

School of Nursing



Self Study Report for the
Commission on Collegiate Nursing Education

Spring 2008

<http://nursing.web.mtsu.edu/>

PROGRAM INFORMATION FORM
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120

GENERAL INFORMATION

Official Name of Institution: **Middle Tennessee State University**

Type of Institution (**circle one**): public private, secular private, religious proprietary

Institution's Carnegie Classification: Comprehensive Doctoral

Chief Executive Officer of Institution: Dr. Sidney A. McPhee, President
(Full Name and Title)

Official Name of Nursing Unit: School of Nursing

Chief Nurse Administrator: Dr. Lynn C. Parsons, Director
(Full Name and Title)

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Signature:



Chief Nursing Administrator

March 1, 2008
Date

ACCREDITATION AND APPROVAL

Institutional Accreditation:

INSTITUTIONAL ACCREDITOR <i>(identify agency name)</i>	LAST REVIEW <i>(year)</i>	NEXT SCHEDULED REVIEW <i>(year)</i>
Commission on Colleges of the Southern Association of Colleges and Schools	12/2006	2016

Specialized Accreditation:

SPECIALIZED ACCREDITOR	LAST REVIEW <i>(year)</i>	NEXT SCHEDULED REVIEW <i>(year)</i>
American Association of Nurse Anesthetists	N/A	
American College of Nurse Midwives	N/A	
Commission on Collegiate Nursing Education	BSN, March, 2003	BSN, April, 2008
National Association for Nurse Practitioners in Reproductive Health	N/A	
National League for Nursing Accrediting Commission	BSN - 2003 MSN – 2006 <i>(initial) *</i>	BSN - 2011 MSN – 2011

* The Master of Science in Nursing Regents Online Degree Program (MSN-RODP) is offered through a consortium of all six (6) Tennessee Board of Regents Universities. These Universities (Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, and The University of Memphis) are committed to addressing the nursing shortage which critically affects Tennessee and the nation. Collaboration among the six (6) participating universities assures students access to high-quality, affordable, student-centered nursing education opportunities.

State Board of Nursing Approval:

Name of applicable state board of nursing: Tennessee Board of Nursing

NURSING PROGRAM APPROVED	LAST REVIEW <i>(year)</i>	NEXT SCHEDULED REVIEW <i>(year)</i>
Baccalaureate program	March, 2007	March 2008
Master's program	March, 2007	March, 2008

Add any relevant comments regarding accreditation and approval:

Fully approved, no recommendations made.

NURSING PROGRAM INFORMATION

Degree Programs Offered, Student Data:

Identify all baccalaureate and master's degree tracks offered by the nursing unit. For each track, list current enrollment data, as well graduation data for the previous academic year. For the baccalaureate program, include only nursing students (not pre-nursing students).

NURSING PROGRAM <i>(identify all tracks)</i>	NUMBER OF STUDENTS ENROLLED	NUMBER OF GRADUATES
Baccalaureate Program		
Generic	275	100 in AY 2006-2007
RN to BSN	125	55 in AY 2006-2007
Other <i>(specify):</i> *		
*LPN to BSN - New track initiated in fall, 2007	71	NA – new track
Totals:		
Master's Program <i>(Identify tracks offered)</i>		
NA – accredited through NLNAC		
MTSU collaborates with the 5 other TBR Universities to offer the MSN. This program is accredited through NLNAC as a collaborative.		
Totals:	471	155

Identify any post-master's certificates offered by the nursing unit:

NA – accredited through NLNAC as a part of the Regents Online Degree Program (RODP) through the Tennessee Board of Regents.

Identify any doctoral degree programs offered by the nursing unit: NA

Identify any joint degree programs in nursing offered with any other unit at your institution (e.g., MSN/MPH with the School of Public Health):

No. The School of Nursing teaches informatics courses in the Informatics track for the MS-PS (Master of Science in Professional Science) degree program. This program is managed through the College of Basic and Applied Sciences. The other two tracks are Biotechnology taught out of the Biology Department and Biostatistics taught out of the Mathematical Sciences Department.

NCLEX-RN Pass Rates for the Last Three Academic Years:

Academic Year	Number of Students Taking NCLEX-RN for First Time	NCLEX-RN Pass Rate for First Time Test Takers
2006-2007	80	90%
2005-2006	76	90.7%
2004-2005	79	91.1%

Academic Year	Certification Exam	Number of Students taking Exam for the First Time	Certification Pass Rate for First Time Test Takers
NA		(accredited through NLNAC)	

Nursing Program Faculty:

Identify the number (headcount) of faculty currently devoted to the nursing unit:

# FULL-TIME	# PART-TIME	TOTAL # FACULTY
27	14	41

Identify the faculty full-time-equivalent (FTE) currently devoted to the baccalaureate degree program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE
23	4.4375 *	27.4375

Identify the faculty full-time-equivalent (FTE) currently devoted to the master's degree program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE
4	2.22 **	6.22

Three full-time faculty teach at both graduate and undergraduate levels for spring 2008 semester (Parsons, Revell (former Smith), & Taylor).

Four full-time faculty are teaching exclusively at the graduate level spring 2008 semester (McInnis, Prevost, Ward, & Wilson, L.)

* = One part-time faculty teaching an elective online had to be replaced (Morrison) as her husband was diagnosed with terminal cancer at the end of the 2nd week of the spring 2008 semester.

** = One part-time faculty who teaches informatics at the graduate level has not taught this academic year 2007-2008 (Blake) due to the informatics curriculum being revised at the graduate level and fewer informatics courses being offered.

Additional Campuses/Sites:

Identify any additional campuses/sites where the nursing degree program is offered, the distance from the main campus, and the average number of nursing students currently enrolled at each location.

CAMPUS/SITE <i>(City, State)</i>	DISTANCE FROM MAIN CAMPUS <i>(in miles)</i>	# STUDENTS ENROLLED
NA		

Distance Education:

Does your nursing unit currently offer curricula (or any part thereof) via distance education (i.e., alternative modalities, including distance-mediated modalities, other than traditional classroom style)?

baccalaureate program (circle one): **yes** no not applicable

- Please provide a brief (one paragraph) description of the distance learning offerings at the baccalaureate level:

RN to BSN courses are offered online. LPN to BSN courses are offered hybrid and in an online format. Students in the aforementioned programs may elect to enroll in the traditional on ground (generic) courses if they choose this option. Students in the generic BSN program must take their course on ground (traditional) classroom, however may choose to enroll for their required elective course online. Students who have not been successful in a traditional on ground (generic) course may choose to repeat the course online if it is offered in that format in the following semester(s).

Master's Program (circle one): yes no **not applicable**

NA – accredited through NLNAC as a part of the Regents Online Degree Program (RODP) through the Tennessee Board of Regents.

Please provide a brief (one paragraph) description of the distance learning offerings at the master's level:

The MSN RODP program is designed to offer didactic/theory courses online through all six TBR Universities and to coordinate clinical study in each student's home area (when possible). The consortium model allows these universities to share their most valuable resources to enrich program offerings.

TABLE OF CONTENTS

	PAGE
SETTING AND CONTEXT	1
STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE	
I-A	2
I-B	5
I-C	7
I-D	8
I-E	17
I-F	17
STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES	
II-A	20
II-B	25
II-C	28
II-D	29
II-E	30
II-F	31
STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES	
III-A	34
III-B	39
III-C	41
III-D	42
III-E	44
III-F	45
STANDARD IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS	
IV-A	48
IV-B	51
IV-C	58
IV-D	61
IV-E	64

LIST OF TABLES

	PAGE
STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE	
Table I-A.1 Mission Statements of the University, College, and School of Nursing	4
Table I-B.1 Review and Revision Plan for Program Components	6
Table I-D.1 Standing Committees of the Faculty Organization	10
Table I-D.2 Participation on University and College Committees (2004-2007)	16
STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES	
Table II-B.1 MTSU School of Nursing Budget	26
Table II-B.2 MTSU School of Nursing Restricted Budgets	26
STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES	
STANDARD IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS	
Table IV.B.1 Student Satisfaction Results for Tool Prior to 2006.....	52
Table IV.B.2 Student Satisfaction Results for Tool Starting 2006.....	53
Table IV.B.3 Graduation Satisfaction Results for Tool starting 2006	54
Table IV.B.4 Nursing Alumni Association Activities.....	55
Table IV.B.5 Employer Satisfaction Results (for tool initiated in 2007)	56
Table IV.B.6 Students Entering and Completing Upper Division Nursing Courses.....	57
Table IV.B.7 NCLEX-RN Pass Rates	57
Table IV.C.1 Expected Outcomes with Validating Data	59
Table IV.C.2 ATI GN Comprehensive Predictor Exam Results.....	60

LIST OF APPENDICES

APPENDIX PAGE

Appendix A: Program Outcomes and Professional Standards	1
Appendix B: School of Nursing Advisory Board	3
Appendix C: MTSU Grant and Award Opportunities	4
Appendix D: School of Nursing Faculty Accomplishments.....	10
Appendix E: Faculty Awards.....	22
Appendix F: Faculty Service Activities.....	23
Appendix G: Scholarships Available to Nursing Students	24
Appendix H: Faculty Roster	28
Appendix I: Guidelines for Selecting Clinical Preceptors.....	33
Appendix J: Baccalaureate Curriculum	35
Appendix K: Plan of Study – Generic Students.....	36
Appendix L: Elective Course Options	37
Appendix M: Student Learning Outcomes	38
Appendix N: Plan of Study – RN/BSN Students.....	44
Appendix O: Plan of Study – LPN/BSN Students.....	45
Appendix P: Student Evaluation of Faculty Performance	46
Appendix Q: HESI Achievement Tests	47
Appendix R: Systematic Plan for Program Evaluation.....	48
Appendix S: Affiliated Clinical Agencies	56

LIST OF EXHIBITS

STANDARD 1 PROGRAM QUALITY: MISSION AND GOVERNANCE

- Exhibit I-C.1.....Employer Questionnaires
- Exhibit I-C.2.....School of Nursing Bylaws
- Exhibit I-E.1.....Recruitment Materials
- Exhibit I-F.1.....University Catalog, Nursing Student Handbook

STANDARD II PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

- Exhibit II-A.1.....Chair of Excellence Support for Travel Funds
- Exhibit II-D.1.....Director Curriculum Vita
- Exhibit II-E.1.....Faculty Curriculum Vitae
- Exhibit II-E.2.....Faculty Orientation Manual
- Exhibit II-F.1.....Middle Tennessee State University Policy and Procedure Manuals

STANDARD IV PROGRAM EFFETIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

- Exhibit IV-E.1.....Documentation of “Letters to the Director”

Exhibits will be available on site at various locations. They are available to reviewers upon request.

SETTING AND CONTEXT

The Middle Tennessee State University (MTSU) School of Nursing is an academic unit within the College of Basic and Applied Sciences at MTSU. It is one of the ten academic units in this college which also includes Aerospace, Agribusiness & Agriscience, Biology, Chemistry, Computer Science, Engineering Technology and Industrial Studies, Mathematical Sciences, Military Science, and Physics and Astronomy. The University is comprised of six undergraduate colleges: Basic and Applied Sciences, Business, Education and Behavioral Sciences, Honors, Liberal Arts, and Mass Communications; and a graduate school. The heart of the MTSU mission is the provision of academic excellence for educational programs in a supportive campus environment that fosters student centered learning.

The state of Tennessee has two systems responsible for public post secondary education: The University of Tennessee System and The State University and Community College System of Tennessee, officially known as the Tennessee Board of Regents (TBR) System. These two entirely separate educational units are coordinated by the Tennessee Higher Education Commission (THEC). Middle Tennessee State University (MTSU) is a TBR controlled institution, located in the city of Murfreesboro. Since opening in 1909, MTSU has grown from a two-year normal school dedicated to teacher-education into a comprehensive doctoral university of 23,246 students.

The nursing program at MTSU began in 1966 as a two-year associate degree program. A total of 799 students graduated from the associate degree program with the last class graduating in 1990. The present four-year BSN program began enrolling students in junior year nursing classes in the Fall of 1988. The first class of 23 students graduated in May, 1990. The then 'Department' of Nursing underwent the National League for Nursing accreditation site visit for the BSN program in Fall, 1990 and received full accreditation. Accreditation has been maintained since the program's inception. To date, 1,499 graduates have received the BSN (August, 2007) and there were 1,738 declared undergraduate nursing majors in Fall 2007. Students are admitted to upper division nursing classes in Fall and Spring semesters after successfully completing general education courses which can be accomplished in as few as three semesters. Then a five semester sequence of upper division nursing courses prepares students for generalist nursing practice.

STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A. The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.

The School of Nursing (SON) is an integral part of Middle Tennessee State University. The Mission of the MTSU SON is to “educate individuals to function as professional nurses competent to meet the health care needs of individuals and groups across the life span and to adapt to future trends in health care.” The SON operationalizes its mission in ways that are consistent with the academic master plan (AMP) of the University:

AMP Goal I: Middle Tennessee State University will promote academic quality by enhancing learning, teaching, scholarship, and service and by celebrating MTSU’s distinctive strengths.

The SON is committed to excellence in teaching and targets continuous improvement in its curriculum, faculty, students and resources. Within the tripartite mission, the primary emphasis in the School of Nursing and across the university is high quality teaching. The SON provides faculty development support through several campus programs and rewards initiatives that promote academic quality. Recruitment of a diverse student population with high academic promise and the potential for success as professional nurses remains a priority. Preparing graduates for professional practice requires a commitment to expand technology in the classroom and in online courses. By aggressively garnering external funding support and working with strategic partners, the School of Nursing doubled its physical space in January 2007 and expanded educational resources and opportunities to address the nursing shortage. The nursing program at MTSU has a long-standing reputation across the state for high academic standards.

AMP Goal II: Middle Tennessee State University will promote individual student success and responsibility for accomplishments through fostering a student-centered learning culture.

School of Nursing faculty are committed to the academic advisement and professional development of our students. Students are mentored in research endeavors and professional activities which focus on the socialization of the baccalaureate prepared nurse. The School is responsive to the professional development needs of practicing nurses by offering continuing education programs.

AMP Goal III. *Middle Tennessee State University will promote partnerships and public service to enhance educational, social, cultural, and economic well-being.*

Believing that the recipients of patient care are the ultimate customers of the SON and thereby of the University, the SON relies heavily upon its strategic partnerships with area health care providers and agencies. Nursing faculty incorporate the importance of professional collaboration, experiential learning, and community service into all phases of the curriculum. Our strategic partnerships provide ample clinical experiences and opportunities for the knowledge application.

The SON's participation in the MSN-RODP collaborative is an example of our commitment to participate in partnerships that enhance educational opportunities for nurses to obtain the graduate degree. The consortium model allows the participating universities to share their most valuable resources to enrich program offerings.

As indicated in Table I-A.1, themes in the SON mission and goals are consistent with those of the College of Basic and Applied Sciences, as well as the University. The Philosophy and Goals of the SON are published in the *School of Nursing Student Handbook*. Philosophy, mission and goals are also available on the SON website. The College of Basic and Applied Sciences Mission and Goal Statements are available at the College website, and documents relevant to the governing ideas of the University are contained in the *MTSU Academic Master Plan 2007-2012*; and the *MTSU Faculty Handbook*, available electronically at the University website.

Professional Nursing Standards and Guidelines

The School's mission and goals are consistent with professional nursing standards and guidelines for the preparation of nursing professionals. The baccalaureate curriculum for the program has been conceptualized to achieve the *Rules of the Tennessee State Board of Nursing: Rules and Regulations of Registered Nurses*, as authorized by the *Tennessee Code Annotated (63-7-123)*, the *Standards of Clinical Nursing Practice (2nd ed.)*, and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 1998). These are used in the SON to guide the review, evaluation, and refinement of the program. The baccalaureate nursing program has, as its primary purpose, to prepare graduates for professional nursing practice as generalists, meeting the definition of professional nursing given in the *Tennessee Code Annotated (§ 63-7-123)*. **Appendix A** demonstrates how the program outcomes of the SON are consistent with this definition. Current goals approved by the faculty organization on 8/24/2007 are available in the Faculty Organization minutes.

Table I-A.1. Mission Statements of the University, College, and School of Nursing

<p align="center">Middle Tennessee State University Mission Statement</p> <p align="center">http://www.mtsu.edu/about_mission.shtml</p>	<p align="center">College of Basic and Applied Science Mission Statement</p> <p align="center">http://www.mtsu.edu/~collbas/welcome/mission.html</p>	<p align="center">School of Nursing Mission Statement</p> <p align="center">http://nursing.web.mtsu.edu/about.htm</p>
<p>The University is dedicated to promoting openness and educating a diverse student body from across the nation and around the world through comprehensive undergraduate and select masters and doctoral programs. MTSU prepares students to live productively and to become lifelong learners; to employ scientific knowledge and an understanding of culture and history; to think logically, critically, and creatively; to communicate clearly; to make sound judgments; to acquire working knowledge of a discipline or group of related disciplines; and to participate as citizens in the global community. The MTSU community creates knowledge through research and uses scholarship to enhance teaching and public service.</p>	<p>Within an environment that values excellent teaching and fosters initiatives in research and public service, the mission of the College of Basic and Applied Sciences at MTSU is to:</p> <ul style="list-style-type: none"> ▪ Prepare individuals for successful careers in scientific and technical fields in industry, teaching, government, and health services. ▪ Provide general education through exposure and exploration of natural sciences, applied sciences, and mathematics. ▪ Provide "hands-on" experience with state-of-the-art materials and equipment. ▪ Promote the development and practice of critical thought and expression. ▪ Develop basic knowledge and promote attitudinal skills and other abilities needed for further graduate or professional study. 	<p>The Middle Tennessee State University School of Nursing educates individuals to function as professional nurses competent to meet the health care needs of individuals and groups across the life span and to adapt to future trends in health care.</p>

The faculty adopted the American Association of Colleges of Nursing (AACN) (1998) *Essentials of Baccalaureate Education for Professional Nursing Practice* as the professional standard for the BSN program at Middle Tennessee State University because it reflects the beliefs of the faculty about nursing education. The definition of nursing in the philosophy of the baccalaureate nursing program reflects the faculty's support for the nursing process and the underlying framework from the *American Nurses' Association (ANA) Standards of Practice*. **Appendix A** also shows that the objectives of the nursing program are consistent with the *ANA Standards of Practice*. For each objective of the program, there are several related competencies. These competencies are requisites for the nursing process and are the outcomes each graduate is expected to use in practice.

The mission, goals and expected outcomes of the program incorporate the core general education requirements of the University and reflect the mission and philosophy of the University. MTSU's core mission, values, and characteristics emphasize a foundation for learning in the liberal arts and accentuate the knowledge, skills, and values of liberal learning. The key concepts of the nursing curriculum naturally flow from and extend the educational philosophy and mission of the university community. Graduates are prepared to advance their educational foundations in becoming professional nurses who function successfully in a variety of acute care and community health settings. The curriculum embodies the program's philosophy that promotes critical thinking, evidence-based practice, leadership, and global health knowledge and encourages personal and professional development through lifelong learning. These can be achieved through incorporation of the professional nursing standards selected by the nursing faculty. Congruencies between the SON program objectives and the relevant professional nursing standards and guidelines are demonstrated in **Appendix A**.

I-B. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines.

The mission and expected outcomes of the program reflect current trends in nursing education, professional nursing practice, and health care delivery. Nursing faculty have reviewed the mission, goals, and expected outcomes to ensure consistency with professional standards and guidelines. Students and faculty actively engage in ongoing activities that facilitate review and revision of the mission, goals, and expected outcomes of the program. See **Table I.B.1** for a schedule summarizing the review process.

The SON's annual goals are discussed by the administrative team at their annual retreat held each May. The goals are distributed by the Institutional Effectiveness Committee at the beginning of

the fall semester. The mission, philosophy and objectives of the program are widely discussed throughout the academic year within the SON Faculty Organization Meetings and with community partners. The curriculum committee is responsible for keeping faculty apprised of changes in professional standards and guidelines that impact the curriculum and for bringing input to the Faculty Organization for discussion.

Table I-B.1 Review and Revision Plan for Program Components

Component	Assessment	Responsible party	Timeframe
Mission and Goals	<ul style="list-style-type: none"> • Congruent with parent institution Mission & Goals • Consistent with Professional standards and guidelines • Consistent with community of interest needs 	Director and Faculty	Annually or as revisions are made to university and other supporting documents (AACN Essentials , ANA Standards, and TN Code Annotated).
Faculty role in governance	<ul style="list-style-type: none"> • Exercise authority in meaningful participation in school, college and university management (e.g., Faculty Senate, College and School Promotion and Tenure Review Committee, etc.) 	Faculty	Annually or per pre-established university guidelines.
Student role in governance	<ul style="list-style-type: none"> • Exercise meaningful participation in school and university management through appropriate channels (Student Government Association, Student Nurses Association, Student Advisory Board to the Director, and participation on SON committees.) 	Faculty	Annually with bylaws review
Policies and Standards	<ul style="list-style-type: none"> • Congruent with parent policies • Support Mission & Governance-Fair and equitable 	Director and Faculty	Annually or as revisions are made to university and other supporting documents
Publications & documents	<ul style="list-style-type: none"> • Accuracy of information 	Director and Faculty	Annually or as publications are developed or revised.

I-C. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.

The nursing faculty embraces the goal of encouraging the community of interest to participate in the formulation, review, and validation of the program mission, goals, and outcomes. Consistent with CCNE standards, the MTSU nursing faculty define the community of interest to include the groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. These groups and individuals include recipients of care, providers of care, students, alumni, faculty, administrators, the Tennessee Board of Nursing, professional nursing organizations, and legislators.

The School of Nursing has a solid history of responding to the needs of the community of interest. MTSU is located in Murfreesboro, Rutherford County, Tennessee. Murfreesboro provides a rich variety of health care delivery sites in which nursing students can gain clinical experience. Rutherford County has 1.6 licensed hospital beds per 1,000 persons and a total population of 228,829 citizens (from http://www.state.tn.us/tacir/County_Profile/rutherford_profile.htm). MTSU has a long-standing reputation for producing quality graduates who possess sound theoretical and clinical skills to serve the Middle Tennessee community.

