of Conference: ______________________ Course Number: ______________________

Name of Student: ________________________________________________________________

Reason for Conference:

Recommended Action:

Comments:

____________________________________  ______________________________________
Signature of Student/ Date             Signature of Faculty Member/ Date

____________________________________  ______________________________________
Program Coordinator                  Date

____________________________________  ______________________________________
Program Director                     Date

____________________________________  ______________________________________
Dean, CONHS                           Date
# Appendix A

## Abbreviations Used in this Document

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACEN</td>
<td>Accreditation Commission for Education in Nursing, Inc.</td>
</tr>
<tr>
<td>APC</td>
<td>Admission and Progression Committee</td>
</tr>
<tr>
<td>BON</td>
<td>Board of Nursing</td>
</tr>
<tr>
<td>BSN</td>
<td>Bachelors of Science in Nursing</td>
</tr>
<tr>
<td>CONHS</td>
<td>College of Nursing and Health Sciences</td>
</tr>
<tr>
<td>CTA</td>
<td>Clinical Teaching Assistant</td>
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<tr>
<td>CSON</td>
<td>Canseco School of Nursing</td>
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<tr>
<td>DECs</td>
<td>Differentiated Educational Competencies</td>
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<tr>
<td>FNP</td>
<td>Family Nurse Practitioner</td>
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<tr>
<td>F</td>
<td>Faculty Policy</td>
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<tr>
<td>F/S</td>
<td>Faculty and Student policy</td>
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<tr>
<td>MSN</td>
<td>Masters of Science in Nursing</td>
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<td>NADM</td>
<td>Nursing Administration</td>
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<td>NPA</td>
<td>Nursing Practice Act</td>
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<td>TAMU</td>
<td>Texas A&amp;M International University</td>
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<tr>
<td>TBON</td>
<td>Texas Board of Nursing</td>
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<td>S</td>
<td>Student policy</td>
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<tr>
<td>SACs</td>
<td>Southern Association of Colleges and Schools</td>
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<td>CSON</td>
<td>Canseco School of Nursing</td>
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<tr>
<td>SNA</td>
<td>Student Nurses Association</td>
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