Community members provide input to the SON through completion of Employer Questionnaires distributed six months after each graduation (**Exhibit I-C.1**), and through feedback meetings held at clinical facilities at the end of the Spring semester. Input from each of these sources is used for course revisions and curriculum evaluation.

Another important source of community input is the SON Advisory Board, an external community of interest. The board focuses on skills needed for new graduate transition into the professional work force. The Advisory Board also focuses on identification of new initiatives that can increase the RN workforce. The LPN to BSN Program was a result of the boards forward thinking initiatives. See **Appendix B** for the Advisory Board roster.

Internal communities of interest include students, faculty, and the University at large. Student input is provided through several channels. Students evaluate individual faculty members each fall and nursing courses each semester. Faculty seek to be responsive to ways in which students best learn through faculty to faculty communication and student to faculty communication. Students needing assistance are provided with one-on-one tutoring sessions or are referred to resources within the University that would help promote their academic success. Students also sit on several standing school committees, including: curriculum, resources, student services, research and scholarly activities, and alumni, as supported by the SON bylaws (**Exhibit I-C.2**). These students represent

their respective classes relative to activities of the committee. In addition, the director of the school and faculty meet on a regular basis with student leaders, including elected class representatives, SNA officers, and SNA committee chairs. These individuals bring forward issues that require administrative input.

Other internal sources of the community of interest are groups such as university administrators and faculty who provide general education courses, such as anatomy and microbiology. Nursing faculty specifically work with administrators and other faculty to ensure that an adequate number of these offerings are available to students, as this impacts expected outcomes. The school promotes health for its internal community of interest through involvement in several venues including a flu immunization clinic each fall semester, Red Cross Blood drives, and the annual health fair for students and university employees.

I-D. Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.

As previously stated, the State of Tennessee has two systems responsible for public post-secondary education. MTSU is one of 16 institutions of higher learning controlled by the Tennessee Board of Regents (TBR). Members of the TBR are appointed by the governor of Tennessee for nine year terms. The President of MTSU is the executive head of the University. The President is responsible to the Board of Regents through the Chancellor for the operation and management of the institution and for the execution of directives from the TBR and the Chancellor. The President is the official medium of communication between the faculty and the Chancellor, and between the Student Government Association and the Chancellor. He recommends annually to the TBR, the creation or continuance of positions for faculty and other University employees. The President makes an annual report of the work and condition of the institution to the Board.

The President is directly assisted by the Executive Vice President and Provost, three other Associate Vice Presidents and Provosts, as depicted in the University's organizational charts, located at <http://budget.web.mtsu.edu/universitybudget/orgcharts.html>. Dean Thomas Cheatham, the administrative head of the College of Basic and Applied Sciences (CBAS), reports to the office of the Provost. The CBAS is one of six colleges of the University. The SON is one of ten academic units within the CBAS.

The School of Nursing (SON) is managed by a Director. With the exception of the School of Agriscience, all other CBAS units are departments and are headed by Department Chairs. The Director of the SON reports directly to the Dean, as do the other Department Chairs. The Director of the SON enjoys all of the same privileges and responsibilities as do chairs of other academic

departments, including the overall responsibility for management of SON personnel, budgets, and resources. She is freely able to consult with academic and service departments of the University. Assistance from other departments is timely and effective. Counsel from administration is readily available and reasonable requests are swiftly granted. The Dean of the CBAS meets with the directors and chairs of the college at least one time each month. The directors and chairs in the CBAS also serve as the curriculum committee for the college.

School of Nursing Faculty Organization

The SON Faculty Organization, composed of all full-time nursing faculty, is the major decision-making body for the SON and the major vehicle for faculty governance. Faculty organization meetings are held during the academic year (August through May) and are chaired by the Director or designee. Each meeting agenda is developed by the Director with input from all faculty.

“The purpose of Faculty organization [is] to provide faculty input into the governance of the School of Nursing so that its philosophies, purposes and objectives can be effectively implemented and evaluated. The organization shall address the issues of society and health care as they impact upon and demand response from the nursing curricula. The organization shall also provide for facilitation of necessary changes within the school and the nursing curricula” (MTSU SON Faculty Organization Bylaws).

The functions of the SON Faculty Organization are to:

1. Develop, implement and evaluate the program in nursing education offered by the University.
2. Plan for program development and provide input for budget allocations.
3. Develop policies and procedures consistent with the philosophy, purposes and objectives of the program.
4. Provide for a system of student advisement.
5. Promote, support, and provide an advisor for the MTSU Nursing Student Organization.
6. Provide input for appointment, retention and promotion of faculty within the School.
7. Provide faculty development opportunities and programs as appropriate.

The faculty organization carries out its work through standing committees, as described in the faculty organization bylaws (see **Table I-D.1**). Appointments to faculty committees are made by the Director at the beginning of each academic year, based on interest, abilities, and preferences. Minutes of all scheduled and called meetings of the Faculty Organization are kept by the recording secretary and reviewed by a faculty member, who serves as secretary on a rotating, semester basis. They are circulated to faculty, and filed in the School office. Minutes for all faculty meetings and committee meetings are available on site.

Table I-D.1. Standing Committees of the Faculty Organization

Committee	Membership	Functions
Admissions	1 faculty member chair, the academic advisor, 2 secretaries, the Associate Director On Ground - as ex officio	<ul style="list-style-type: none"> a. develop and revise policies/procedures for admission, and make recommendations for changes b. review students records for admission c. review criteria for admission, progression, and continuation in the major on a systemic basis d. make recommendations for students seeking exceptions to established admission or progression criteria e. consider and make recommendations to the Director for students who seek transfer credit for courses f. review enrollment trends and suggest recruitment strategies
Curriculum	4 faculty representing different semesters in the program., 1 jr. and 1 sr. student	<ul style="list-style-type: none"> a. evaluate the philosophy, purposes, objectives, curriculum, and courses for the BSN Program b. lead the evaluation of the curriculum according to the SON program evaluation plan c. recommend curricular changes to the SON faculty for vote d. forward approved curricular changes to the College Curriculum Committee and University Curriculum Committee
Faculty Services	At least 2 nursing faculty and Chair of the PEC as ex-officio	<ul style="list-style-type: none"> a. assume responsibility for social events and other faculty activities that may arise during the year b. maintain a current School Faculty Handbook and orient new faculty members c. review and recommend revisions of these bylaws d. receive requests for faculty travel and submit recommendations to the Director e. mentor faculty in application for promotion and tenure f. promote faculty development and collegiality among the faculty through planned activities
Institutional Effectiveness	3 full time faculty members	<ul style="list-style-type: none"> a. collaborate with the faculty organization in establishing goals for the academic year b. recommend surveys to the Research and Scholarly Activities Committee to aid in developing/improving programs in the School of Nursing c. establish learning outcomes for students that are linked to the Universities mission d. establish benchmarks to quantify attainment of goals in the School of Nursing e. write the dean's report and the SON annual report f. coordinate and be responsible for writing self study reportsfor accrediting agencies
Tenure, Promotion and Retention	5 elected tenured faculty members	<ul style="list-style-type: none"> a. evaluate tenure-track faculty for retention and submit written report to appropriate person(s) b. evaluate all faculty desiring tenure/promotion and submit written report to appropriate person(s) c. evaluate temporary and adjunct faculty annually and submit written report to the Director d. chair will serve as ex-officio of faculty services committee
Research/Scholarly Activity	A minimum of 2 faculty and one senior student	<ul style="list-style-type: none"> a. stimulate faculty research b. support opportunities for faculty education and/or development related to research c. disseminate information about recent studies to faculty d. act as a resource for faculty interested in research

Committee	Membership	Functions
Resources	Computer Laboratory Coordinator, Skills Laboratory Coordinator, and 1 jr. student	<ul style="list-style-type: none"> a. provide faculty and student recommendations for resources to be purchased by the Library or by the SON b. recommend equipment and software for purchase by the Learning Resource Center or the SON c. provide means for equipment, software and library inventories of the SON to be kept up-to-date
Student Services	At least 2 faculty and 1 1 st semester and one 4 th semester senior student	<ul style="list-style-type: none"> a. formulate, review, evaluate and revise policies for student orientation, retention, progression, graduation, aid, awards b. recommend students for financial aid c. encourage community interest in providing scholarships for nursing students d. foster interest in the Student Nurses' Organization and in professional nursing activities e. maintain/update SON Student Handbook f. provide publicity for nursing student activities to appropriate public relations sources

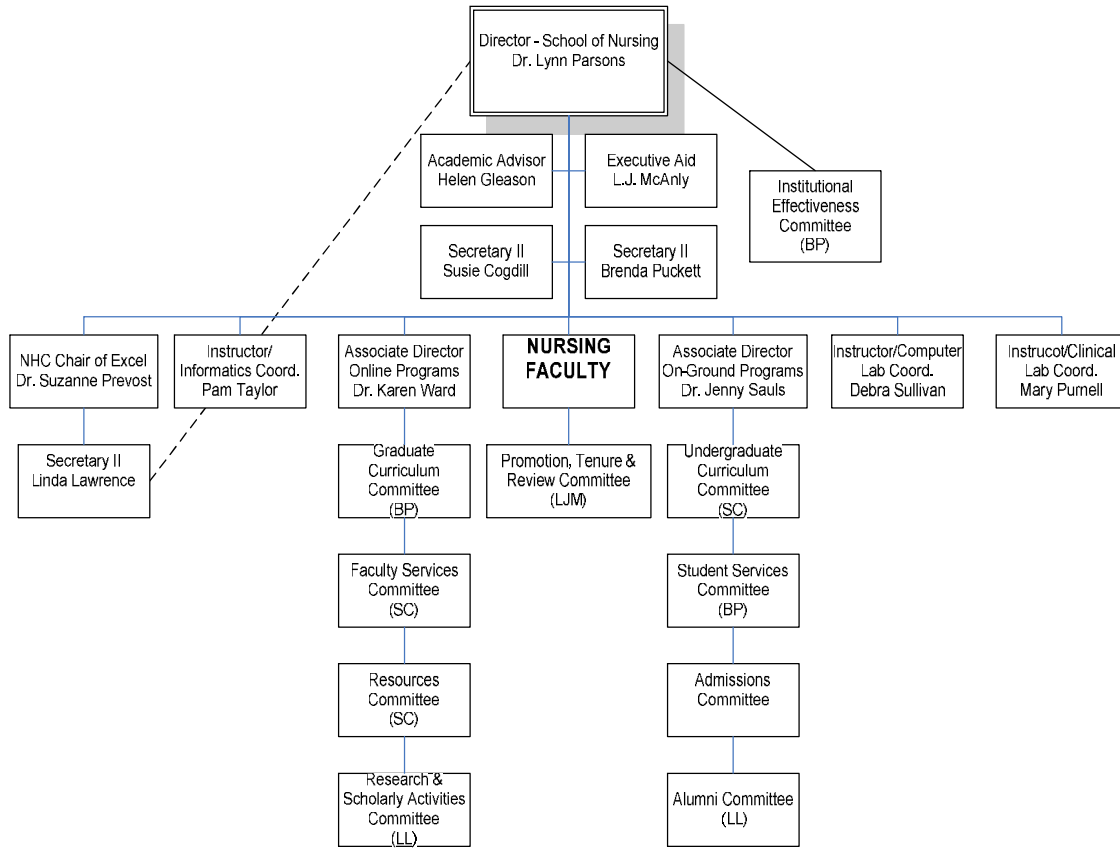
Ad hoc committees or task forces are also appointed to accomplish specific, time-limited tasks, such as updating admission policies. All committee recommendations, whether from standing or ad hoc committees, must be presented to the entire nursing faculty for approval prior to implementation. Certain actions, such as major curriculum changes and changes in academic standards, must also be approved by the appropriate University-wide committee and in some cases, the Tennessee Board of Regents.

Faculty have control over all curricular matters. Changes in curriculum go through the school curriculum committee, which brings matters requiring a vote to the Faculty Organization. Once the faculty has approved a curriculum change, it is sent to the college curriculum committee, which may either send it back with recommendations for revision or send it forward to the university curriculum committee. After approval by the university curriculum committee, curriculum changes are reviewed by the Vice President for Academic Affairs, who makes the final decision regarding approval. If the curriculum action deals with a new program, the program must be defended before the Tennessee Board of Regents and, in most cases, before the Tennessee Higher Education Commission.

Figure 1 shows the organization of the SON. The faculty and Director of the SON share the responsibility for the educational program. This includes responsibility for admission, progression, retention and graduation of students, recruitment and selection of new faculty and staff, promotion, tenure and dismissal of faculty, suggestion and negotiation of written agreements with clinical and other agencies, selection and care of equipment, books, computer-software and audiovisual aids, and, above all, quality teaching. The National HealthCare Chair of Excellence in Nursing is an endowed chair, which is filled by a doctorally prepared nurse with a national reputation. The Informatics Coordinator is a nurse with a national informatics certification and is responsible for facilitating informatics courses in the school. She also coordinates the computerized system for Tennessee Clinical Placement for schools of nursing.

There are two associate directors: one for online programs and one for on-ground programs. These individuals are responsible for the day to day management of courses that predominantly use each of these teaching formats for course delivery. They also provide administrative oversight to faculty committees and have teaching responsibilities.

Figure 1. MTSU School of Nursing Organizational Chart



Secretaries assigned to committees:

S. Cogdill (SC), L. Lawrence (LL), L.J. McAnly (LJM), B. Puckett (BP)

There are two laboratory coordinator positions: instructor/computer laboratory coordinator and instructor/clinical laboratory coordinator. The laboratory coordinators must hold graduate degrees as they have teaching responsibilities. The computer laboratory coordinator is in charge of operations of all computers in the school as well as maintaining licensure for software programs. Additionally, this person is responsible for administering all standardized exams in collaboration with course coordinators. The clinical laboratory coordinator assists all faculty with room schedules and clinical orientations at the beginning of each semester. Additionally, this person maintains supply inventories and coordinates interactions with outside vendors. Both laboratory coordinators are cross-trained in the other's role to facilitate continuity of services for students and faculty.

Nursing faculty are the core of the organization and promote the educational attainment for students in the program. Faculty members hold tenured and non-tenured, as well as clinical and part-time positions.

Faculty Participation in the Governance of the College and University

Academic governance at MTSU takes place within a shared governance model between the President, provost, deans, directors, faculty and students. The President provides overall policy guidance and closely monitors strategic planning and resource development. The President, Dr. Sidney McPhee, has authority and responsibility to ensure that the directions of the Tennessee of Regents, as the governing body, are carried out.

Faculty members share in the governance of the College and the University through membership on college and university committees and on the faculty senate. Each academic unit has representation on university committees. The faculty senate has standing committee appointments to which members are also appointed. Recommendations for establishing, continuing, or abolishing university committees are received from vice presidents, deans, the faculty senate or the student government association.

The Faculty Senate is a representative group of the faculty of the University elected by their respective college peers in accordance with regulations adopted by the faculty. Nominations for appointment to faculty senate and university committees come from the Faculty Senate Steering Committee to the president. Senators serve three year terms.

Action by the Faculty Senate is reported to the University faculty and is subject to revision by a majority of the faculty-at-large. The university faculty senate is charged with involvement in numerous university activities including faculty workload, health/fitness

activities, government relations, tenure/promotion and retention, university committee structure changes and academic unit reorganization, to name a few. Faculty senate minutes are available at: http://mtsu32.mtsu.edu:11367/faculty_senate_minutes.htm. The School of Nursing has an elected faculty representative on the faculty senate.

The Strategic Planning Process is an example of how constituents of the university affect university governance. President McPhee charged an ad hoc committee of faculty and staff to revisit the Academic Master Plan and recommend strategic directions and strategies for Academic Quality, Student-Centered Learning, Community Partnerships, and any other goals needed to guide the University over the next 10 years -- taking the University to and through its centennial celebration. Faculty members, including those from the SON were invited to offer feedback on ways the University might organize and prioritize its academic initiatives in a cost-effective manner designed to achieve these goals. From this work the 2007-2017 Academic Master Plan was developed. It is available at: <http://www.mtsu.edu/~provost/masterplan/amp.pdf>. MTSU faculty and staff continue to aggressively pursue academic initiatives in the area of competitive advantage and capitalize on the University's unique strengths that intersect with the region's growth opportunities.

The SON recognizes its significant potential for growth. A strategic effort has been outlined to build upon our historically strong program by:

- further improving the quality of our students and faculty,
- expanding partnerships, and
- adding programs and clinical opportunities that address the needs of today's health care industry.

In achieving this goal, we have worked to facilitate the alleviation of the current local and national nursing shortage by increasing the number of baccalaureate graduates and improving the quality and educational preparation of the nursing workforce.

SON faculty actively participate and provide leadership in the strategic planning process, as well as in the governance of the University and College. Strategic appointments on a variety of University and College Committees are identified in **Table I-D.2**.

Students in the SON have the same opportunities to participate in the University governance and activities that are available to other students on campus. For example, nursing students have served as officers in the Student Government Association, Resident Assistants, campus ambassadors, and a variety of extracurricular leadership roles. Several of our students have also been members of intercollegiate athletic teams including baseball, soccer, and volleyball, and a variety of musical performance groups.

Table I-D.2. Participation on University and College Committees (2004-2007)

University-wide Committees/Task Forces	Person	Term
Academic Appeals Committee	Dr. Lynn Parsons	2006-2008
Academic Integrity Committee	Dr. Karen Ward	2005-2006
Career Lifetime Achievement Award Committee	Dr. Judy Campbell	2004-2005
Center for the Advancement of Research and Scholarship	Dr. Maria Smith	2005-2006
Cultural Diversity Planning Committee	Dr. Linda Wilson Dr. Maria Smith Ms. Sandy Mixer	2004-2005 2004-2006 2005-2006
Discipline Committee	Dr. Ken Edmisson	2005-2006 (Chair)
Distance Learning Committee	Dr. Karen Ward	2005-2006
Faculty Senate	Dr. Pat O'Leary Dr. Shirley Cantrell	2004-2007 Spring 2006
Faculty Senate Steering & Liaison Committee	Dr. Jenny Sauls Dr. Pat O'Leary	2005-2006 2006-2007
Faculty Research Symposium Committee (Renamed Scholars Week in 2005)	Dr. Suzanne Prevost Dr. Maria Smith Dr. Carolyn Hix	2004-2007 2004-2006 2007
Graduate Minority Scholarship Committee	Dr. Maria Smith	Summer 2004 & 2005
Institutional Review Board (IRB)	Dr. Leigh Ann McInnis	2007-2008
Judicial Review Task Force	Dr. Ken Edmisson	2005-2006
Learning, Teaching and Innovative Technologies Center	Dr. Karen Ward	2005-2006
Master of Professional Science Committee	Dr. Pam Taylor	2006-2008
Online Faculty Mentoring Program	Dr. Karen Ward Dr. Pat O'Leary Dr. Maria Smith	2004-2007 2004-2007 2005-2007
Online Integrity Committee	Dr. Karen Ward	2004-2005
President's Commission on the Status of Women	Dr. Lynn Parsons Dr. Chita Farrar	2004-2005 2005-2006
Public Relations and Development Committee	Dr. Suzanne Prevost Ms. MaryJane Lavender Ms. Sheila Marquart	2004-2005 2005-2006 2005-2006
Service Learning Advisory Committee	Dr. Judy Campbell	2004-2005
Student Appeals Committee	Dr. Maria Smith	2004-2005 (Chair)
Student Persistence	Dr. Lynn Parsons	2006-2007
Teaching, Learning and Technology	Ms. Barbara Draude	2004-2005 (Chair)
Traffic Committee	Dr. Pat O'Leary	2004-2006
Undergraduate Research Council	Dr. Chita Farrar	2005-2006
J. Anderson Women's Center Advisory Board	Dr. Suzanne Prevost	2004-2005

College-wide Committees/Task Forces	Person	Term
Academic Awards Committee	Ms. Sheila Marquart	2004-2005
Awards Ceremony Planning Committee	Ms. Sheila Marquart	2004-2005
Faculty Advisory Board to CBAS	Dr. Lynn Parsons	2008 [new board]
MS-PS Advisory Board	Dr. Lynn Parsons	2006-2008
Public Service Committee	Ms. Debra Sullivan	2007-2009
Promotion and Tenure Policy Review Committee	Dr. Pat O'Leary	2004-2005
Undergraduate Research Council	Dr. Sheron Salyer	2004-2005

I-E. Documents and publications are accurate. Any references in promotional materials to the program’s offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.

The School of Nursing endeavors to portray a consistent message in all hard copy and web-based materials. The MTSU University Catalog, MTSU University Student Handbook, MTSU University Faculty Handbook, MTSU Nursing Program Student Handbook, recruitment brochures, and SON website (<http://nursing.web.mtsu.edu/about.htm>) reflect the mission, goals, and expected outcomes of the program and are reviewed and/or revised annually and as needed. The program endeavors to update materials to keep pace with ongoing revisions. Changes made during the academic year are routed through the Director, Dean of the College of Basic and Applied Sciences, and appropriate academic offices for changes to hard copy and web-based materials. Students and the community at large hear about changes through emails, web postings, bulletin boards, fliers, faculty, and advisors.

The primary source for recruitment is the promotional material used by the School (**Exhibit I-E.1**). The University website, <http://www.mtsu.edu>, is also used to inform the public about the University, and visitors may read about current and past events on campus. A source of current university-wide information is the President’s newsletter, which is published each January and August (<http://www.mtsu.edu/newsletter/index.shtml>). These highlight major MTSU initiatives and serve to keep the campus and community informed.

Prospective students may learn about the university and the nursing program through the recently refined university website (http://www.mtsu.edu/prospective_st.shtml). Prospective students can ask questions of advisors (faculty, nursing and college advisors) and staff and read about financial aid availability. Returning students may register for classes online.

I-F. Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, published, and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.

The policies and documents of the University and the program are reviewed (see **Table I.B.1**) annually for congruency and to establish that they are fair, equitable, and reflect ongoing improvement. These policies and documents are revised as needed. Brochures, handbooks, and the catalog are reviewed annually and as needed based on programmatic changes that may be implemented throughout the year. All publications are accessible through hard copy or web-based

electronic copy. Policies are published in a variety of documents including the University Catalog, University Student Handbook, website and the Nursing Student Handbook (**Exhibit I-F.1**). Faculty have access to the University policies and procedures through the Faculty Handbook available at: <http://www.mtsu.edu/~provost/handbook/index.htm>.

Admission criteria for the nursing program compliment and are consistent with the University's philosophy and outcomes. Both the university and the SON require the ACT exam for admission. Admission to the university precedes application consideration to the nursing program. Students then apply for admission to the nursing program no earlier than the first semester of a student's sophomore year. The program maintains a specific admission policy for nursing majors. The nursing program's GPA admission requirement differs from the university in requiring a minimum cumulative GPA of 2.75. Accommodations are made for students who are licensed practical nurses and have less than a 2.75 GPA. LPN to BSN students are admitted provisionally with GPAs of 2.50-2.74.

All University students, including nursing students, must maintain a cumulative GPA of 2.0 to remain in good standing. Students must attain grades of "C" or better in all general education and nursing courses to progress in the program and be considered a candidate for graduation. Students may repeat one nursing course during their academic career; a second failure results in dismissal from the nursing program. In this situation, students must change majors if they choose to remain at MTSU.

STANDARD I SUMMARY

Strengths

- The philosophy and goals of the program are congruent with the University's mission.
- Program philosophy and goals are consistent with professional nursing standards and guidelines for the preparation of nursing professionals.
- Nursing faculty are engaged in a participatory governance structure.
- The curriculum is guided by professional standards and the needs and expectations of the program's respective communities of interest.
- The external community of interest, including the Nursing Advisory Board, is involved in identifying initiatives that serve the community as a whole.
- Faculty and students are active participants on University and SON committees.
- Faculty are knowledgeable and engaged in the community.

Quality Improvement Issues

- Demand still exceeds supply in the local nursing employment market; therefore we must continue to increase student enrollment in response to the nursing shortage.
- New programs/tracks, such as our LPN-BSN program, have created a need for flexibility and adaptation of our admission and retention processes to serve a broader student audience.

Action Plan

- Continue to refine collaborative efforts within and beyond the university.
- Nursing faculty will continue to serve on University-wide committees.
- Continue to work to promote integration into the ever-growing Murfreesboro area and address the changing multicultural needs of the community of interest.
- Seek opportunities for collaboration and articulation with local entry-level programs (e.g. LPN programs).
- Continuously review revisions to professional nursing standards to maintain relevance and consistency.

STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

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

II-A. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.

In keeping with their mission(s), Middle Tennessee State University, the college of Basic and Applied Sciences, and the School of Nursing work together in providing an environment that promotes excellence in teaching, scholarship, service and practice. A variety of resources are available within the School of Nursing and throughout the University that provide support for these endeavors (See **Appendix C**). Faculty development in the areas of teaching and scholarship is encouraged at all career levels. In addition, School activities facilitate engagement in service and practice.

Support for Teaching

Teaching is the primary mission of Middle Tennessee State University, as well as the College of Basic and Applied Sciences and the School of Nursing. Resources are available to support all faculty in their teaching activities, including campus support systems, outside consultants, support for travel to workshops and conferences, and other faculty development opportunities. Library personnel are designated to work with the SON in obtaining the appropriate literature resources for nursing. The college employs a full-time Director of Computing who is available to troubleshoot issues with faculty computers. In addition, staff members in the Instructional Technology Division are available to assist faculty.

All full time faculty are provided with fully equipped, private offices, individual phone lines, computers equipped with current software, high speed internet and printers. Classrooms are housed in a modern, recently enlarged building that also offers state of the art laboratory facilities and extensive, comfortable spaces for informal student gatherings. Almost all of the classrooms are equipped as “Smart Classrooms” that provide advanced technology and internet access for instruction.

The University has established a Learning, Teaching and Instructional Technology Center (LTITC) to offer faculty additional support in their teaching efforts. The center houses numerous resources, including books, journals and audio-visual items to assist faculty in

becoming accomplished instructors. Workshops and seminars conducted by national, regional, as well as local experts are offered through the center on a regular basis. The LTITC hosts a web site that allows faculty who were unable to attend live events to view those presentations. The site also includes a variety of resources and web links. (<http://mtsu32.mtsu.edu:11069/>) Each year, two faculty members from across campus are selected as Fellows for the center. This year a nursing professor, Dr. Karen Ward, is serving in this capacity as a *Faculty Fellow for the Center*.

The Academic and Instructional Technology Support Services in the division of Instructional Technology (ITD) also provides ongoing services to faculty. Consultation services are available on a variety of issues regarding equipment or technology-related skills. The services include:

- Use of all supported desktop and host-based software
- Use of administrative application systems
- Selection of hardware and software for departmental and master classroom use
- Guidance in interpretation of University computing policies
- Development of web-enhanced/web based courses, multimedia presentations and instructional technology tools
- Design of web sites
- Placement of network connections
- Selection of communication equipment and telecommunication services
- Instruction in online learning platforms (currently Desire to Learn)
- Creation or editing of digital video clips
- Animation of digital images
- Use of numerous software programs

Instructional Media Resources (IMR) Media Library (<http://www.mtsu.edu/~imr/>) serves the educational technology and audio-visual needs of the faculty and students by providing a resource center for multimedia materials. The Library maintains a closed circuit cable television system that feeds most classrooms, study rooms and viewing stations for delivery of live programming, DVDs, videocassettes and other media. The center also provides an open laboratory with both Macintosh and Pentium computers, laser printers, and typewriters. All equipment needed to use the audiovisual materials housed in the IMR center is available on site. This facility is available to patrons approximately 72 hours per week during the fall and spring semesters and approximately 50 hours per week during the summer term.

The Manager of Instructional Media Resources works with faculty to build a collection of audio-visual materials and educational technology to support curriculum objectives by arranging for media previews, purchasing media to support classroom instruction, and working with media producers and distributors to obtain materials in compliance with copyright guidelines and at competitive prices. The collection is catalogued on Voyager, the University Library database, and may be browsed on computers throughout the campus and by remote access. All visual formats are available for faculty through on campus loan and for students to use within the center. Audio materials may be checked out by faculty, students and staff.

The James E. Walker Library at MTSU (<http://library.mtsu.edu/>) holds over 770,000 volumes, including approximately 4,000 print journal subscriptions. Online journal subscriptions exceed 25,000, with remote access available through over 100 electronic databases. In addition, electronic books, which are available through 24/7 remote access, number over 155,000. Collection development librarians and departmental liaisons work with faculty to acquire additional materials that are needed to support teaching and research. Materials not available in the Walker Library can be requested via Interlibrary Loan. Reciprocal agreements with almost all libraries within the state of Tennessee provide free borrowing privileges. Reference librarians are available to assist with faculty and student research needs at the reference desk and through one-on-one appointments.

Many continuing education and development opportunities are provided locally by the SON, the College, and the University. Each year the NHC Chair of Excellence in Nursing and other collaborative partners, such as the local district of the Tennessee Nurses Association and the SON Alumni Association, have provided workshops or seminars on requested topics. During the 2006 - 2007 academic year, these included programs on Nursing Informatics, Pharmacology, Elderly Caregiving, Pain Management, School Nursing, and Cardiovascular Disease. The College held two regularly scheduled events each month, through the spring semester 2007. One focused on new and innovative teaching strategies that faculty in the College found useful; and the other provided an opportunity for faculty to present their research to other faculty members from across the University. Nursing faculty participated by attending and presenting at these events. This academic year the College changed its approach in information dissemination and sponsored two outside speakers to address teaching and learning innovations (<http://collbas.mtsu.edu/TeachLearn/>). Dr. Mary Carroll, Director of Undergraduate Research from Union University in Jackson Tennessee spoke on the topic of *Mentoring Undergraduate*

Research, and Dr. Jack Kampmeier Professor of Chemistry from the University of Rochester addressed the concept of *Peer Led Team Learning*.

Each semester the University hosts several events that provide faculty development opportunities. One such event is the annual fall convocation which features the author of a prominent book that is publicized as recommended summer reading for all members of the campus community, specifically incoming freshman, and for the Murfreesboro community as a whole. For fall 2007, the author and speaker was Paul Rusesabagina, who wrote *An Ordinary Man* (which was the inspiration for the movie, *Hotel Rwanda*). Also in Fall, 2007, Dr. Milton Cox from Miami University of Ohio came to MTSU to present a workshop on *Methods to Create Learning Communities*. This event was sponsored by the LTITC.

Nursing faculty also have access to several funding mechanisms to support participation in regional, national, and international workshops and conferences. The SON has a faculty travel budget of \$10,300 annually. The SON director and the NHC Chair of Excellence have separate budgets for their travel. This amount has been increased by an additional \$2,500 during each of the last ten years as a result of Field Placement Excellence awards from the University. This award and the related funding supplement are given to departments whose graduates score above the national average on field placement exams (the NCLEX-RN for the SON). The Chair of Excellence also provides approximately \$6,000 per year to augment travel funds available to nursing faculty members. (**Exhibit II-A.1**). The Dean of the College has access to additional discretionary travel funds that have been provided to several nursing faculty members and funds are awarded from the University in the form of Faculty Development grants, as well as discretionary funds at the Vice President's level. Because we have such a large, active online component in the program, the College of Continuing Studies has also funded faculty to attend and/or present at technology-related conferences or workshops.

Support for Scholarship

Middle Tennessee State University provides support for scholarly activities consistent with its commitment to research, creative expression, public and professional service among the faculty. A variety of grants and awards are available through the University to facilitate these activities (see **Appendix C**). Each year select MTSU faculty members are recognized at the annual university-wide faculty meeting with substantial monetary awards for their outstanding achievements in teaching, research, creative activities, and public service. Nursing faculty members have been recipients of these honors nearly every year for the past ten. The Dean of the

College also recognizes achievement in teaching, research, publication and service in his annual State-of-the College Address (<http://www.mtsu.edu/~collbas/welcome/state.html>). While this honor does not include a monetary award, faculty members are recognized in front of the entire college with a token of appreciation from the dean to acknowledge and reinforce high levels of productivity. Nursing faculty members are frequently recipients of these awards, as well.

A program of start-up funding, provided by the Office of the Provost, was initiated to support new tenure-track faculty in launching their programs of research. Nursing faculty have received thousands of dollars from this source and have used these funds to establish their programs of scholarship. For example in 2007, Dr. Debra Wilson received \$7,100 in a start-up package in her employment contract including \$3,100 for equipment and software and \$4,000 for travel to support conference presentations. She began employment in the fall 2007 semester and these funds will give significant assistance for her eventual bid for tenure and promotion.

Summer research grants are also available through the Faculty Research and Creative Activities Committee (FRCAC). Many nursing faculty have applied for and received these awards. For example, Ms. Sandy Mixer was awarded \$4,218.75 in 2006 to support her research on *Nursing Faculty Care Expressions, Patterns, and Practices Related to Teaching Culture Care*. She received additional support for her research program through an award from the FRCAC for three hours of reassigned time for the fall 2007 semester. These grants are intended for junior faculty who do not have established research programs. They provide seed funding and release time for pilot projects, with the expectation of future progress to extramural funding. The NHC Chair of Excellence intramural grants program is limited to nursing faculty and students. Grants of up to \$600 per person per year are available through this mechanism to support research, travel or continuing education activities.

Faculty who give scholarly presentations at regional, national and international conferences have received full support from a combination of funds from the SON, the College and the University. Faculty accomplishments are documented in **Appendix D** and demonstrate the range of expertise and scholarly productivity among the faculty. **Appendix E** provides a list of awards received by the nursing faculty.

Support for Service

Community service and collaborative partnerships are major components of the University's Academic Master Plan. These activities are also highly regarded by the College and the SON. Public Service Grants are available from the University to support efforts in this arena.

One example of support for service activities is the co-sponsorship of the Annual Elderly Caregivers Conference. See **Appendix F** for a list of nursing service activities. Dr. Suzanne Prevost provides research consultation and educational programs for the National HealthCare Corporation. Often, support for service activity is in the form of non-monetary resource provision, such as time or space. SON faculty assist with an annual event, Expanding Your Horizons, which introduces young, teenage girls to careers in the sciences. Space in campus classrooms for a variety of demonstrations and hands-on experiences are provided by the university, as well as T-shirts for the young women participating. Another annual event is the presentation of panels on careers in the sciences. The university provides space for this Women In Science and Engineering (WISE) event.

Support for Practice

The faculty of the SON consider advanced nursing practice and consultation as a form of scholarship. All faculty members are encouraged to maintain competency in their areas of clinical expertise and support is provided to facilitate this expectation. Faculty may allocate up to eight hours each week for clinical practice or consultation. Many faculty members take advantage of this opportunity. For example, Dr. Judy Campbell established and manages a clinic at the St. Clair Street Senior Citizen's Center. Jamie Adam practices one day a week at the Hope Primary Care clinic and Dr. Linda Wilson works with Hospice. The university and the SON encourage such activity because of its benefit to students. Faculty who are current in their practice offer the most up to date knowledge in their instruction.

II-B: Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.

Fiscal Resources

Middle Tennessee State University is a rapidly expanding institution with a statewide reputation for producing excellent graduates. However, MTSU remains a state school dependent on fiscal resource allocation from the legislature. Funding has increased in recent years for capital improvements and salary enhancements, but more funds are needed. President McPhee shows commitment to continued improvement in the budget for the University, the College and the SON. Since the initial CCNE accreditation visit in March 2003, the School of Nursing has

realized an increase in four (4) full-time faculty equivalents (FTEs), and almost doubled its need for part time faculty each semester. Funding for all part time faculty is provided by the office of the Executive Vice President and Provost.

Each year, budget hearings are conducted with the Dean and the Vice President. The Director of the SON meets with the Dean before the meeting with the Vice President to present the needs of the school. Nursing Faculty provide input into the budget that the Director proposes to the Dean, by suggesting new expenditures, as well as making recommendations about prioritization. A high level summary of recent SON budgets is provided in **Table II-B.1** and **Table II-B.2**.

The Chair of Excellence activities are funded by a budget derived from earnings from the National HealthCare endowment. It is supplemented with University funds. Restricted accounts are also established for specific grants and projects such as our Nursing Center account which is used for funding associated with health fairs and immunization clinics. Additional restricted accounts are established for specific purposes, such as liability insurance payments and testing fees.

Table II-B.1. MTSU School of Nursing Budget

Categories	Budget FY03-04	Revise Budget	Budget FY04-05	Revised Budget FY04-05	Budget FY05-06	Revised Budget FY05-06	Budget FY06-07	Revised Budget FY06-07
Salaries	1,103,636		1,241,313	1,376,597	1,159,373	1,245,686	1,159,373	1,245,686
Benefits	361,000		361,000	407,000	398,000	450,935	398,000	450,935
Travel	10,359		10,359	17,179	10,359	21,953	10,359	21,953
Operating	51,056		51,056	103,353	51,056	125,769	74,713	125,769
Total	1,165,412		1,663,728	1,904,129	1,618,788	1,844,343	1,642,445	1,844,343

Table II-B.2. MTSU School of Nursing Restricted Budgets

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
NHC Chair Recurring Account	\$118,000	\$115,187	\$87,643	\$91,339	\$93,560
NHC Chair Reserve Account	\$32,000	\$34,000	\$70,400	\$22,600	\$24,440
NHC Chair State Account	\$7,975	\$7,975	\$7,975	\$7,975	\$7,975
Hartford Foundation Grant				\$60,000	\$60,000
Technology Access Fees	\$108,230	\$227,470	\$105,528	\$492,918	pending

Faculty and staff salaries are a significant challenge for the SON and for the University as a whole. Salary increases, which must be approved by the state legislature have historically occurred sporadically as either across the board raises or as equity adjustments. There is ongoing discussion of merit pay increases, but these have not been awarded since 1996.

Tenured and tenure-track faculty who were employed during fiscal year 2006-07 and continued employment as of January 1, 2008 who were eligible for a market salary increase received a permanent increase in their annualized salary effective January 1, 2008. The study was based upon 2005-06 average faculty salaries by rank and discipline as reported to the College and University Personnel Association (CUPA-HR) and the Association to Advance Collegiate Schools of Business (AACSB) using a peer group of 37 institutions similar to MTSU in mission. Thirteen of the 16 (81%) nursing faculty eligible qualified for the market increase and the mean increase for these faculty was 2.56%. Market competitive salaries were determined for each rank within each teaching discipline at MTSU based on comparison with institutions of similar scope and missions. The mean salary reported by CUPA-HR/AACSB by rank and discipline was considered the salary "midpoint" in the market study model. Across the board, cost of living increases have also been applied each year of the study period. For the 2007/2008 academic year, all employees received a 3% raise, with a one-time bonus of 1% or \$500, whichever was greater.

While there is ongoing concern due to the lack of competitive faculty salaries, staff salaries are also very problematic. It is very difficult to hire skilled support staff with the available staff salaries. While these issues are addressed in the University compensation plan, the problems still exist.

Financial resources for students are also of concern to the SON faculty. The SON routinely receives federal funding for Scholarships for Disadvantaged Students (SDS). Near 100% of students who apply for these funds receive them. Additionally, several endowed scholarships have been established to support nursing students. A summary of these scholarships is presented in **Appendix G**.

Physical Resources

In January 2007, a major School of Nursing expansion project was completed. Physical space within the school increased from 30,000 to 55,000 square feet. This expansion project, made possible through a major grant from the local Christy-Houston Foundation and a federal earmark allocation sponsored by congressman, Bart Gordon and former Senator Bill Frist. The addition includes nine (9) new faculty offices, an undergraduate administrative suite with three

executive-style offices, and ample space for secretarial personnel. The new wing also includes three classrooms with 58 to 76 seats, complete with the latest instructional technology, two seminar rooms with classroom projection equipment, a 20-bed state-of-the-art clinical laboratory which includes classroom technology and classroom seating for 30 students, three atrium spaces with comfortable furnishings for classroom breaks and student gatherings, a student study area, and a faculty lounge. Large storage areas were included for the educational and clinical equipment. A movable partition between two of the classrooms can be opened to accommodate larger audiences (approximately 120 seats). The space, which has an adjacent food preparation pantry, is used for continuing education offerings and college meetings, in addition to nursing classes. This expansion has provided the space needed to significantly increase our nursing class sizes and overall enrollment.

II-C. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Academic support services are provided to the School of Nursing in a sufficient degree to ensure quality for the nursing program. These services are evaluated on a regular basis and changes are made as required. As the SON has expanded, the need for additional support services became apparent and additional assistance was made available. For example the numbers of pre-nursing students in need of advising became overwhelming and the SON received funding to hire a full time academic advisor during 2004. A second advisor position, specifically for online students, is currently being considered. Also, as addressed in Standard I, the Computer Lab Coordinator and the Clinical Lab Coordinator provide support to the other faculty members.

Staff Support

The School of Nursing has an executive aide, three full time secretaries, a student advisor, and four graduate assistants. The school also receives support from over 25 part-time student workers each semester. The University has established a policy requiring all students who receive funding from the Academic Scholarship Program through MTSU's Financial Aid Office to repay by working in the department a total of 5 hours each week for a total of 75 semester hours. This provides considerable support that does not affect the SON budget. Considering that the school serves over 1700 undergraduate students, the level of support must be assessed on an ongoing basis.

Library Facilities

The James E. Walker Library at MTSU is 250,000 square feet and holds over 770,000 volumes, including 4000 print journal subscriptions. A more detailed description of library resources has already been provided on page 22. Library resources are adequate and enable the achievement of the mission, goals and expected outcomes of the program

Computer Resources

All School of Nursing faculty members are provided with individual PCs (and/or laptop computers) and printers. All faculty PCs are equipped with the full Microsoft Office Professional software suite. Funding is available for additional software (e.g. programs for statistics, graphics, reference management, etc.) as needed by individual faculty members. Over 3,000 computers are maintained by the MTSU campus and the University has a policy that provides for computer replacement every 3 years, on a rotating basis. MTSU has over 10,000 activated data ports. The campus standard for networking is 100 Mb switched Ethernet to desktops, providing a full 100 Mb dedicated connection to the campus data network. In areas where traffic demands are greater, 1000 Mbps connections are installed. MTSU is also connected to the research network for Internet2. This high-speed access allows for rapid transfer of data between research collaborators, allowing for more efficient research operations. MTSU has an extensive wireless network that covers most classroom buildings (including the SON), offices, libraries, lounges, and dining facilities. This network is constantly being upgraded and expanded, and includes over 250 wireless transmitters.

II-D. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.

Lynn C. Parsons was appointed Director of the School of Nursing at Middle Tennessee State University on July 1, 2003. She received her Bachelor of Science in nursing degree and her Master of Science in nursing degree in nursing administration from Northern Michigan University, and her Doctor of Science in Nursing degree with a major in nursing administration and a minor in health care policy from the University of Alabama, Birmingham. Dr. Parsons has published extensively and frequently presents at local, regional, national and international

programs. She is active in several nursing organizations as evidenced in her curriculum vitae
(**Exhibit II-D.1**)

Dr. Parsons is a tenured full professor at MTSU. She has taught and developed traditional on-ground, as well as online, courses. Her experience in the clinical arena, both in practice and administration, has provided a diverse background for leadership as Director of the SON at MTSU. Dr. Parsons helped bring the vision of a building expansion to reality through careful involvement in each step of the process. Since her appointment in 2003, a shared governance approach has been implemented for the daily management of the school.

As Director of the SON, Dr. Parsons has the authority to act on matters specific to the school. She reports to the Dean of the College of Basic and Applied Sciences, who, in turn reports to the Executive Vice President and Provost. Compared to many nursing schools of similar size, MTSU's organizational structure creates an additional level of bureaucracy.

II-E. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.

The School of Nursing leadership team currently consists of one full time Director; two Associate Directors, one for on-ground programs and one for online programs; two laboratory coordinators, one for the computer labs and one for the clinical labs; and the chair holder in the National HealthCare Chair of Excellence. This division of labor has worked well. At this time all of these individuals and the director carry teaching responsibilities. With the expansion of programs and additional responsibilities, it is likely that class coverage may need to change in the future.

The School employs 28 full-time faculty members, including the leadership team. Currently, there are 13 Assistant Professors, 7 Associate Professors and 8 Professors within the SON. **Appendix H** contains the current faculty roster. Within this group, 13 full-time faculty hold specialty certification, 15 are doctorally-prepared, and 10 are tenured. The faculty bring diverse clinical, research and service experiences to the SON. Complete faculty CVs are available for review (**Exhibit II-E.1**). The SON also uses 13-16 part-time faculty members. Adequacy of number of part-time faculty, their credentials and qualifications contribute to meeting program goals. All faculty are involved in teaching. Class sizes currently range from 25 (for online courses) to 85 for courses that are open to all university students. A ratio of 1:10 or less is maintained in all clinical settings. Clinical preceptors also provide teaching support in the Adult Health I, Adult Health II, Leadership and Management, Care of Vulnerable Aggregates, Care for

the Child-Bearing Family, and the Medical-Surgical Practicum courses. **Appendix I** provides the Guidelines for Selecting Clinical Preceptors, which are used as criteria for courses that have a preceptor component. Policies related to course specific use of preceptors are outlined in the respective course syllabi.

In recruiting faculty to the SON, every effort is made to hire faculty to teach within their specific specialty area. Information for new faculty is provided through a review of the comprehensive faculty orientation manual (see **Exhibit II-E.2**). Each new faculty member is also assigned a temporary “coach” who is available to respond to general questions about the SON and how it functions. After one year, faculty are encouraged to select a mentor from those individuals who have been most helpful. The mentors provide advice related to teaching strategies, and a variety of other developmental issues, such as the promotion and tenure process.

The normal teaching load for faculty teaching at the undergraduate level is the equivalent of twelve semester hours. Workload calculations are different for the SON as clinical hours do not easily fall into the prescribed university formula. Workloads are affected by teaching at the graduate level and by reassigned time for various pursuits. Summer teaching is not included in workload calculations, as it is calculated outside the faculty member’s basic contract for additional pay.

II-F. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the

Middle Tennessee State University is a research intensive university. Responsibilities of the faculty are outlined in the MTSU Faculty Handbook and delineated in the *MTSU Policies and Procedures Manual* (**Exhibit II-F.1**). Faculty are also provided with a Faculty Orientation Manual (see **Exhibit II-E.2**). that includes sections on the roles and responsibilities of faculty in the School of Nursing. New faculty are encouraged to ask questions of the more seasoned faculty members at a formal orientation session, as well as throughout the year. The research committee in the SON has started a project to assist in developing a unified program of research for the school such that all faculty can contribute to a core body of knowledge development. The unifying theme of this program is quality of life.

Faculty members are evaluated “with respect to their performance in (1) instruction, (2) research and/or creative activity, (3) public service, and (4) cooperation with colleagues and commitment to programs and students” (Policy No. 11:01:05A, Section II-I). The University

recognizes that variation occurs among departments and among faculty members within those departments and therefore the balance of these activities may vary between departments.

The inter-relationship between teaching, scholarship, service, and practice enables the SON to meet its mission. This congruence is demonstrated in our individual workload reports and the individual faculty member goals which are kept in faculty members files. A number of resources exist within the University to provide support for faculty development in the areas of teaching and scholarship, as well as for enrichment experiences for faculty and students. A university sponsored *Faculty Leadership Institute* is one example of an experience that allows growth and involvement for selected faculty. Several nursing faculty have participated in this institute, including Dr. Leigh Ann McInnis, who is participating during the spring, 2008 semester.

As faculty fulfill the expectations for becoming excellent teachers, scholars, service providers and colleagues, they contribute to the SON's, the College's and the University's ability to succeed in achieving their mission and goals. In order for the institution to meet its goals, faculty must strive to contribute offer the best they can in each area of the role. Since the mission, goals and expected outcomes flow smoothly from the SON to the College and then the University, these faculty roles are congruent and easy to identify.

STANDARD II SUMMARY

Strengths

- Faculty teaching, scholarship, service and practice are supported by the College and University.
- Strong support services are available to assist instructional efforts.
- The Director of the SON has a strong commitment and background to lead the SON into future endeavors.
- Strong, diverse faculty and staff resources.
- Faculty committed to excellence in teaching, scholarship, service and practice.

Quality Improvement Issues

- Strive to involve more faculty in the scholarship of practice through greater endorsement at the College and University levels.
- Continue to recruit highly qualified, diverse faculty to teach in their specialty areas.
- Move to greater number of full time faculty while reducing the number of part time faculty.
- While the University is committed to providing competitive salaries, some current salaries remain below market levels

Action Plan

- Provide administrators with evidence of scholarly practice and its importance in the profession of nursing.
- Respond quickly to opportunities for additional fiscal resources
- Continue to provide information to administration that demonstrates our needs for more competitive salaries and other resources.
- Nurture qualified instructors as they obtain the doctoral degree and become full time faculty.

STANDARD III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning and evaluation of student performance fosters achievement of the expected outcomes.

III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program’s mission, goals, and expected outcomes.

The School’s mission and goals indicate our commitment to creating an environment in which each person is valued and supported. The program outcomes delineate the SON vision of a competent, professional nurse. The curriculum is derived from the School’s mission, philosophy, goals and program outcomes.

The baccalaureate curriculum in nursing requires 120 semester hours. A minimum of 49 semester hours in general education courses and 71 semester hours in nursing are required for the degree (see **Appendix J**). The curriculum reflects the significant contribution that the arts, sciences, and humanities contribute to nursing knowledge and practice. Middle Tennessee State University requires certain undergraduate general education courses, promoting a common background for all baccalaureate graduates. Among these courses, certain ones are required by the nursing major: anatomy and physiology, general psychology, microbiology, and applied statistics. Nursing students must complete the majority of the general education courses prior to entering the nursing program. If general education courses are completed in the suggested order, and the student is accepted into the program for the planned semester, the student will graduate after five semesters of nursing courses (see **Appendix K** for sample plan of study).

According to the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice* (1998), background knowledge in the arts, humanities, and sciences promotes critical thinking, the basis for clinical judgment and ethical decision-making. Students can potentially begin their nursing program of study in their third semester when all specified courses have been successfully completed. An introduction to core nursing concepts is accomplished through Professionalism in Nursing, Pathophysiology, Health Assessment, and Health and Gerontology. These courses introduce students to basic nursing principles and the profession of nursing. Course topics include the role of the nurse as health care provider and member of a profession, the nursing process, theoretical concepts, health assessment and issues of the aging population.

In the second and third semesters of upper-division nursing courses, students begin to gain the knowledge and skills necessary to care for clients. Students first take Pharmacology, Introduction to Nursing Practice didactic and clinical, and Health Care Research. These courses lay the foundation for successful evidence based practice. The following semester, Caring for Adult Clients I and Caring for the Childbearing Family, along with a nursing elective are taken. In these courses, students acquire information about nursing practice with adult clients and issues in health promotion, prevention and adaptation for the childbearing family. Students begin to implement their knowledge and gain confidence in their skills through companion clinical courses that facilitate concept integration. A variety of electives are offered and students select one that matches their own individual interests in the profession (see **Appendix L** for a list of available elective courses).

The senior semesters emphasize material related to nursing management of individuals and families with acute and chronic health problems. The role of the nurse in health promotion, maintenance and restoration from the perspective of the individual, family and community is built upon from the junior year. In the senior semesters courses focus on care of (a) children, adolescents and their families in various settings (Caring for Children and Teen Clients) and (b) basic and advanced concepts regarding management of the adult client in acute care settings, including psychiatric ones (Caring for Adult Clients II, Caring for the Community as Client and Caring for Clients with Mental Health Alterations). Students expand their knowledge base and move from health care provider to manager and coordinator of care. They continue to expand their role as a member of the nursing profession and health care team while taking Professional Practice and Leadership. Corresponding clinical courses provide opportunities to apply and synthesize the information gained in the didactic courses. Students build on earlier experiences and integrate research through further application of the research process.

Student Learning Outcomes (SLOs) have been developed across the baccalaureate curriculum, and are based upon the nursing process. Each SLO includes the method(s) of assessment and the criteria for success such as course project, portfolio, paper, performance, presentation, or physical assessment (for example, the student will perform a head-to-toe assessment). Each outcome is assessed by at least one direct measure however; use of multiple measures is preferred. The results are analyzed and an action plan is developed. Student Learning Outcomes are measured each fall and spring semester, and reported annually by the SON Institutional Effectiveness Committee and documented online through the Office of Institutional Effectiveness, Planning and Research and the school's annual report (see **Appendix M**).

There are two special tracks available for students entering the program as Licensed Practical Nurses (LPNs) or Registered Nurses (RNs). The RN/BSN track has been available since 1988. It became fully online in 2000. The LPN to BSN track began Fall, 2007 upon the recommendation of the SON advisory board. It is offered in a hybrid format. While students in either group meet the same requirements as the generic students, both for general studies and nursing courses, they are allowed to proceed through the program at an accelerated rate. Each group is given appropriate advanced standing credit for their education and experience as licensed nurses and they are allowed to “test out” of certain courses. Students in these tracks are advised and assimilated into the baccalaureate program so that they graduate with the same outcomes as the generic students (see **Appendices N and O** for a summary of each plan of study).

Continuity and progression of concepts is important and emphasized within the SON curriculum. The concept of “communication” is introduced in the lower division through courses such as English and Speech. These skills are used and developed throughout the upper division courses. Each nursing course has a communication component that draws from earlier learning experiences. For example, in Health Assessment, students learn basic therapeutic communication techniques and then apply this knowledge during Introduction to Nursing Practice - Clinical as they work in their clinical nursing assignments. Knowledge obtained in the foundation courses of anatomy and physiology and microbiology enhances successful completion of all clinical nursing courses.

Students use the standards of nursing practice as a guiding framework for nursing actions. Students are encouraged to implement critical thinking, for example, by questioning physician's orders in the clinical setting if they are unclear and in case studies to clinical situations. The nursing process is developed through care plans and other demonstrations of critical thinking, such as in-depth discussions of clinical cases in pre and post conferences. Students evaluate the effectiveness of their actions and are responsible for helping clients make informed decisions related to their health care. The nursing process is incorporated into patient and family assessment. Independent nursing actions are evaluated in the clinical settings as well as through computer programs.

The School of Nursing provides opportunities for ongoing evaluation of the nursing program. Procedures include student course/lab/clinical evaluations each semester. Students complete evaluations for all didactic courses as well as the laboratory and/or the clinical components. Students evaluate their clinical experiences each semester through clinical facility evaluations. Faculty complete evaluations for all clinical settings at the end of each academic

year. Student program evaluations are also completed as they finish their program of study. Tenure-track, temporary, and part-time faculty are evaluated by students each semester and all faculty are evaluated each fall. Summative comments are provided to both the School and faculty regarding their individual performance and how the courses were received. Student summative information is used in annual course evaluations by faculty and during program evaluation and review.

Formative and summative evaluations are completed on individual students in each classroom and clinical course. In formative evaluations, formal and informal methods are used to periodically monitor student progress or identify difficulties in cognitive ability and critical thinking skills. Bloom's Taxonomy guides the faculty in designing appropriate evaluation methods. In theory courses, varied avenues are used to determine grades, such as tests, papers, presentations, and special projects (see Course Books for examples). Summative evaluations are accomplished through final written examinations and mastery of final course objectives. Grading policies are documented in each course syllabus (see Course Books).

The SON has adopted 75% as the minimum passing grade in all nursing theory courses. Most courses use an online grade book through Desire to Learn (D2L) to disseminate grades to students. This facilitates rapid reporting of grades and allows the students 24-hour access to them. D2L also allows access for course content as well as other resources used to teach. Additionally, SON, college and university information of interest can easily be shared through the D2L course management system.

Evaluations are designed to assess clinical behaviors using the nursing process and progress toward development of professionalism. Expected behaviors and objectives are communicated through the syllabus. Students are evaluated weekly on their attainment of these goals. In clinical, many courses require both student self-evaluation and instructor evaluation. Grades are assigned as satisfactory or unsatisfactory. Students are notified mid-rotation of any deficiencies in clinical courses and at midterm of deficiencies in didactic courses so that remedial action may be implemented to correct deficiencies.

Students evaluate faculty, their clinical agencies and their courses. Annual nursing faculty teaching evaluations in the SON are consistently above the University mean (see **Appendix P**). The course and clinical evaluations are compiled each semester. The course faculty teams make changes as needed based on these evaluations.

The SON Curriculum Committee is responsible for the evaluation of the curriculum as outlined in the SON program evaluation plan (see Curriculum Committee minutes). In addition,

the Curriculum Committee is also responsible for 1) evaluating the philosophy, purposes, objectives, curriculum, and courses for the nursing program; 2) recommending curricular changes to the SON faculty for vote; and, 3) forwarding approved curricular changes to the College Curriculum Committee and to the University Curriculum Committee. The SON Curriculum Committee solicits feedback from faculty and students pertaining to curricular needs.

Standardized achievement exams are given in selected courses each semester. See **Appendix Q** for a listing of these tests and corresponding courses. Faculty teaching groups and level coordinators review these scores each semester and prescribe remediation as appropriate for individual students. Faculty also review the exam results in relation to course strengths and weakness for course evaluation and revision.

In the last semester of the program, all generic students take a standardized exit exam to assist students to prepare for the National Council Licensing Examination – RN (NCLEX-RN). The class means on these exams provide useful feedback throughout the curriculum. All students are required to complete the Academic Profile exam administered by the University as a requirement for graduation. This provides a comparison of the liberal arts, basic sciences knowledge and critical thinking skills with other university majors. Nursing students consistently rank higher among their peers from other colleges within the University. To validate the critical thinking with a test of critical thinking using nursing concepts, students are given a standardized critical thinking exam upon admission to the major and upon completion of the program. An overall plan for program evaluation is in **Appendix R**. For further details refer to Standard IV.

Beginning in 2001, the Assessment Technologies Incorporated (ATI) was employed for evaluation purposes. Recently, faculty have made the decision to discontinue the use of ATI materials in favor of adopting Health Education Testing Service (HESI) exams. This decision was based on data that indicated a better match between our curriculum and the HESI tests, as well as more academic materials and services. Use of this company will be evaluated upon graduation of the first student cohort completing their BSN using this testing service for continuation.

Standardized exams are used for ongoing feedback to students and faculty for individual, course and program assessment. Faculty receive data immediately after ATI testing, which allows for individualized interactions and rapid course improvements. Faculty members meet with advisees to review test results, identify weaknesses, and devise action plans. A comprehensive test to assess overall competency of students and predict NCLEX readiness was given in the final semester. This has contributed to overall curriculum review as faculty members engage in discussion of where and when content is provided and the depth and focus of the content. Faculty

voted to incorporate the results of the individual standardized content exams into course grades, valued at approximately 5% of the overall course grade. This encouraged students to perform to their best ability.

III-B. The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates.

1. The baccalaureate curriculum incorporates knowledge and skills identified in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998).

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998) provides the basis for curricular decisions in the School of Nursing. Students receive the knowledge and skills identified in this document as they progress through the program. By the end of their program of study, it is anticipated that graduates will possess the essentials of practice.

Professional nursing standards are used as guidelines to foster the development of essential knowledge, values, and professional skills of nursing graduates. Teaching-learning practices and teaching learning environments are varied throughout the program in an effort to address multiple student learning styles and to progress from the simple to complex. The faculty within the SON believe the following: 1) Nurses function independently, interdependently and collaboratively, serving both as client advocates and as leaders influencing others' achievements of health care goals; 2) Professional nurses use the deliberative process of assessing, diagnosing, planning, implementing and evaluating to provide health promotion, health maintenance, health restoration and prevention of illness; 3) Nursing care is based on a set of professional standards, ethics, competencies, and knowledge drawn from nursing practice and nursing theory, from the natural, social and medical sciences, and from the humanities; and, 4) Professional nursing supports further development of its body of knowledge and professional practice by encouraging nursing research, disseminating nursing research findings and by applying nursing and multidisciplinary research to nursing theory and practice.

The academic policies of the School of Nursing support student performance, achievement and progress. These policies assure the fair and equitable treatment of students. They are set forth in the Student Handbook. All students function under the School of Nursing Student Handbook effective the semester they began upper division nursing courses. The

Handbook is reviewed and revised each fall, spring and summer semester by the Student Services Committee. A commitment that “all policies, rights and responsibilities pertaining to all students at MTSU apply to the students in the nursing curriculum” is maintained. Published policies include the following: priority for admission/progression of students and a common grading scale. Other policies related to clinical performance, dismissal from the nursing major and professional conduct are described in the Student Handbook (accessible at: http://nursing.web.mtsu.edu/Handbook_1_08.pdf and by hard copy in the reading room).

Policies and student guidelines are published annually in the Student Handbook, which provide the student with information about the academic performance requirements for successful progression through the upper division nursing courses. The following statement reflects the importance of minimally acceptable academic performance for successful progression: “Student’s must successfully complete nursing courses in the order outlined in the nursing curriculum with a minimum grade of “C” (2.00) in all theory courses as well as a “pass” in each corresponding lab/clinical course. Students are not permitted to progress after receiving less than a “C” in any nursing course. Upon receipt of a grade below C, they apply for readmission into the program. If they receive a second D or F in any combination of two or more nursing courses, they are expelled from the program, regardless of the semester in which this occurs. Students admitted from other nursing programs in which a grade of less than 2.00 (D or F) was made in nursing will be dismissed if they earn a D or F in any required MTSU nursing course. An unsatisfactory in a clinical course is considered a failing (F) grade.

The Tennessee Board of Regents (TBR), the University’s governing body mandated that all university baccalaureate degrees be limited to 120 hours. In addition, the TBR has specified certain general education core requirements. The University has also determined its own unique general education core requirements. Combining these two mandates with job market requirements of the new graduate, the School of Nursing developed a full curriculum of 120 hours, with 49 hours of general education courses and 71 hours of courses in the nursing major. The operating framework follows five core competencies throughout the curriculum: communication, critical thinking, personal and professional relationships, leadership and nursing process. Based upon student, faculty, administration, and community input, this curriculum provides students with appropriate and meaningful preparation for their chosen career as Registered Nurses.

2. The master’s curriculum incorporates knowledge and skills identified in *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996). Any specialty standards adopted for the master’s program are incorporated into the curriculum. In addition, nurse practitioner program curricula demonstrate incorporation of the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2002).

The MSN program is taught in a consortium effort with five other TBR universities and is accredited through the NLNAC.

<p>III-C. The curriculum is logically structured to meet expected program outcomes.</p>
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1. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.

An introduction to core nursing concepts is accomplished through Professionalism in Nursing, Pathophysiology, Health Assessment, and Health and Gerontology. These courses introduce students to basic nursing principles and the profession of nursing. Course topics include the role of the nurse as health care provider and member of a profession, the nursing process, theoretical concepts, health assessment and issues of the aging population. Experiences in courses taken as part of their general education requirements prepare students to make meaningful application of this specific nursing content. For example, basic psychological principles gained in General Psychology are used when assessing clients or exploring changes occurring during the aging process.

In the second and third semesters, students begin to gain the knowledge and skills necessary to care for clients. They first take Pharmacology, Introduction to Nursing Practice and Health Care Research. These courses lay the ground work for successful evidence based practice. Knowledge of statistics is important background for understanding the content in research. The following semester, Caring for Adult Clients I and Caring for the Childbearing Family, along with a nursing elective are taken. In these courses, students acquire information about nursing practice with adult clients and issues in health promotion, prevention and adaptation for the childbearing family. Students begin to implement their knowledge and gain confidence in their skills through companion clinical courses that facilitate concept integration. Confidence gained while presenting in their speech class permits students to interact comfortably with their clients.

The senior year emphasizes material related to nursing management of individuals and families with acute and chronic health problems. The role of the nurse in health promotion,

maintenance and restoration from the perspective of the individual, family and community is built upon from the junior year. In the senior year, courses focus on care of (a) children, adolescents and their families in various settings (Caring for Children and Teen Clients) and (b) basic and advanced concepts regarding management of the adult client in acute care settings, including psychiatric ones (Caring for Adult Clients II, Caring for the Community as Client and Caring for Clients with Mental Health Alterations). Students expand their knowledge base and move from health care provider to manager and coordinator of care. Students continue to expand their role as a member of the nursing profession and health care team while taking Professional Practice and Leadership. General education courses such as English and the humanities electives provide student with the writing skills and world view helpful to becoming participating members of the nursing profession. Corresponding clinical courses provide opportunities to apply and synthesize the information gained in the didactic courses. Students build on earlier experiences and integrate research through further application of the research process.

2. The master's curriculum builds on the baccalaureate level foundation.

The MSN program is taught in a consortium effort with five other TBR universities and is accredited through the NLNAC.

III-D. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

The teaching-learning practices and the teaching environments have been strategically integrated to foster behaviors consistent with professional standards and guidelines. Themes derived from the professional standards include the nursing process, ethics, professional role, and nursing skills. In the junior and senior years, students have the opportunity to incorporate professional values and standards via patient advocacy for clients who are intubated and/or critically ill or too young to assist in the decision making process. Students use the standards of nursing practice as the guiding framework for nursing actions. Students are encouraged to implement critical thinking, for example, by questioning physician's orders if they are unclear and applying case studies to clinical settings. The nursing process is developed through care plans, and indepth discussion of patient care during clinical pre and post conferences. Students evaluate effectiveness of their actions and are responsible for helping clients make decisions related to self, side effects, and application of medications. The nursing process is incorporated into patient

and family assessment. Independent nursing actions are evaluated in the clinical settings as well as on computer programs.

Students evaluate faculty, their clinical agencies, and their courses. Annual nursing faculty teaching evaluations of the SON are consistently above the University mean. The course and clinical evaluations are compiled each semester. The course faculty teams make changes as needed based on these evaluations as discussed in III-A above. For example, in NURS 3000, Professionalism in Nursing, students gave positive feedback for learning APA format, having a variety of topics each week relevant to the nursing profession, and the teaching style of the instructor of record. Students cited dissatisfaction with having a Graduate Assistant (GA) deliver some of the lectures. Further, students cited the need for more guidance to prepare for course examinations, too much work for a 1-credit hour course, and some desired more classroom interaction. Test blueprints were added to the course for the next semester. The requirement for two APA papers that were 2-4 pages in length was reduced to one two-page paper. Additionally, three different activities were planned to acknowledge/reward class attendance and promote student-faculty classroom interactions and will comprise 15% of the course grade. At least two of the class participation activities will be related to learning APA content. The GA will be reassigned to courses later in the curriculum. As the NURS 3000 students are in their 1st semester of upper-division nursing the regular full-time faculty will teach the course. Course content about the role of the GA will be added into the lecture that reviews nursing education and faculty roles to teach students about different roles and prepare them for interacting with GAs as they progress through the upper-division nursing curriculum. Recognizing that students need to learn APA format and expressed a strong level of satisfaction for learning APA in the course evaluation tool, the Student Services Committee placed a copy of a well written APA paper in the spring 2008 *Student Handbook*. The entire student body has an excellent example of a well written APA paper.

The SON Curriculum Committee is responsible for the evaluation of the curriculum as outlined in the SON program evaluation plan. In addition, the Curriculum Committee is also responsible for 1) evaluating the philosophy, purposes, objectives, curriculum, and courses for the nursing program; 2) recommending curricular changes to the SON faculty for vote; and, 3) forwarding approved curricular changes to the College Curriculum Committee and to the University Curriculum Committee. The SON Curriculum Committee annually solicits feedback from faculty and students pertaining to curricular needs. A student representative from both the 3rd and 5th semesters sits on the Curriculum Committee. They provide feedback based on their

experience in the program and share comments from their peers. Their input is highly valued and had significant impact on the curriculum revision that occurred when the SON went to the 120 hour curriculum.

Standardized achievement exams are given each semester in selected nursing courses for which there is an exam available (see **Appendix R**). Faculty teaching groups review these scores each semester and prescribe remediation as appropriate for individual students. Faculty also review the exam results in relation to course strengths and weakness for course remediation. In the last semester of the program, all generic students take a standardized exit examination to compare their aggregate scores to a national mean and to assist students to prepare for the National Council Licensing Examination – RN (NCLEX-RN). These class means provide useful feedback throughout the curriculum. All students are required to complete the Academic Profile exam administered by the University as a requirement for graduation. This provides a comparison of the liberal arts, basic sciences knowledge and critical thinking skills with other university majors. Nursing students consistently rank highly among their peers from other colleges.

III-E. The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.

All didactic courses are offered with current teaching-learning practices in mind. Faculty participate in a variety of workshops offered on campus, as well as conferences offered across the country. The University has taken a particular interest in learning and teaching, opening the Learning, Teaching and Innovative Technologies Center in 2004. One faculty member from the School of Nursing, Dr. Karen Ward, is a Fellow in the Center this (2007-2008) academic year. Dr. Jenny Sauls, another SON faculty member is a Faculty Mentor for learning and teaching and offers services to faculty in the College who wish to improve teaching skills. Several faculty are Peer Mentors for online instruction. New faculty are given a thorough orientation and are assigned a SON faculty mentor for the first year of employment.

It is a goal of the SON that students receive outstanding instruction in all areas. This not only facilitates graduates in passing the NCLEX, but serves the community by providing the best possible nurses. Didactic courses give students the opportunity to obtain new information, discuss the content and integrate that knowledge into their repertoire of achievement. Instructors strive to make learning an active enterprise where students come, eager to partake.

Clinical sites are chosen based on need for the level of student and the concepts being taught. It is the intent of faculty to maximize opportunities for students in the clinical arena. Objectives are written for clinical experiences and communicated to the clinical site. Sites that are eligible have achieved accreditation. Each semester, the faculty evaluate the clinical sites for usefulness and effectiveness. In some cases, the clinical site will request an evaluation by the students after their clinical experience. Clinical sites vary and include long term and acute care facilities, urban and rural facilities, physician's offices, Health Departments, community health agencies, the Veteran's Administration Medical Centers, school systems, and correctional facilities. Agreements and contracts with clinical practice sites are located in the SON Director's suite. Contracts are current and are reviewed on an annual basis. Expectations and responsibilities of both the clinical site and SON persons are described within the contracts. A listing of clinical agency sites is found in **Appendix S**.

Clinical instructors routinely orient to the facility and maintain up to date knowledge of the practice environment. Students, prior to beginning clinical practice, are provided ample orientation to the facility and all rules, regulations, policies and procedures of the facility including documentation methods and standards. The electronic Tennessee Clinical Placement System for clinical placement as well as clinical orientation is new and helps to orient students to clinical sites prior to their clinical experiences. Online orientation includes modules such as facility policy issues, fire and safety policies and computer skills needed (<http://www.centerfornursing.org/ocp/student.htm>). Clinical instructors maintain close communication with the management teams of the respective clinical sites. Formal and informal appraisal of current, ongoing clinical practice occurs. Altered and varied clinical experiences are discussed and discovered for clinical students as appropriate to the students' knowledge and skills. Clinical sites are very accommodating and provide a willing practice environment for nursing students.

III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Teaching-learning practices that are used throughout the curriculum are based upon input, which is regularly solicited from a variety of sources, both internal and external. Frequent interactions among and between the School's faculty and administration, and with the local health care facilities, provide information about curricular needs with respect to current knowledge,

skills and expectations of the new graduate nurse. An active Advisory Board, with over 20 representatives of clinical facilities and the community at large (see **Appendix B**) meets formally once each year. This group has provided important feedback and suggestions for programmatic development. As a result of recommendations made by the SON Advisory Board, the decision was made to create an accelerated LPN to BSN track that has been very well received. This track addresses needs expressed by the health care agencies (community of interest) and has been well received. Another example of the Advisory Board's impact is a new course on Spirituality, suggested by a hospital chaplain and developed by a faculty member who will be offering it as an elective this summer. Other changes have been made in the curriculum and in teaching and learning practices based upon this feedback from all sources. For example, the need for an end of life care elective course was identified and a course was designed and offered. Additional content on this subject has also been incorporated into other nursing courses.

STANDARD III SUMMARY

Strengths

- The SON has a strong curriculum that provides students with necessary knowledge for successful practice.
- Students take a logical, progressive sequence of courses that build on one another.
- An evaluation plan is in place to measure the success of the program.
- Students and employers rate the program highly.

Quality Improvement Issues

- A more inclusive method of evaluation is needed for consistency across the program

Action Plan

- A task force is established to determine the best way to get higher and more reliable responses to evaluation requests, particularly in the online courses

STANDARD IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

IV-A. Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.

Student performance is evaluated using a variety of measures at the course and program levels, and these measures are designed to assess how effectively course and program goals and objectives are met. At the course level, these goals and objectives are articulated in the syllabus. Formative and summative evaluations are completed on individual students in each classroom and clinical course. In formative evaluations, formal and informal methods are used to periodically monitor student progress or identify difficulties in cognitive ability and critical thinking skills. Bloom's Taxonomy guides the faculty in designing appropriate evaluation methods. Written assignments, presentations, participation in class, examinations, attendance, and portfolios are examples of direct measures that provide indices of student success in achieving stated goals and objectives.

In theory courses varied avenues are used for grade attainment, such as tests, papers, presentations, and special projects. Summative evaluations are accomplished through final written examinations and mastery of final course objectives. The School of Nursing adopted a grading scale to be used for all nursing courses; 90-100% = A , 82-89% = B, 75-81% = C, 66-74%=D, below 66%=F. Grading policies are documented in each course syllabus. The SON has adopted 75% or "C" as the minimum passing grade in all nursing theory courses. Most courses use an online grade book through the Desire-2-Learn (D2L) course delivery system to disseminate grades to students. This facilitates rapid reporting of grades and allows the students 24-hour access to their grades.

Each student also receives formative and summative evaluations in each clinical course. Evaluations are designed to assess clinical behaviors using the nursing process and progress toward development of professionalism. Expected behaviors and objectives are communicated through the syllabus and the clinical evaluation tool. Students are evaluated daily in their attainment of these goals. Many courses require both student self-evaluation and instructor

evaluation. Grades are assigned as satisfactory or unsatisfactory in clinical courses. Students are notified at midterm of any deficiencies in either classroom or clinical courses so that remedial action may be implemented to correct deficiencies.

An Experiential Learning (EXL) approach to teaching is used in many of the nursing courses where learning occurs beyond the traditional classroom to enhance the personal and intellectual growth of students (see **Appendix K**). EXL courses focus on “learning-by-doing” to engage students in the subject, the work and the associated service activities. EXL courses afford students time to reflect on professional knowledge, attitude, and skills and to exemplify professional standards of self-evaluation and lifelong learning. Students are evaluated on their preparation and analysis of key course components. Students describe these experiences as invigorating and feel they help to develop their analytic skills, writing skills, confidence, and leadership capacity.

Faculty evaluate skills in writing and critical thinking through the assessment of frequent small writing assignments in select courses. Some students are also referred to the University Writing Center for additional evaluation and support. Student performance at the course level is evaluated by faculty using the standard four-point grading scale. This scale and other evaluation policies and practices are identified in syllabi, in the Student Handbook, in the Catalog, and on the website. In the Nursing major, only grades of 75% “C” or higher are considered satisfactory for major and pre-requisite courses. Faculty maintain ongoing communication with students regarding their progress in nursing courses. This communication may be verbal or written. Students are officially notified of their course grades by faculty at midterm and the Registrar’s office at the end of each semester. Student grades are also available online through the University’s course management (D2L) software system giving students 24/7 access to course information. Additional software systems (Banner and Pipeline) gives the student continuous access to their transcript.

In addition to assessment at the course level, student progress toward their degrees is assessed each semester. Undergraduate students not making adequate progress toward their degree may be placed on academic warning, or probation. The program adheres to academic policies pertaining to these categories for delineating academic standing, as described in the Student Handbook and the Undergraduate Academic Catalog. Student performance at the program level is tracked over time. The report of grade distributions is reviewed each semester by the Director, who in turn discusses this with faculty. Another source used by the school to

evaluate performance is standardized examinations. These and other data sources and collection instruments are described in Section IV- B, below.

The faculty voted to engage Assessment Technologies Incorporated (ATI) for standardized testing in order to retrieve additional student performance evaluation information. Testing was initiated in spring semester of 2001 in each course where a relevant ATI test was available. In Fall 2006 (Faculty meeting minutes, also Standardized Examination Book), faculty revisited this decision and identified key courses where ATI testing would be continued. In Spring 2007, the faculty conducted a review of the ATI standardized testing in relationship to current goals and objectives and decided to use Health Education Systems, Inc (HESI) for continued performance evaluation. It was felt that this testing afforded more flexibility for correlation of testing formats and items to the specific content and National Council of Licensing Examination for the Registered Nurse (NCLEX-RN) test profile throughout the curriculum. Faculty receive data immediately after ATI testing and through (HESI), which allows for individualized interactions and course revisions, as needed. Faculty selected HESI because of its proven record of quality products which assist students in their readiness for success in the NCLEX-RN. Students who are not successful on standardized exams are advised to meet with their faculty advisor or course professor to review test results, identify weaknesses, and devise action plans.

Since ATI (prior to 2007) and HESI (from 2007 forward) have a comprehensive test to assess overall competency of students and predict NCLEX readiness, the faculty will continue to use a comprehensive examination for student evaluation of readiness to take the NCLEX-RN. This contributes to overall curriculum review as faculty members engage in discussion of where and when content is provided and the depth and focus of the content.

In the spring semester 2001, faculty members voted to incorporate the results of individual ATI course tests into course grades for selected classes, valued at approximately 5% of the overall course grade. This practice will continue with HESI testing as it encourages students to perform to their best ability on these tests. Please refer to individual course syllabi for additional information regarding grading for each course.

Student's performance is evaluated fairly and consistently. Objectives are the same for all courses despite the delivery system (online, hybrid or on-ground). These are an important part of the curriculum continuity ensured by the faculty. Student performance is evaluated fairly and consistently. Objectives are the same for all courses despite the delivery method (online, hybrid or on-ground). Courses are reviewed and monitored by course coordinators, as well as the

associate directors to ensure continuity throughout faculty change in teaching assignment. These are an important part of curriculum management in the school.

IV-B. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and job placement rates, as appropriate.

As noted in **Appendix R**, a systematic plan for program evaluation is employed to monitor program effectiveness. Measures of student achievement include trending outcomes over time for student, alumni, and employer satisfaction surveys, standardized test scores, graduation rates, NCLEX pass rates, and employment patterns. Results of surveys and questionnaires are compiled and analyzed by the Research and Scholarly Activities Committee and then shared with the faculty so that appropriate changes can be made to enhance the program. Surveys and programmatic findings are communicated to the faculty through several venues; reports in faculty organization meetings, e-Mail communications to faculty by committee chairpersons with relevant information documented in committee notebooks, committee chair end of year reports, and in the SON annual report.

Student satisfaction during the nursing program is determined by faculty and course evaluations at the end of each semester, student advisory board input as well as ongoing verbal and written communications from students to faculty and administration throughout the program, as well as the Exit Student Opinion Questionnaire. The student advisory board to the director meets every semester with the student nursing association advisors and the leadership team to share student feedback. An example of use of this feedback was the students' request for information regarding costs they would incur for each semester (November, 2006 meeting). A list of projected costs per semester has now been included in the student handbook, and this information is now disseminated during student orientation.

Exit Student Opinion Questionnaires are administered each fall and spring semester to graduating students (see **Table IV-B.1.** for results indicating moderately/strongly agree). Prior to 2006, this questionnaire was used to capture data on the climate of the School through a 20-question Likert-type scale with additional open-ended questions on helpful aspects of the program and suggestions for improvement. Overall, 94-100% of students reported satisfaction with the learning experiences in the nursing program. Additionally, a positive climate for learning, positive perceptions of faculty, positive influence of technology infusion, and consistent

requests for more time in the clinical environment supported student satisfaction with the nursing program. These data will continue to be collected to determine continued satisfaction and/or the need to make programmatic changes based upon objective, quantifiable findings.

Table IV-B.1. Student Satisfaction Results for Tool Prior to 2006

Item	Semester	
	Fall 2004	Spr 2005
1. There is an open exchange of ideas between teachers and students	82%	90%
2. Students get a lot of uplifting encouragement from the teachers.	82%	97%
3. Teachers at this school are easy to talk to.	82%	100%
4. Teachers respond to questions without making students feel stupid.	84%	100%
5. Teachers take a personal interest in the students.	84%	93%
6. Teachers take time to make sure students understand their teaching.	90%	97%
7. Students focus on what students do right versus what they do wrong.	72%	97%
8. Teachers enjoy being around students.	96%	100%
9. Teachers are available to listed to student concerns	99%	97%
10. Teachers treat students fairly.	79%	97%
11. Teachers treat students with respect.	84%	97%
12. Teachers consider student opinions when making decisions.	90%	97%
13. Students at this school feel free to state their opinion.	85%	100%
14. Teachers treat each student as an individual.	81%	97%
15. Teachers demonstrate content expertise in the classroom.	97%	100%
16. Teachers demonstrate practice expertise in the clinical setting.	87%	100%
17. The school had enough equipment and resources to facilitate my learning.	85%	87%
18. I am satisfied with the content I learned in the classroom.	91%	97%
19. I am satisfied with the experiences I had in clinical courses.	85%	97%
20. Overall, I am satisfied with my learning experiences in this program.	94%	100%

The tool was revised in 2006 to focus more specifically on the core competencies of the program. This new tool gathers information related to intent for graduate education and suggestions for improvement. Results reflect that overall students feel well prepared to perform based on the core competencies of the program. Core competencies with results for students who identified that they felt prepared/well prepared are reported in the following table (see **Table IV-B.2**). Students felt well prepared in those competencies in communication, scientific inquiry, nursing process and personal/professional relationships.

Table IV-B.2. Student Satisfaction Results for Tool starting 2006

Competency	Fall 2006	Spring 2007	Fall 2007
Communication			
Oral Skills	79%	96%	96%
Written Skills	82%	93%	92%
Information Technology Skills	79%	86%	96%
Critical Thinking			
Scientific Inquiry	92%	88%	85%
Creativity	78%	75%	61%
Leadership			
Personal	96%	93%	92%
Coordinator of Care	71%	84%	85%
Materials Management	83%	84%	85%
Human Resources	71%	70%	69%
Time Management	91%	91%	88%
Nursing Process	100%	82%	92%
Personal & Professional Relationships			
Morality (Socialization, spirituality, altruism, social justice, values, quality of life)	100%	100%	96%
Ethics	100%	100%	96%
Legality	91%	90%	88%
Cultural Care Competency	94%	86%	96%
Caring	100%	100%	96%

Alumni competencies are determined by BSN Graduate Questionnaires sent to each alumnus one year after graduation. This questionnaire captures data through a Likert-type scale, checklist, and short answer format related to intent for graduate education and suggestions for program improvement. Returns are variable due to numerous address changes following graduation. Core competencies with results for alumni who identified that they felt prepared/well prepared are reported in the following table. Over time alumni felt that their preparation should have added emphasis on leadership core competencies. This is now addressed in all courses starting from courses that are introductory in nature (Professionalism in Nursing) to clinically oriented courses (including - Leadership/Management). The most recent results are presented in **Table IV-B.3**.

Table IV-B.3. Graduate Satisfaction Results (for tool started in 2006)

Competency	Summer 2007 1 year out	Summer 2007 5 years out
Communication	89%	85%
Oral Skills		
Written Skills	92%	99%
Information Technology Skills	96%	85%
Critical Thinking	74%	85%
Scientific Inquiry		
Creativity	85%	65%
Leadership	93%	95%
Personal		
Coordinator of Care	81%	85%
Materials Management	85%	65%
Human Resources	77%	60%
Time Management	89%	70%
Nursing Process	82%	90%
Personal & Professional Relationships	89%	90%
Morality (Socialization, spirituality, altruism, social justice, values, quality of life)		
Ethics	100%	90%
Legality	74%	70%
Cultural Care Competency	77%	90%
Caring	100%	100%

Responses reflect satisfaction with the perceived level of preparation for nursing practice. Comments reflect ongoing education in specialty courses and strong interest in master's level education. Alumni satisfaction is also determined by direct report, surveys, letters and e-mails from former students, as well as their involvement in school activities following graduation.

The university Office of Institutional Effectiveness, Research and Planning (IERP) also collects data every two years from alumnae to determine satisfaction with their overall educational experience at MTSU, whether they would recommend the university, and how their educational experience prepared them for further study, employment, and long-term growth and employment in their chosen field. This likert-type scale ranges from very dissatisfied (1), dissatisfied (2), satisfied (3), to very satisfied (4). Nursing alumnae reported satisfaction in the aforementioned categories from 3.26 to 3.65 in 2005 and 2007. Nursing alumnae consistently reported higher overall satisfaction in all categories when compared to the College of Basic and Applied Sciences (CBAS) and the University for the 2005 and 2007 survey cycles. Aggregate alumnae data support that nursing alumnae were satisfied with their educational experience and these data will continue to be monitored by the SON Institutional Effectiveness Committee.

Detailed results are available at: <http://www.mtsu.edu/~iepr/protected/alumnurs.pdf> (request password for access).

The School of Nursing has an active alumni chapter. An alumni committee is well established with officers and faculty sponsors who are elected or selected annually. This committee meets approximately six times per year. Annual continuing education activities have been hosted for the past three years along with social gatherings for networking and fellowship. Alumni association activities are described in the **Table IV-B.4**. Evaluations of the continuing education programs have been extremely positive (overall means of 4.2 to 4.94 on a 5 point scale). Feedback provided from these evaluations are used to plan programs for the following year.

Table IV.B.4 Nursing Alumni Association Activities

	2005	2006	2007
Alumni Association President	Allison Davis	Erin Kuhn	Rachel Gingrow
Alumni Faculty Advisor	Jenny Sauls	Jenny Sauls	Jenny Sauls
CE Activity Hosted	Dealing with Difficult People	End-of-Life Issues	Women & Cardiovascular Disease, Improving Healthcare through Informatics, Acute & Chronic Pain Management
Other Activities	Luncheon for Networking and Fellowship, Tailgate Party, Numerous Planning Meetings	Luncheon for Networking and Fellowship, Numerous Planning Meetings	Luncheon for Networking and Fellowship, Numerous Planning Meetings

The university Office of Institutional Effectiveness, Research and Planning (IERP) also collects data every five years from employers. This data was last collected in 2003 and it included data from health care organizations (data are available at: <http://www.mtsu.edu/~iepr/empl1.pdf>). The data is very global and it was decided that employer survey information should also be collected by each academic college in the spring semester of 2008. Department chairs and school directors gave input into the job performance survey tool in the January 2008 College Chair's meeting. The new survey will yield more specific information about the ten departments and schools in the College of Basic and Applied Sciences.

Employer Questionnaires are also sent yearly to hospitals, agencies, and clinics known to be employers of MTSU School of Nursing graduates based on alumni and employer feedback. This questionnaire captures data using a Likert-type scale to evaluate attainment of program core competencies. A demographic item identifying the type of agency and the title of the respondent is also retrieved. A request is also made for suggestions for improvements. Results reveal that the majority of employers are hospitals (59%) with other employers being ambulatory care centers (18%) and occasionally, public health agencies, clinics, physician offices and public schools. Responses also reflect strong continuing satisfaction with MTSU graduates' performance with the need for even more emphasis on leadership and management skills. Results presented in **Table IV-B.5** demonstrate that the majority of employer respondents (59% to 100%) agree that graduates meeting the core competencies at a level of prepared or well-prepared. These results mirror the responses from graduating students and alumni.

Table IV-B.5. Employer Satisfaction Results (for tool initiated in 2007)

Competency	Summer 2007
Communication	
Oral Skills	88%
Written Skills	100%
Information Technology Skills	100%
Critical Thinking	
Scientific Inquiry	88%
Creativity	71%
Leadership	
Personal	100%
Coordinator of Care	77%
Materials Management	77%
Human Resources	59%
Time Management	71%
Nursing Process	82%
Personal & Professional Relationships	
Morality (Socialization, spirituality, altruism, social justice, values)	96%
Ethics	96%
Legality	82%
Cultural Care Competency	88%
Caring	100%

Graduation rates are defined as the percentage of students who enter the major and graduate with the Baccalaureate degree (BSN) within 7 semesters of starting nursing courses. The number of students who transfer into the nursing major from another nursing program is also

incorporated. This outcome reflects the numbers of students entering and graduating with a BSN and indirectly reflects the consistency and integrity of the admission, progression and graduation requirements of the program. MTSU's overall graduation rate (graduate within 6 years) is 43% for the whole university. Our benchmark is 80% of students entering the major will graduate. Benchmark graduation rates for comparable nursing programs with the TBR system range from 80-90%. Our graduation rates for the past three years exceed 80% (see **Table IV-B.6**).

Table IV-B.6 Students Entering and Completing Upper Division Nursing Courses

Semester started	# student entries	4 *	5*	6*	7*	nursing grads	% of students completing nursing courses
2003.1	40	29	6			35	87.5%
2003.8	41	34	4			38	92.7%
2004.1	48	31	11			42	87.5%
For entries below, curriculum changed from 4 to 5 semesters							
2004.5	47		34	7	1	42	89.4%
2004.8	44		31	6		37	84.1%
2005.1	50		41	1		42	84%

* 4 – 7 represents the number of semesters until completion

Performance on National Council Licensing Examination-RN (NCLEX-RN) is defined as the percentage of first-time takers who pass the exam each calendar year. The decision rule for action is 85%. This level was selected because it is the legally mandated requirement for schools of nursing in Tennessee. As displayed in **Table IV-B.7**, we have consistently met this standard on an annual basis. The School of Nursing has received the university's performance funding award for successful major field testing for the past 5 years because NCLEX-RN performance scores for each academic year have exceeded the national mean.

Table IV-B.7 NCLEX-RN Pass Rates

Academic Year	Number of 1 st Time NCLEX-RN Test Takers	NCLEX-RN Pass Rate
August 2006-August 2007	80	90%
August 2005-August 2006	76	90.7%
August 2004-August 2005	79	91.1%
August 2003-August 2004	89	86.5%

Because of the success of MTSU nursing graduates, job placement has never been a problem. The University's Career and Employment Center student exit survey is done to monitor the success of graduates in obtaining employment upon graduation. These data have been collected for the past seven years. The benchmark is that 95% of respondents are employed in

nursing within six-months of graduation. Job placement rates are 100% for graduates seeking employment. Students seek assistance with writing cover letters and resumes through the CBAS Career Coordinator, K. Nicole Green. Ms. Green reports that nursing students tend to come to her with employment already secured.

Funding from local foundations and private donors continues to indicate the level of community support for the School of Nursing. The number of endowed scholarships awarded to the SON in recent years by members of the community indicates continued support for the program and satisfaction with our graduates (see **Appendix G**).

IV-C. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.

Faculty collect and analyze student learning outcomes and other forms of data to identify program strengths and weaknesses (see **Appendix M** for a summary of student learning outcomes). Satisfactory student performance reflects achievement of the expected results by the students in congruence with the mission, philosophy and goals/objectives of the program as well as with professional nursing standards and guidelines. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Faculty accomplishments in teaching, scholarship, service, and practice are congruent with the mission, philosophy, and goals/objectives of the program and with professional nursing standards and guidelines. Program effectiveness reflects ongoing improvement. Program integrity is reflected in documents and publications concerning the program.

Expected program outcomes are monitored and validated through ongoing data collection and review. In the past two years, the university has invested heavily in obtaining data. Due to a poor return rate for school based questionnaires, we are now relying heavily on university based mailouts and data retrieval efforts. University data are sorted by academic units which allows school tracking and is readily available and accessible for retrieval by all faculty. The school works with the university to facilitate retrieval of needed data for tracking and monitoring of program outcomes from a variety of sources (e.g., university, student, and alumni data). The following table (**Table IV-C.1**) shows examples of available data elements. Because the university institutional effectiveness office does not collect all data elements annually; and the SON survey return rates have historically been poor, the reporting of some results has been sporadic. This issue has been identified as one of our opportunities for process improvement.

Table IV-C.1 Expected Outcomes with Validating Data

Benchmark Item	Data Source	Outcome	Results
Graduating Senior Survey	Graduating Senior Survey – MTSU	Nursing mean for satisfaction with the major will exceed university mean Item Q79. If you could choose your same major, would you choose the same major?	SON 2006 = 93% SON 2007 = 85% MTSU 2007 = 78%
Alumni satisfaction	Alumni Survey – SON	80% of alumni returning surveys will report that they felt prepared/well prepared in the core competency of personal leadership one year after graduation.	SON 2007 = 93%
Alumni satisfaction	Alumni Survey – SON	80% of alumni returning surveys will report that they felt prepared/well prepared in the core competency of personal leadership five years after graduation.	SON 2007 = 95%
Employer satisfaction	Employer Survey - SON	80% of employers will report that graduates are prepared/well prepared for patient management (Survey item: Nursing Process).	SON 2006 = 93% SON 2007 = 82%
Professional preparation	Graduating Senior Survey – MTSU	At least 80% of students will feel that the program prepared them for professional practice upon program completion. Q76. Quality of courses in preparing you for employment.	SON 2006 = 89% SON 2007 = 92%
Critical thinking	Graduating Senior Survey – MTSU	Nursing mean for critical thinking skills will equal or exceed the university mean. Q31. Ability to critically analyze ideas.	SON 2006 = 90% SON 2007 = 96% MTSU 2007 = 88%
Leadership	Graduating Senior Survey – MTSU	Nursing mean for graduate leadership skills will equal or exceed the university mean upon graduation. Q32. Ability to lead or guide others.	SON 2006 = 86% SON 2007 = 92% MTSU 2007 = 83%
Leadership	Graduating Senior Survey – SON	80% of graduates will report they felt prepared/well prepared in the leadership core competency to coordinate patient care.	SON F07 = 85% SON S07 = 84%
Graduation rate	SON	80% of students entering the major (2nd semester sophomores) will complete degree requirements.	2003 = 90% 2004 = 87% 2005 = 84%
Graduate study	Graduating Senior Survey – MTSU	Nursing mean will exceed the university mean for students who anticipate obtaining a masters degree. Q14. What is the highest degree you plan to earn? Masters degree.	SON 2006 = 73% SON 2007 = 81% MTSU 2007 = 46%
Employment	Graduating Senior Survey – MTSU	Nursing mean for students who have accepted employment upon graduation will exceed the university mean. Q12. What are your immediate employment plans? I have accepted a job.	SON 2006 = 40% SON 2007 = 23% MTSU 2007 = 13%

As mentioned in Standard IV-A, Assessment Technologies Incorporated (ATI) was initiated in spring 2001 in an effort to facilitate evaluation of student and program outcomes. In the fall of 2003, after an extensive review of the ATI GN Comprehensive Exam, faculty voted to establish a cut score of 60% as an indicator of potential success on the NCLEX. Although the mean scores for the GN Comprehensive Exam were above the established cut score of 60%, (see **Table IV-C.2**) several individual students who were predicted to pass NCLEX were not successful. After review of these results over a three year period, students scoring around the 60% mark were found to have a higher potential for being unsuccessful than students scoring above 65%. Faculty used these results to advise students scoring between 60 and 65% of their need for remediation through an NCLEX review course. Based on analysis of aggregate data, the SON now requires that all students participate in a NCLEX review course, which is hosted by the SON.

Table IV-C.2 ATI GN Comprehensive Predictor Exam

(% of students scoring \geq 60%)

Semester	Percent
Spring 2004	71%
Fall 2004	94%
Spring 2005	100%
Fall 2005	100%
Spring 2006	100%
Fall 2006	100%
Spring 2007	96%
Fall 2007	97%

Data is also collected from expert, outside sources. The Chief Nursing Officers (CNO) and Hospital Executives of area hospitals are members of the Nursing Advisory Board. These individuals represent key stakeholders related to employer satisfaction with the program (see **Appendix B**). Area hospitals support the school by willingly affording nurses time to precept students. Several nurses are graduates of the program who know the importance of a sound academic foundation for professional practice.

The Research and Scholarly Activities Committee has traditionally assumed responsibility for the program evaluation process in the SON. Systematic evaluations of all program components are implemented. Students and faculty evaluate courses, faculty, and

agencies. Based upon these data, changes are made in course content, agency usage, and clinical resources. Many changes have been made based on data and feedback from our communities of interest. Chaplain Jeff Fryer, a member of the SON Advisory Board who works at Middle Tennessee Medical Center recommended having a course that addresses spirituality issues at last years board meeting. Recognizing the person as a unique and multifaceted individual, Dr. Judy Campbell developed an elective course on spirituality and it will be offered this coming May 2008 term.

IV-D. Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes, and enhance program quality and effectiveness.

The mission of the Middle Tennessee State University School of Nursing is to “educate individuals to function as professional nurses competent to meet the health care needs of individuals and groups across the life span and to adapt to future trends in health care”. This section addresses faculty outcomes in achieving this goal through evaluation, involvement and accomplishments.

The mechanism for evaluating faculty performance in the SON is initiated each fall by the Director, who meets with each faculty member to review progress and establish individualized goals for the academic year in congruence with the SON goals. During these meetings, the Director makes recommendations regarding timing for applications for promotion and tenure. At the end of the spring semester, the Director meets again with individual faculty members to review their progress and accomplishments for the year, as well as future goals.

The SON is guided by the University's criteria for promotion and tenure (available in the *MTSU Faculty Handbook*). Each year, the Vice President for Academic Affairs publishes a schedule for the promotion and tenure process. The SON elects a Promotion Tenure and Review Committee (PTRC) from tenured nursing faculty at the beginning of each fall semester. Any faculty member who is applying for promotion or tenure submits his/her application to the PTRC for review, response, and recommendations; then the documents are forwarded to the Director for her review, response, and recommendations. Responses are then forwarded to the college Dean who shares them with the College PTRC. Responses from the dean and College PTRC are sent to the SON director and to the Provost and Vice President for Academic Affairs. The Provost also provides a recommendation, which is forwarded to the university President and the TBR for action.

Student evaluations of faculty performance are completed for all faculty in the fall semester. Faculty, other than those who are tenured, are also evaluated in the spring. The anonymous

responses are compiled by the university. The dean, director, and individual faculty members review results annually.

Teaching is our primary mission at MTSU. As a student-centered university, we are committed to teaching excellence. Faculty teaching assignments are noted in **Appendix H**. Results of student evaluations of teaching have demonstrated that SON faculty are perceived as comparable or more effective than faculty across the college and university. Student evaluations of nursing faculty with School, College, and University comparisons are kept in the Nursing Director's office and will be available for review by site visitors.

One of the University's highest faculty awards is the Distinguished Teaching Award, presented annually at the fall convocation ceremony. Each year 2 –3 recipients are selected from among more than 700 faculty across the university. Faculty are nominated for this award by peers, students, and alumni. Students and tenured faculty are asked to complete a lengthy survey outlining the qualifications of each faculty nominee. Award recipients are selected based on the results of these surveys. The School of Nursing has an outstanding tradition of being recognized with this honor. Nursing faculty who have received this award include: Dr. Stephen Krau (2000), Mrs. Jean Hastings (2001), Mary Jane Lavender (2002), Dr. Jenny Sauls (1999 and 2007) and Mrs. Sheila Marquart (2007).

The SON is also recognized as one of the university's leading departments supporting web-based and other distance learning technologies. All RN-to-BSN courses have been available in a web-based format since the year 2000. This flexible course delivery method has been extremely well accepted by RNs returning to school. Nursing faculty members have also received the University's highest honor for Outstanding Instructional Technology Achievement. This award was presented to Dr. Maria Smith (2001) and Dr. Patricia O'Leary (2002). The College of Continuing Studies also acknowledges Outstanding Faculty in Distance Learning. This award has been presented to Dr. Karen Ward (2001), Dr. Lynn Parsons (2003), Dr. Pat O'Leary (2005), and Dr. Leigh Ann McInnis (2007).

Excellence in teaching is also demonstrated by the faculty through their service to professional nursing organizations. Dr's L. Wilson, Holder, Parsons, Prevost, and Ward have all served as Sigma Theta Tau International Distinguished Lecturers. These women have presented locally, regionally, nationally, and internationally through this program. Drs. Parsons and Ward presented in Las Vegas, Nevada at the American Association of Spinal Cord Injury Nurses Conference in 2007, Dr. Prevost gave a keynote presentation at the 2007 Conference on

Evidence-Based Practice in Nursing in Hong Kong China and gave a research presentation at the 2007 Sigma Theta Tau International Research Conference in Vienna, Austria.

SON faculty members are among the most productive scholars in the college and the university. During the past three academic years, nursing faculty and students received numerous major awards, conducted multiple funded research projects, competed for more than one and a half million dollars in new grant or endowment funds, and published over 30 times in nationally distributed books or journals. Additionally, we gave over 100 professional presentations (more than 50 of these were at the national or international level). See **Appendix D** for a more detailed description of scholarly accomplishments for the past three years. These scholarly activities by faculty model professional behaviors for nursing students. Furthermore, several faculty members have collaborated with students in presentations and publications. These collaborative activities are listed in the SON annual report.

School of Nursing faculty members have an outstanding record of service to the School and the University, as well as to the local community and the profession. All full-time faculty members are assigned membership on at least one SON committee. As presented in Standard I, Nursing faculty maintain a strong presence on college and university-wide committees (see **Table I-D.2**), as well as local and national committees and boards. Major appointments to professional organizations are noted in **Appendix D**.

Building community partnerships is clearly identified as a major objective of the university, the college, and the SON. Community service is a clear strength among SON faculty. M. Judy Campbell (2000) and Sheila Marquart (2001) have both received our University's highest award for recognition of Outstanding Public Service. Several faculty serve professional nursing organization as leaders on committee's, task forces, and holding office **Appendix F** includes examples of our faculty members' service to the community.

The SON and the University provide strong support for faculty to enhance their skills in teaching, research, and service. Faculty CVs list a substantial number and variety of opportunities that have been funded by the SON, the NHC Chair of Excellence, the College, or other entities across the University. Release time has been provided for new course development, research projects, and public service projects. Aggregate data are collected each year on faculty performance in the teaching role for the SON, CBAS and the University. Based on these data faculty develop goals for the upcoming academic year. Most faculty have goals that address course improvement and teaching-learning strategies for their assigned courses. These goals are collected each fall semester by the school director and reviewed with faculty. Based upon faculty interests in the nurse educator role three faculty (Sauls, Marquart and Warise) attended the

Mosby's Faculty Institute held January 6-8, 2008 held in San Francisco, CA. Further, Dr. Sauls solicited a nationally known speaker at the conference, Dr. Patricia Maloney, for a special faculty development offering on becoming a certified nurse educator. This event has been scheduled for April 24, 2008 in the SON. Twelve faculty indicated a strong interest in obtaining information for becoming certified nurse educators by examination through the American Nurses Credentialing Center.

IV-E. The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.

The University has well-defined and articulated policies and procedures for grievances and review of formal complaints. These are clearly defined in the MTSU Undergraduate Catalog as well as the Student Handbook, and they are available to faculty and students online. The Academic Appeals Policy covers the following areas:

- Conduct
- Appealing a Final Grade of "F" in a Course
- All Other Appeals

Academic grievances are filed according to the MTSU Student Appeal of Grades Procedure (<http://www.mtsu.edu/ucat/student/acr.txt>). The appeal must allege "inequities, unethical or unprofessional actions" affected the assignment of the grade. Faculty members and department chairs inform students wanting to appeal a grade of the availability of the policy. The policy delineates steps in the appeals process and sets time limitations.

In most instances, appeals follow the route of:

- Student to Instructor
- Instructor to Director
- Director to the Senior Associate Vice Provost of Academic Affairs

If a hearing is required, it is adjudicated by the University Grade Appeals Committee. Decisions are communicated in writing. The decision of the Grade Appeal Committee is final.

All complaints about the program are referred to the School of Nursing Director. In the SON, comments or concerns are placed in the "Letters to the Director" box located in four different areas in the Cason Kennedy Nursing Building. This mechanism allows students to identify areas of concern and offer potential solutions, thereby building leadership abilities and problem-solving skills. Since fall 2003, one letter was received in academic year 2003-2004, zero in 2004-2005, zero in 2005-2006, five in academic year 2006-2007, and thus far, one letter for

academic year 2007-2008. In reviewing these data, there was no unifying concern, rather there were diverse issues ranging from wanting information on crash carts, admission criteria to upper-division nursing, noise in classrooms, to gathering information for course evaluations. Student concerns are responded to within 48 hours during the class week by the director. .

STANDARD IV SUMMARY

Strengths

- Input regarding program effectiveness is sought from a variety of sources, both inside and outside the SON and University. The School has an established Advisory Board representing nursing, health-related professions, community leaders, and administrators from urban and rural and acute and long-term care. The School has been responsive to input, made appropriate changes, and analyzed results of the changes.
- Emphasis has been placed on improving formal assessment of students utilizing standardized exams. Data from nationally standardized sources (e.g., ATI, HESI and NCLEX program reports) are used regularly to assess program effectiveness. Data-based changes are implemented.
- Faculty accomplishments in teaching, scholarship, and service are consistent with the mission and vision of the SON, the College, and the University.
- Faculty model professional scholarly activity for students.

Quality Improvement Issues

- Implement strategies to improve the return rate of school surveys from our communities of interest.
- Examine the multitude of current data collection processes, and investigate methods to consolidate and streamline the process.

Action Plan

- As enrollment increases , continue to recruit qualified nursing faculty whose skills and experience complement those of existing faculty.
- Continue to develop, evaluate, and refine data collection tools to gather evidence of program effectiveness on a more consistent and comprehensive basis.
- Investigate mechanisms to increase survey data retrieval from communities of interest.

Appendices



Appendix A: Congruence between School of Nursing Program Outcomes and Professional Standards

School of Nursing Program Outcomes	AACN Essentials of Baccalaureate Education	ANA Standards of Practice	TN Code Annotated
Utilize the nursing process as a foundation for nursing	Baccalaureate graduates are prepared to be providers of care, designers/manager/coordinators of care, and members of a profession.	Standard I - The collection of data about the health status of the client/patient is systematic and continuous. The data are accessible, communicated and recorded	The practice of professional nursing means the performance for compensation of any act requiring substantial specialized judgment and skill
Develop professional knowledge and skills necessary to design, coordinate, and lead within the healthcare system.	The educational process facilitates the acquisition of the core competencies of critical thinking, communication, assessment, and technical skills.	Standard II - Nursing diagnoses are derived from health status data	Based on knowledge of the natural, behavioral, and nursing sciences and the humanities as the basis for application of the nursing process in wellness and illness care.
Exhibit personal and professional development responsive to changes in nursing, health care, and society.	Baccalaureate education facilitates the development of professional values (caring, altruism, autonomy, human dignity, integrity, and social justice) and value based behaviors.	Standard I - The collection of data about the health status of the client/patient is systematic and continuous. The data are accessible, communicated and recorded	The practice of professional nursing means the performance for compensation of any act requiring substantial specialized judgment and skill
Employ critical thinking abilities for personal and professional development and nursing practice refinement.	The educational process facilitates the acquisition of the core competencies of critical thinking, communication, assessment, and technical skills.	Standard II, Standard III The plan of nursing care includes goals derived from the nursing diagnoses, Standard IV - The plan of nursing care includes priorities and prescribed nursing approaches or measures to achieve the goals derived from the nursing diagnosis	Professional nursing includes: Application of such nursing procedures as involve understanding of cause and effect
Develop professional knowledge and skills necessary to design, coordinate, and lead within the healthcare system.	Baccalaureate graduates are prepared to be providers of care, designers/manager/coordinators of care, and members of a profession.	Standard VI - Nursing actions assist the client/patient to maximize his health capabilities Standard VIII The nurse considers factors related to safety,	Administration of medications and treatments as prescribed by a physician, dentist, podiatrist, or nurse authorized to prescribe pursuant to Section 63-7-123

School of Nursing Program Outcomes	AACN Essentials of Baccalaureate Education	ANA Standards of Practice	TN Code Annotated
		effectiveness, and cost in planning and delivering client care.	
Communicate in a variety of media's to facilitate the exchange of ideas, knowledge, and information.	The educational process facilitates the acquisition of the core competencies of critical thinking, communication, assessment, and technical skills.	Standard III, Standard V Nursing actions provide for client/patient's participation in health promotion, maintenance and restoration, Standard V - The client's progress or lack of progress toward goal achievement is determined by the client/patient and the nurse, and Standard VII - The client's/patient's progress or lack of progress toward goal achievement directs reassessment, reordering of priorities, new goal setting and revision of the plan of nursing care.	Nursing management of illness, injury or infirmity including management of patient problems
Develop professional knowledge and skills necessary to design, coordinate, and lead within the healthcare system.	Liberal education provides the foundation for the development of clinical judgment skills required for the practice of professional nursing.	Standard V (above) Standard VI (above) Standard VIII (above)	Counseling, managing, supervising and teaching of others
Develop professional knowledge and skills necessary to design, coordinate, and lead within the healthcare system.		Standard VI - Nursing actions assist the client/patient to maximize his health capabilities Standard VIII (above)	The practice of professional nursing means the performance for compensation of any act requiring substantial specialized judgment and skill

Appendix B: School of Nursing Advisory Board

Name	Position	Contact Information
Sharon Adkins	Executive Director, Tennessee Nurses Association	sadkins@tnaonline.org (O) 615-254-0350
Michael Bratton	VP Patient Care Services, MTMC	michael.bratton@mtmc.org (O) 615-396-4198
Maura Campbell, MD	Radiologist	893-1936 (cell); 615-202-6010
Dr. Judy Campbell	Nurse On Duty Program. St. Clair Street Senior Center & MTSU Professor	jcampbel@mtsu.edu ; (O) 615-898-5729
Chris Clarke	Senior VP, Tennessee Hospital Association	cclarke@tha.com ; (O) 615-256-8240
Ann Duncan, RN	Tennessee Center for Nursing	ann@centerfornursing.org ; (O) 242-8205
Gordon Ferguson	President and CEO, Middle Tennessee Medical Center	Gordon.Ferguson@mtmc.org ; (O) 615-396-4101
Patsy Forest, RN	MTSU Professor Emeritus	patsyforrest@aol.com ; (H) 615-896-5896
Jeff Fryer	Chaplain, Middle Tennessee Medical Center	Jeff.fryer@mtmc.org ; 615-396-4108
Rachel Gingrow, RN	President MTSU SON Alumnae Association	Red2e@mtsu.edu 615-238-7298
Pam Goodwin, RN	VP Nursing, Harton Regional Medical Center	Pam.Goodwin@harton.hma-corp.com ; 931-393-3000
Tena Gresham, MD	Cardiologist	dreamweaver@bww.com ; (O) 615-895-0533
Neal Heatherly	CEO, Stonecrest Hospital	neil.heatherly@hcahealthcare.com ; (O) 615-768-2508
Faye Johnson	MTSU Asst to the EVP & Provost	fjohnson@mtsu.edu ; 615-898-5941
Dr. Dayle Joseph	Professor and Dean of Nursing - University of Rhode Island	dayle@uri.edu (O) 410-874-2766
Sharon Krajnak, RN*	Director Education, VA Medical Center, Nashville, TN	Sharon.Krajnak@med.va.gov (O) 615-327-4751, Ext 5050
James Nunnery, MD	Surgeon (retired)	janunnery@comcast.net (H) 615-890-3004
Judy Powell, RN	VP, National HealthCare, Murfreesboro, TN	jpowell@nhccare.com (O) 615-890-2020
Susan Sanders, RN	Director, Patient Services, Quorum Health Resources	sts_golfer@hotmail.com 931-759-5833
Dr. Cessarina Thompson	Professor and Chair, Southern CT State University	THOMPSONC1@southernct.edu 203-392-6487
Greta Whiteside, RN	Director of Education, Middle Tennessee Medical Center	greta.whiteside@mtmc.org 615-396-4501
Dr. Brad Windley, DVM	Veterinarian, Tullahoma TN, THEC board member	brad@midtnn.net (O) 931-455-6723

*The School of Nursing Advisory Board meets annually during the spring semester. Ms. Sharon Krajnak served on the board until her death during the spring of 2007.

Appendix C: MTSU INTRAMURAL GRANT & AWARD OPPORTUNITIES
Compiled by Dr. Suzanne Prevost, NHC Chair of Excellence in Nursing

NAME OF GRANT	SOURCE	Approx. DUE DATES	FUNDING DATE	BUDGET MAX.	# of GRANTS	DESCRIPTION
Summer Research & Creative Activity Program	MTSU	October 10	Paid as taxable salary during summer school	3-12.5% of annual salary.	Approx. 40 Fund has approx. \$200,000/yr	Augments summer research and creative activity for faculty by offering year long support for meritorious projects. Applicants must be full-time, non-temp. Asst., Assoc., or Full Profs. Applicants not funded within past 2 years, receive priority. Must have IRB approval first. Contact: College of Graduate Studies, Michele Luter 898-5897, or go to http://www.mtsu.edu/~graduate/faculty/frcac.htm
Research & Creative Activity <u>Academic Year Grant</u>	MTSU	October 10 January 10 April 10	3 times per academic year	Varies	Approx. 60 Fund has approx. \$125,000/yr	May be used for the dissemination of research information and/ or seed money to initiate extramurally sponsored research. Also, provides resources for research in areas related to teaching, such as methods, learning styles and evaluation techniques. Contact: College of Graduate Studies, Michele Luter, ext. 5897 or go to http://www.mtsu.edu/~graduate/facultyfrcac.html
Interdisciplinary Synergy Awards	MTSU	October 10 January 10 April 10	3 times per academic year	\$20,000/yr up to 50% may be used for salary	Up to 5 awards	The purpose of the program is to foster creative synergies between faculty in various disciplines. Under these interdisciplinary awards, a group of collaborating faculty can request support for summer salary; academic year; or combined summer salary and academic year. Contact: College of Graduate Studies, Michele Luter, ext. 5897 or go to http://www.mtsu.edu/~graduate/facultyfrcac.html
Proposal Development Program-CARS		Rolling deadline	As approved by sub-committee	\$2600 (\$1000 for mentor)		The purpose of this program is to help first-time PIs to apply successfully for external grants with the help of a mentor.
Social Work-Related Awards	MTSU	October 10 January 10 April 10	3 times per academic year	\$50,000		These grants can be awarded to faculty from any discipline who finds a social work related application for their creative activity or public service project. The goal of these grants is to foster interdisciplinary participation in creative activity and public service related to addressing social welfare problems. Contact: College of Graduate Studies, Michele Luter, ext. 5897 or go to http://www.mtsu.edu/~graduate/facultyfrcac.html

Research Enhancement Program	MTSU	October 31	January 2006	\$75,000-\$140,000	\$500K per year for 3 years	To fund interdisciplinary research collaborations. The purpose of this initiative is to foster selective research collaborations between faculty who are involved in interdisciplinary graduate programs. For 2005-06, this program is limited to faculty involved in the three concentrations in the proposed Ph.D. in Interdisciplinary Sciences (i-Sciences™). Contact: Michele Luter, ext. 5897, or go to http://www.mtsu.edu/~graduate/faculty/enhancement.htm
Instructional Technologies Development Grant	MTSU	Mid Sept. for Spring Mid Feb for Summer/Fall	Each Semester	3 credit hrs release or summer pay	Approx. 6/semester	Provides release time for development of projects related to enrichment of instructional effectiveness through technology in the classroom. Contact: Barbara Draude, ext. 8189 or fax 2018. or go to http://www.mtsu.edu/~itd/forms
Public Service Grants	MTSU	Oct 1 Feb 1 May 1	Mid Oct. Mid Feb Mid May	Range – \$100 - \$2500	Until fund is depleted. Fund has approx. \$20,000/yr.	Projects affecting community, lifestyle, health and well being. Contact: Continuing Studies, Becky Snow @ ext. 2177 or fax 3593 or go to www.mtsu.edu/learn/public
Faculty Development Grant	MTSU	Mid Oct. Mid Nov. Early Feb End March	As approved and awarded by committee	\$1000 (Median grant)	Fund has approx \$25,000 / year	Priority given to proposals that develop individuals in their disciplines, and demonstrate partial funding support from the applicant's department. Review committee meets as many times as necessary to award available funds. Funds are not "reserved" for 2nd semester. Contact Chair, Faculty Development Committee or Kimberly Griffin @ ext. 2881 or fax 5029, or go to http://www.mtsu.edu/~pvpaa/
Non-instructional Assignment Grant	MTSU	Mid Oct	Requested semester	Varies by salary	Total of 16	Contributes to professional growth of faculty, improve teaching and curriculum, enhance scholarship and academic excellence in ways that cannot be accomplished under constraints of regular workload. Contact: Kimberly Griffin, ext. 2881 or go to http://www.mtsu.edu/~provost/nia.doc
Instructional Evaluation & Development Grant	MTSU	Mid Oct. Late Jan Early April	As approved and awarded by committee	Median funding \$1,115 for past projects	Fund has approx. \$30,000/yr.	Projects related to assessment and improvement of instructional effectiveness. Must be full-time MTSU teaching faculty, priority to those who have not received funding in past 2 yrs. Contact: Chair, Instr. Eval. & Develop Committee or Kimberly Griffin @ ext. 2881 or fax 5029, or go to http://www.mtsu.edu/~pvpaa

Career Achievement Award	MTSU	Early Nov	Convocation	\$5,000	1	Must be a full-time faculty member with a minimum 10 years of service to MTSU at the rank of full professor--or 15 years of full-time service to the university. During the course of his/her career, has exhibited profound, sustained, and high quality contributions to the university and the profession in a variety of areas. Contact Faye Johnson, Academic Affairs Special Projects @ ext. 5941, or go to http://www.mtsu.edu/faculty/
Award for Innovative Excellence in Teaching, Learning, & Technology	MTSU	Oct 3	April	Plaque and conference expenses	1	Recipients present a paper and receive recognition at the International Conf. on College Teaching & Learning. Criteria include use of innovative teaching strategies involving technology and the potential of instructional technology projects to enhance students' learning, improve comprehension and retention, and enrich their course experiences. Faculty or department chair nomination. Contact Barbara Draude @ ext. 8383 or fax 2018, or go to www.mtsu.edu/~itdacad.Itres/index.html
Distinguished Creative Activity Award	MTSU	Late January	Fall Convocation	\$3,000	1	Original, imaginative works of artistic merit as distinguished from empirical/analytic works of scholarly activity. Contact: College of Graduate Studies, Lisa Mitchell @ ext. 2823, or go to http://www.mtsu.edu/~graduate/facultyfrcac.html
Distinguished Research Award	MTSU	Late January	Fall Convocation	\$3,000	3	Research or creative scholarly activity, which generates new knowledge, product, or application. Contact: College of Grad. Studies or Lisa Mitchell @ ext. 2823, or go to http://www.mtsu.edu/~graduate/facultyfrcac.html
Outstanding Instructional Technology Achievement	MTSU	Early Feb	Fall Convocation	\$3,000	3	Honors faculty who demonstrate excellence in the development of technology based teaching materials and integration of instructional tech. in the classroom. Contact: Barbara Draude, ext. 8189 or fax 2018, or go to http://www.mtsu.edu/~itdacad/itres/index
Special Project Grant	MTSU Found.	Mid Feb	Following review of apps.	Up to \$15,000	1	Must advance goals of MTSU, bring credit to the foundation. MTSU faculty and administrators eligible. Contact MTSU Foundation, Tom Brannan @ ext. 5384 or fax 2187 or go to http://www.mtsu.edu/~devoff/found/specproj

Outstanding Public Service Award	MTSU	Mid Feb	August Convocation	\$3,000	3 faculty 1 staff	Nominated by anyone. Nominees must complete a public service record form for consideration and submit to Cont. Studies. Contact: Becky Snow @ ext. 2177 or fax 3593 or go to http://www.mtsu.edu/learn/public
Bryn Mawr Summer Institute for Women	MTSU	Mid Feb	Early May	Workshop & expenses	1	Participation in a month-long Summer workshop at Bryn Mawr College to improve the status of women in middle and executive levels of higher education administration. Kimberly Griffin, ext. 2881 or go to http://www.mtsu.edu/~provost/nia.doc
Outstanding Teacher Award	MTSU	Early March	Fall Convocation	\$3,000	5	Nominated by peers. Ballots are mailed to faculty, alumni, students, Chairs from Office of Academic Affairs. Evaluations will be based on the Teacher Performance Check List guidelines. Contact: Office of Acad. Affairs, Faye Johnson @ ext. 5941 or fax 5029 or go to http://www.mtsu.edu/faculty
OIT Faculty Internship	MTSU	March 1	Announced in May	6 hrs of reassigned time	1	Providing a variety of experiences relating to computer technology, telecommunications, instructional and research support. Contact: Barbara Draude @ ext. 8189 or fax 2018, or go to http://www.mtsu.edu/~itdacad/itres/index
Distinguished International Service Award	MTSU	Early March	April	Plaque @ Intl. Culture Week Banquet	1	Contributions to international programs and services through voluntary service, monetary contributions or special dedication to increased global understanding. Nominated by faculty, administrators, students, staff and community leaders involved in campus activities. Contact: Dr. Tech Wubneh or Angie Melton @ ext. 2238

The grants below are specifically for MTSU graduate students. Some MTSU faculty involved in graduate studies may be eligible.

NAME OF GRANT	SOURCE	Approx. DUE DATES	FUNDING DATE	BUDGET MAX.	# of GRANTS AVAILABLE	DESCRIPTION
Travel Grants for Graduate Students	MTSU	Prior to travel and when budgeted funds not adequate	After receipt of travel claim.	\$500	Until fund is depleted each semester	Awards given to graduate students presenting research or creative scholarship at major conferences and venues not to exceed \$500. Student must be enrolled in a graduate degree program and classes during the semester of travel. Money will not be awarded until after travel has taken place. Contact: Lynn Parker @ ext. 5897 or go to http://www.mtsu.edu/~graduate/StudentResourcesMainPage.html
Samuel H. Howard MBA Scholarship	MTSU	End of July and 1 st of December	1 st of each semester	\$1,000 per semester	2 per semester	Two scholarships will be awarded each semester. Applicants must be an African American graduate student pursuing the MBA degree. Funds may be used to provide financial assistance or to students participating in the National Black MBA Association, particularly attending annual conventions. The applicant must provide three (3) letters of reference. A statement of financial need and brief narrative are also required. Contact Lynn Parker @ ext. 5897, or go to http://www.mtsu.edu/~graduate/StudentResourcesMainPage.html
Graduate Minority Scholarship Application	MTSU	Last working day of June for following Fall and Spring semesters	After receipt of application and approval of major department	Fall semester, renewable for Spring if 3.0 gpa, For one year only	Dependent upon available funding - usually 8	Recipients must be: African-American Tennessee residents; enrolled as full-time students taking at least 9 graduate hrs, meet admission requirements for intended degree, be approved by the major department in the College of Graduate Studies. Recipients must complete the application for Tennessee Residency for Fee-Paying purposes; and must maintain a 3.0 GPA. All fees must be paid by student and faculty members are not eligible . Contact: Lisa Mitchell @ ext. 2823 or go to http://mtsui.edu/~graduate/student/scholarhip.html
Mary W. and Chester R. Martin Graduate Academic Scholarship	MTSU	End of July and Nov	1 st of each semester	\$500 tuition grant for 2 semesters, pending academic progress	2 per year (fall and spring semesters)	Must be a Tennessee or Kentucky resident, graduate from an accredited undergrad. institution with minimum 3.5 cum. GPA, newly admitted student, admitted to a graduate program; must be enrolled for 9 hours of coursework, preferably graduate; three letters of reference. Contact: Lynn Parker @ ext.5897, or go to http://mtsui.edu/~graduate/StudentResourcesMainPage.html

Albert L. and Ethel Carver Smith Scholarship for Graduate Students	MTSU	Last working day of May for following Fall and Spring semesters	After evaluation for scholarly merit and finan. need by Smith Scholarship Committee.	\$1,000 for 1st semester, renewable for 1 semester	4-5 per year (fall and spring semesters)	Applicant must be admitted to a graduate program and have completed at least twelve graduate hours; must provide a financial need statement with application and brief personal narrative supporting the application. Contact: Lisa Mitchell @ ext. 2823, or go to http://mtsu.edu/~graduate/student/scholarship.html
Walton O. Warren Scholarship for Public School Teachers and Administrators in Tennessee	MTSU	April 1st	Fall through Summer	12 credit graduate hours	2 per year	Applicant must be a Tennessee resident; have a bachelor's degree; have a minimum of (4) years in the Tennessee public schools system and plan a career in the public schools of Tennessee. Teacher applicant must submit a letter of application and provide a letter of endorsement from their school principal. Administrator's endorsement should come from the system superintendent. Contact: Lisa Mitchell @ ext. 2823, or go to http://mtsu.edu/~graduate/student/scholarship.html

Appendix D: School of Nursing Faculty Accomplishments, 2004-2008

Research and Grant Activity	
Campbell, Judy	<ul style="list-style-type: none"> ▪ “Palliative Care Research”, Xi Alpha chapter of Sigma Theta Tau International, \$5,000, 2005 ▪ Research “Influences of Health Literacy and Attitudes on completion of Advance Directives on Community-Dwelling Older Adults”, dissertation, 2006
Marquart, Sheila	<ul style="list-style-type: none"> ▪ Faculty Development Grant \$700 from MTSU, 2006 ▪ Columbia HCA. Parsons, L. & Marquart, S. (2005) \$200,000 awarded for MTSU nursing students in generic BSN, RN to BSN completion program, MSN program, educational materials for computer laboratories and tutor support ▪ Ward, K. & Marquart, S. (2005) Tennessee Comprehensive Cancer Control Plan for the State of Tennessee, Tennessee Department of Health, worked as Medical Editors, MJ Edwards Principal Investigator.
Mixer, Sandy	<ul style="list-style-type: none"> ▪ Faculty Research and Creative Activity Committee funding for academic year to support research release time (\$2,260) ▪ Faculty Research and Creative Activity Committee funding for Summer Salary Research Support (\$4,218) ▪ Submitted proposal to work with University of Michigan-Flint and Madonna University on a grant <i>Cultural Competencies for Nurses and Health Care Providers to Address health Disparities</i>, submitted to the Bureau of Health Professions, Division of Nursing for consideration of the Title VIII Nurse Education, Practice and Retention (NEPR) Award [HRSA-07-093], Retention Priority Purpose P4: Developing Cultural Competencies Among Nurses (\$41,735 - MTSU portion). ▪ Sigma Theta Tau International, Xi Alpha Chapter funded pilot study for dissertation (\$500). ▪ Dissertation Research in progress: Nursing Faculty Care Expressions, Patterns, and Practices related to Teaching Culture Care. Dr. Debra Leners, Chair, Dr. Marilyn McFarland, Dr. Margaret Andrews, and Dr. Linda Lohr. ▪ Pilot Study for Dissertation completed in 2006. ▪ Provided expert review of “End-of-Life Identification and Planning Checklist” for National Healthcare Corporation Research Project for MTSU NHC Chair, Dr. Suzanne Prevost
Parsons, Lynn	<ul style="list-style-type: none"> • With Cheatham, Tom. Federal Appropriations Proposal for nursing building expansion. \$984,159 funded in academic year 2004-2005. • American Association of Spinal Cord Injury Nurses (AASCIN) grant award, \$1,000 annually, September 2004 - 2007. • Scholarships for Disadvantaged Students, US Department of health and Human Services, Health Resources Administration [HRSA], \$159,266 June 2006 and \$171,056 June 2007 • Scholarships for Disadvantaged Students through the U.S. Department of Health and human Services via U. S. Congressman Bart Gordon; \$275,300. Grant No; 1T08HP04616-01-00. Date issued; may 17, 2005.

	<p>Grant Project Period; 7/1/2005 – 6/30/2006</p> <ul style="list-style-type: none"> • Upper Cumberland Human Resources Agency for student scholarships \$14,000, 2007
Prevost, Suzanne	<ul style="list-style-type: none"> ▪ Enhancing End-of-Life Care in Nursing Homes, Role: Principal Investigator. Submitted to National Institute of Nursing Research for \$195,449. Currently in review, 2007 ▪ Improving Assessment and Treatment of Pain in Nursing Homes: A National Nursing Collaborative, Role: Member of the grant-writing team and the national panel designing the project. Funded by the Mayday Foundation for \$153,954, 2007-2009 ▪ John A. Hartford Foundation; “Improving End-of-Life Care in Long Term Care Facilities” \$120,000 over 2 years, 2006 ▪ Coping Mechanisms among African American Elderly Caregivers, Role: Mentor to Kimberly Cubit (undergraduate psychology student). Funded for \$2800 by MTSU McNair Scholars Program, 2006-2007 ▪ Pain among College Students, Role: Mentor to Julia Martin (undergraduate nursing student). Funded for \$2800 by MTSU McNair Scholars Program, 2006-2007 ▪ Promise for Nursing in Tennessee, Role: Co-Principal Investigator. Funded by the Tennessee Center for Nursing for \$15,000, 2006 ▪ Blevins, Dean and Prevost, Suzanne (Co-Investigators) received funding in the amount of \$25,000 from Beverly Health Care Corporation for “Eligibility for Hospice Care Among Nursing Home Residents.” Funded April 19, 2006 – June 30, 2007 • Hypertension: Impact and Management in Adults, Role: Mentor to Lanora Gray (undergraduate nursing student). Funded for \$3,130 by MTSU Undergraduate Research, Scholarship, and Creative Activity Program, 2005
Sauls, Jenny	<ul style="list-style-type: none"> ▪ Grant from Xi Alpha Chapter of Sigma Theta Tau International for “Study Habits of Nursing Students in a Baccalaureate Nursing Program” ▪ Faculty Development Grant \$700 from MTSU, 2006 and 2004
Smith, Maria	<ul style="list-style-type: none"> ▪ Project Director, “The FACES Project to Promote Nursing Workforce Diversity,” U.S. Department of Health and Human Services (DHHS). Project year 3 (funded for \$174,490). ▪ The FACES Scholarship Project. Funded for \$40,000 for student scholarship support.
Ward, Karen	<ul style="list-style-type: none"> ▪ American Association of Spinal Cord Injury Nurses (AASCIN) grant award, \$1,000, 2004, 2005 & 2006 ▪ Ward, K. & Marquart, S. (2005) Tennessee Comprehensive Cancer Control Plan for the State of Tennessee, Tennessee Department of Health, worked as Medical Editors, MJ Edwards Principal Investigator.
Wilson, Debra	<ul style="list-style-type: none"> ▪ Public Service Grant, “Stress management Training” for the Rape and Sexual Abuse Center, \$1080, 2007.
Wilson, Linda	<ul style="list-style-type: none"> ▪ Coping Mechanisms among African American Elderly Caregivers, Role: Mentor to Kimberly Cubit (undergraduate psychology student) through work with the Undergraduate Research Council.

Appendix D: School of Nursing Faculty Accomplishments, 2004-2008
(continued)

Major Development Gifts/Grants	
Recipient	Information
Adam, Jamie	<ul style="list-style-type: none"> ▪ HCA Community Grant for the Primary Care & Hope clinic, HCA., 2006
Adam, Jamie	<ul style="list-style-type: none"> ▪ Faculty Loan Repayment Grant for Doctoral Studies at Case Western Reserve University, 2008 – 2010.
Green-Hadden, Joy	<ul style="list-style-type: none"> ▪ Faculty Loan Repayment Grant for Doctoral Studies at Case Western Reserve University, 2008 – 2010
Parsons, Lynn & Prevost, Suzanne	<ul style="list-style-type: none"> ▪ Expansion of the Cason-Kennedy Nursing Building. Submitted to the Christy-Houston Foundation. Funded: \$750,000, 2004
Parsons, L& Sauls, J	<ul style="list-style-type: none"> • Christy Houston Foundation Grant for CKNB Expansion. Funded \$736,548; 2005
Prevost, Suzanne	<ul style="list-style-type: none"> ▪ Grant for nursing continuing education programming. Eli Lilly Corporation. Funded: \$2500, 2005

Appendix D: School of Nursing Faculty Accomplishments, 2004-2008
(continued)

National Publications

- Adam, J. (2008, in press). Online Transcultural Nursing Courses: A Call for Culturally Competent curriculum". Nursing Clinics of North America.
- Campbell, M. J., Edwards, M. J., Ward, K.S., & Weatherby, N. (2007) Developing a Parsimonious Model for Predicting Completion of Advance Directives. Journal of Nursing Scholarship, 39 (2), 1-7.
- Cantrell, S. W., Ward, K. S. & Van Wicklin, S. (2007) "Translating Research on Venous Thromboembolism into Practice" AORN Journal 86(4), 590-606.
- Cantrell, S. W. & Ward, K.S. (2005) Pediatric Post Resuscitation Care. Critical Care Nursing Clinics of North America. 17 (1) 17-22.
- Parsons, L.C. & Krau, S.D. (2007). Bacterial Infections - Management by Acute and Critical Care Nurses. Critical Care Nursing Clinics of North America, 19 (1), 17-26.
- Farrar, F.C., & Parsons, L.C. (2007). Antimicrobials: Classifications and Uses in Critical Care. Critical Care Nursing Clinics of North America, 19 (1), 43-52.
- Parsons, L.C. (2006). Mother, Caregiver, Singer, Actress, Advocate, Author, and Activist – Dana Reeve Dies at Sloan Kettering Medical Center. SCI Electronic Journal, May 2, 2006 @ <http://www.aascin.org/scinursing>
- Krau, S.D., & Parsons, L.C. (2007). Avian Influenza: Are We Ready? Critical Care Nursing Clinics of North America, 19 (1), 43-52.
- Parsons, L. C. (2005). Managing Conflict in the Workplace: Important Strategies for Practicing SCI Nurses. Spinal Cord Injury Nursing, 22 (3), 172-173.
- Parsons, L.C. (2005). Organizational Skills, Time Management, and Setting Priorities: Essential Components of a Successful Organization! Spinal Cord Injury Nursing, 22 (2), 66-69.
- Parsons, L.C. (2005). Osteoporosis: Incidence, Prevention, and Treatment of the Silent Killer. The Nursing Clinics of North America, 39 (4), 119-133.
- Parsons, L.C. (2004). Spinal Cord Injury Nursing and Evidenced-Based Practice. Spinal Cord Injury Nursing, 21 (4), 192-193.
- Parsons, L.C. (2004). Clinical Nurse Leader: Another Role – More Confusion? Spinal Cord Injury Nursing, 22 (1), 49-51.
- Parsons, L.C. (2004). Who will educate the next generation of nurses? A looming faculty shortage. Spinal Cord Injury Nursing, 21 (2), 60-62.
- Reiss, P.L. & Parsons, L.C. (2004). Breaking Through the Glass Ceiling: Women in Executive Leadership Positions: Part II. Spinal Cord Injury Nursing, 21 (2), 100-102.
- Parsons, L.C. & Reiss, P.L. (2004). Breaking Through the Glass Ceiling: Women in Executive Leadership Positions: Part I. Spinal Cord Injury Nursing, 21 (1), 33-34.
- Prevost, S. & Wallace, J.B. (in review) Dying in institutions. In Decision-Making Near the End of Life: Recent Developments and Future Directions. Werth, J. & Blevins, D. (Eds.) Sudbary, MA.
- Prevost, S. (2006) Defining evidence-based best practices. In Contemporary Nursing Issues, Huston, C. (Ed.), Lippincott Williams & Wilkins.
- Wallace, J.B. & Prevost, S. (2006) Two methods for predicting limited life expectancy in nursing homes. Journal of Nursing Scholarship, 37(2), 148-153.
- Stromborg, M., Niebuhr, B., Prevost, S., Fabrey, L., Muenzen, P., Spence, C., Towers, J., Valentine, W. (2005) Specialty certification: More than a title. Nursing Management, 36(5), 36-46.

- Prevost, S. (2005) Relieving pain and providing comfort. In *Critical care nursing: A holistic approach (8th ed.)*, Hudak, C. Gallo, B., Morton, P., and Fontaine, D. (eds.), Lippincott Williams & Wilkins.
- Fontaine, D. and Prevost, S. Forward. (2005) In S. Hardin & R. Kaplow (Eds.), *Synergy for clinical excellence: The AACN synergy model for patient care*. Sudbury, MA: Jones and Bartlett.
- Prevost, S. (2005) Strategies from industry leaders in critical care. *Critical Care Nursing Clinics of North America*, 17(2).
- Prevost, S. (2005) Pharmacology – Preface. *Nursing Clinics of North America*, 40(1), xii.
- Prevost, S. (2004) Improve Pain Management. In Working Paper on Grand Challenges in Improving Global Health, *Journal of Nursing Scholarship*, 36(2), 99.
- Prevost, S. (chair) and members of the Sigma Theta Tau Evidence-Based Practice Task Force. Evidence-Based Nursing: Rationale and Resources. *Worldviews on Evidence-Based Nursing*, 1(1), 69-75
- Sauls, J. (2005) Emerging Trends in the Management of Heart Failure: Beta Blocker Therapy. *Nursing Clinics of North America*, 40(1), 135-148.
- Rone, T & Sauls, J. (2005) Recommendations of the International Guidelines 2000 Conference on Cardiaopulmonary Resusitation and Emergency Cardiac Care: An Overview, *Nursing Clinics of North America*, 17(1), 51-58.
- Smith, M., Lankster, M., & McInnis, L. Antibiotic Use in Interventional Radiology: A Nursing Perspective. *Journal of Radiology Nursing*, 26(2), 44-48.
- Taylor, P. (2005). The use of handheld devices in critical care. *Critical Care Nursing Clinics*, 17:1.
- Dodge-Reyome, N. & Ward, K.S. (2007) Self Reported History of Childhood Maltreatment and Codependency in Undergraduate Nursing Students. *Journal of Emotional Abuse*, 7(1), 37-50.
- Van Wicklin, S., Ward K.S. & Cantrell, S.W. (2007) Response to Letter to the Editor AORN Journal, 85(2), 266.
- Ward, K.S. & Parsons, L.C. (2006). A Look at Generational Diversity: Managing the Differences. *SCI Electronic Journal*; 23 (4), *SCI Electronic Journal*, January 18, 2007 @ <http://www.aascin.org/scinursing>
- Van Wicklin, S., Ward, K..S. & Cantrell, S.W. (2006) “Implementing a Comprehensive Research Utilization Plan for Prevention of Deep Venous Thrombosis” *AORN Journal*, 83(6), 1351-1368.
- Ward, K.S. & Marquart, S. (2005) Tennessee Comprehensive Cancer Control Plan for 2005-2008. Nashville, TN: Tennessee Department of Health.
- Ward, K.S. (2005) “Making” a Leader. *Spinal Cord Injury Nursing*, 22(2), 108-110.
- Ward, K.S. (2005) New Developments in Antidepressant Therapy. *Critical Care Nursing Clinics of North America* 40 (2005) 95-105.
- Wilson, D. R. (in review) Repression in adult survivors of childhood sexual abuse. *Western Journal of Nursing Research*.
- Wilson, D. R. (in review) Stress management for adult survivors of childhood sexual abuse: A holistic inquiry. *Western Journal of Nursing Research*.

Appendix D: School of Nursing Faculty Accomplishments, 2004-2008 (continued)

Other Publications

- Martin, J. & Prevost, S. (2007) Painful experiences among college students. *McNair Research Review*, 5, 113-118.
- Gray, L. & Prevost, S. (2006) Managing the Silent Killer: Hypertension. *McNair Research Review*, 4, 85-90.
- Edwards, M.J., Prevost, S., Chafin, C., & Gebert, K. (2004) Health Care Career Map: Your atlas to finding a job in health care. Middle Tennessee Workforce Investment Board: Nashville, TN. (published in both book and web-based formats available at www.healthcarecareermap.or)
- Parsons, L.C. (2008). Management and Leadership in Nursing. ISBN # 978-1-57801-241-1; Western Schools: Bridgewater, MA
- Ward, K.S. (2006) Test Bank: Understanding Nursing Research: Building an Evidence Based Practice by Burns and Grove, 4th Edition, Elsevier Saunders.

Presentations - International

- Adam, J. "Helping Patients Find Affordable Drugs". Chronic Disease and Disability Section of the WSSA, Denver, CO, 2008.
- Cantrell, S.W. & Ward, K. S. "When You Hear Hoof Beats, Consider the Zebra: Superior Vena Cava Syndrome in Dialysis Patients", Nurses at the Forefront: Dealing with the Unexpected – International Council of Nurses International Conference, Yokohama, Japan, 2007.
- Mixer, S. and Wilson, L. "New Possibilities through Culturally Inclusive Pedagogy", Third Biennial International Conference on Cultural Diversity at Middle Tennessee State University, Nashville, TN, 2007
- Mixer, S. "Nursing Faculty Care Expressions Patterns and Practices Related to Teaching Culture Care", 32nd Annual International Conference of the Transcultural Nursing Society, Annapolis, MD, 2006
- Mixer, S. "Teaching Leininger's Culture Care Theory with the Sunrise Enabler using Visual Literacy in On-Line, Classroom, or Practice Contexts", 31st Annual International Conference of the Transcultural Nursing Society, NYC, NY, 2005
- Parsons, L.C. & Ward, K.S. "The Future of Nursing: Creative Strategies and Dealing with the Facts" 23rd Annual conference of the American Association of Spinal Cord Injury Nurses, Las Vegas, NV September 5, 2006.
- Prevost, S. & Wallace, B. End-stage Identification and Hospice Use Among Nursing Home Residents Who Died. Sigma Theta Tau's 18th International Research Conference, Vienna, Austria, 2007
- Prevost, S. Evidence-Based Practice and the Future of Nursing. Keynote address. International Conference on Evidence-Based Practice in Nursing. Hong Kong, China, 2007
- Prevost, S. Paradigms, Knowledge Development, & Practice. International Conference on Evidence-Based Practice in Nursing. Hong Kong, China, 2007
- Prevost, S. & Marquart, S. "Pain among healthy young, middle-aged and elderly adults" presented at 17th International Nursing Research Congress, Montreal, Canada, 2006
- Prevost, S. From Evidence to Outcomes: Did it work? Sigma Theta Tau's 16th International Research Conference, Waikoloa, Hawaii, 2005
- Prevost, S. Nursing Students: A Constantly Changing Audience. Sigma Theta Tau's 16th International Research Conference, Waikoloa, Hawaii, 2005

- Purnell, M. and Ward, K. S. “Useful Strategies in Online Education: Preparing for the Unexpected”, Nurses at the Forefront: Dealing with the Unexpected – International Council of Nurses International Conference, Yokohama, Japan, 2007
- Sauls, J. & Marquart, S. “Study Habits of Nursing Students in a Baccalaureate Program”, 17th International Nursing Research Conference Focusing on Evidence-Based Practice, Montreal, Canada, 2006
- Sauls, J. “ABCs of ABGs” presented at NTI, sponsored by AACN. May, 2004.
- Ward, K. S. and Campbell, M. J. “Surprising Results: making Sense of Unexpected Findings in Research”, Nurses at the Forefront: Dealing with the Unexpected – International Council of Nurses International Conference, Yokohama, Japan, 2007
- Ward, K. S. and Elbersen, K. “Roads to Leadership: Discovering the Maps”, 22nd International Nursing Research Congress Focusing on Evidence-Based Practice, Vienna, Austria, 2007
- Dodge-Reyome, N., Ward, K.S. & Witkiewitz, K. “Self Variables as Mediators of the Relationship Between Childhood History of Maltreatment and Co-Dependency and Self-Silencing in Young Adulthood” presented at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH, July. 2007.
- Ward, K.S & Parsons, L.C. “Teaching-Learning Strategies for SCI Patients and Families” 23rd Annual conference of the American Association of Spinal Cord Injury Nurses, Las Vegas, NV September 6, 2006.
- Dodge-Reyome, N., Ward, K.S. & Witkiewitz, K. “Nursing Students’ Endorsement of domestic Violence Myths”. 9th Annual International Family Violence Research Conference, Portsmouth, New Hampshire, July 2005
- Wilson, D. R. (2006). *Stress Management for Adult Survivors of Childhood Sexual Abuse: A Holistic Inquiry*. Juried. Presented at Sigma Theta Tau 17th International Nursing Research Congress Focusing on Evidence-Based Practice , Montréal, Québec, Canada, July 19-22, 2006.

Presentations – National/Regional

- Campbell, J. “Advance Directives”, 2006 National Gerontological Nursing Association Annual Meeting, Cincinnati, OH (poster presentation) 2006
- Harris, J. “Aging Workforce” TNA Annual Convention Knoxville, TN, 2006.
- Hix, C. “Clinical Microsystem assessment Survey Pilot Study” poster presentation at Evidence-based Practice conference of the Beta Theta Chapter of Sigma theta Tau, 2007
- Hix, C. “Introducing Nurses to Practice-Based Learning & Improvement: Evaluation of the Student Initiated Quality Improvement Project” poster presentation, annual meeting at Dartmouth University, 2006
- Hix, C. “Introducing Nurses to Practice-Based Learning and Improvement: Evaluation of the Student Initiated Quality Improvement Project”, Tennessee Nurses’ Association, Nashville, TN (poster presentation) 2006
- Holder, P., Smith, M, & Taylor, P. “Mentoring Long distance: A Model Learning Resource Course for Faculty”, Merlot International Conference, Nashville TN, 2005
- McInnis, L.A., Rhoads, J., & Dieter, C. “Distance Learning and Clinical Courses: Methods and Barriers”. Setting the Pace for Excellence in NP Education, National Organization of Nurse Practitioner Faculty Conference, Louisville, KY, 2008.
- Waldrop, J., Rhoads, J., Dieter, C., Berner, B., & McInnis, L.A. “Distance Learning in Nurse Practitioner Programs: Who, What, When, Where, How?”, Moving Mountains: Evolution in NP Education, National Organization of Nurse Practitioner Faculty, Denver, CO, 2007.

- Dieter, C., Berner, B., McInnis, L.A., Resick, L., & Rhoads, J. “Pre-conference Seminar 2B: Making the Transition to Distance Learning: Pitfalls and Solutions”, National Organization of Nurse Practitioner Faculty, Orlando, FL, 2006
- McInnis, L.A., & Higgins, L. “Advanced health assessment: A scenario-based approach”. National Organization of Nurse Practitioner Conference, San Diego, CA, 2004
- Parsons, L. “Preparing for RN Licensure: Leadership Concepts on the NCLEX-RN”, Roane State Community College, Harriman, TN, 2007
- Prevost, S. Implementing Evidence-Based Nursing Practice: Strategies & Resources. (Keynote address). Sigma Theta Tau Research Conference, Alexandria, LA., 2007
- Prevost, S. Pain Among Healthy Young, Middle-Aged, and Elderly Adults. Southern Nursing Research Society, Galveston, TX, 2007
- Prevost, S. & Wallace, J. End-of-Life Issues Among Nursing Home Residents. Gerontological Society of America, Dallas, TX, 2006
- Prevost, S. & Marquart, S. Ten Things You Can Do to Improve End-of-Life Care. American Association Spinal Cord Injury Nurses National Conference. Las Vegas, NV., 2006
- Prevost, S. APNs: Increasing Effectiveness and Documenting Outcomes. AACN National Teaching Institute, Anaheim, CA., 2006
- Prevost, S. Nursing Leadership in a Time of Nursing Shortage. Sigma Theta Tau Conference, Syracuse, NY., 2006
- Prevost, S. Evidence-Based Practice. Judith Evers Memorial Lectureship. Syracuse, NY., 2006
- Prevost, S. New Directions for Sigma Theta Tau International, Memphis, TN., 2006
- Prevost, S. The Constantly Changing Nursing Student Audience. Southern Nursing , 2006
- Prevost, S. Finding the Resources for Evidence-Based Practice. Montana State University (broadcast to hospitals across Montana), Bozeman, MT., 2005
- Prevost, S. Identifying Patients Near Death in Nursing Homes: Comparing Two Analysis Strategies. Gerontological Society of America. Orlando, FL., 2005
- Prevost, S. Implementing Evidence-Based Practice: Strategies and Resources. National Association of Orthopedic Nurses Conference, Phoenix, Arizona., 2005
- Prevost, S. Application of Evidence-Based Practice. Keynote Address, Annual Evidence-Based Practice Conference, UCLA Medical Center, CA., 2005
- Prevost, S. Mission Possible: Recruiting and Retaining an Effective Team. American Association Spinal Cord Injury Nurses National Conference. Las Vegas, NV., 2005
- Prevost, S. Implementing Evidence-Based Practice: Strategies and Resources. AACN National Teaching Institute, New Orleans, LA., 2005
- Prevost, S. Evidence to Outcomes. AACN National Teaching Institute, New Orleans., 2005
- Prevost, S. Poster Presentations: The Good, The Bad, and The Ugly. AACN National Teaching Institute, New Orleans, LA., 2005
- Prevost, S. Pharmacological Developments for You and Your Patients. Keynote Presentation, Association of Rehabilitation Nurses Annual Conference , Detroit, MI., 2005
- Prevost, S. Improving Identification of Terminal Patients in Long Term Care. Southern Nursing Research Society, regional conference, Atlanta, GA, 2005
- Prevost, S. “The Constantly Changing Nursing Student Audience,” Southern Nursing Research Society Conference, Memphis, TN, February 2006.
- Sauls, J. “Introduction to Basic Dysrhythmia Interpretation”, TASN State Convention, 2006
- Sauls, J. “Acid-Base Balance and Arterial Blood Gas Interpretation, “Tennessee Association of Student nurses” (TASN) Convention, Pigeon Forge, TN, October, 2005.
- Sullivan, D. “The Practice of Holistic Nursing within a Patient-Centered Care Model”, Biannual conference on Modeling and Role Modeling, 2006
- Taylor, P. “Integrating Informatics with Associate Degree Nursing Curriculum”, Tennessee Board of Regents, Nashville, TN, 2007

- Taylor, P. “Leveraging Web Technology to Build Capacity in Healthcare Education”, TNA Convention, poster presentation, 2007
- Taylor, P. “The TCPS© One Solution to Curing the Nursing Shortage Crisis”, AHA State Workforce Liaison Conference & Oregon Center for Nursing’s Nursing Crisis Partnership, National Teleconference presentation, 2007
- Taylor, P. “Organizing Your Online Pedagogy” & “Using Interactive Learning Activities to Promote Critical Thinking”, Chattanooga State Technical Community college, Online Teaching & Learning Boot Camp, 2007
- Taylor, P. “Using the Tennessee clinical Placement System (TCPS©)” North East Tennessee Faculty forum, Johnson City, TN, 2007
- Taylor, P. “The TIGER Initiative: Preparing Nurses to Practice in 2007 and Beyond!”, Tennessee Deans and Directors of Schools of Nursing, Nashville, TN 2007
- Taylor, P. “Online Case Studies 101: A match made in Heavenly Cyberspace; Learning Objects: What are they and how do I build one?; & “Using Online Course Assessment Tools”, Tennessee Board of Regents Online Degree Program, 2006
- Taylor, P. “Implementing Visualization and RFID technology to Improve Patient Throughput”, Ascension Health National Convocation, Washington, DC, 2006
- Taylor, P. “Best Practices & Innovations in Distance learning, Tennessee Alliance for continuing Higher Education, 2005
- Taylor, P., “Taking Online Nursing courses to the Next Level”, Tennessee Board of Regents Online Degree Program E-learning Academy, Dickson, TN, 2005
- Dodge-Reyome, N., Ward, K.S. & Witkiewitz, K. “Self Variables as Mediators of the Relationship Between Childhood History of Maltreatment and Co-Dependency in Young Adulthood” presented at the annual meeting of the New England Psychological Association, Danbury, CT, Oct. 2007.
- Dodge-Reyome, N. & Ward, K.S. “Connections Among Self Reported History of Childhood Maltreatment and Codependency in Undergraduate Nursing Students” Multidisciplinary Perspectives on Domestic Violence Conference Rochester, NY April 17 – 19, 2007
- Ward, K.S & Parsons, L.C. “Managing Generational Diversity: Making the Impossible Tolerable” 22nd Annual conference of the American Association of Spinal Cord Injury Nurses, Las Vegas, NV September 7, 2005.
- Wilson, D. R. “Nutritional approach to Stress Management” accepted for presentation at the Western Social Science Association, 50th National Conference, Denver, CO, 2008
- Wilson, D. R. “Holistic Nursing and Self Care”, keynote presentation at the National Nephrology Nurses Association Regional Meeting, Chicago, IL 2007
- Wilson, D. R. (2007). *Memory Repression*. Juried. Presented at the Western Social Science Association’s 49th Annual National Conference, Calgary AB, Canada, 2007. April 11-14, 2007.
- Wilson, D. R. “Self Care in Nursing: Preventing Burnout” National Nephrology Nurses Association Regional Conference, Kansas City, MO, 2007
- Wilson, D. R. (2006). *Stress Management for Adult Survivors of Childhood Sexual Abuse: A Holistic Inquiry*. Juried. Presented at the Western Social Science Association’s 48th Annual National Conference, Phoenix AZ, April 2006.
- Wilson, D. R. (2005). *Multiple Sclerosis: A Psychoneuroimmunological Approach*. Western Social Science Association's 47th Annual National Conference, Albuquerque, NM. April 2005.

Appendix D: School of Nursing Faculty Accomplishments, 2004-2008 (continued)

Presentations – Local

- Adam, J. “Helping Patients Find Affordable Drugs”, Pharmacology Update, MTSU, 2007
- Campbell, J. “End of Life Issues”, NOD, St. Clair Senior Center, 2006
- Campbell, J. “Women’s Health Issues”, Delta Kappa Gamma Honorary Society, 2004
- Campbell, J. “Tips for Talking with Your Doctor”, Young at Heart Group, First Baptist Church, 2004.
- Campbell, J. “Strategies for Teaching Gerontology”, Creative Teaching Strategies Sharing Session, MTSU School of Nursing Faculty, December 16, 2004
- Campbell, J. “Teaching and Learning Through Community Partnerships at MTSU”, Teaching and Learning Seminars College of Basic and Applied Sciences, October, 2004.
- Cantrell, S. “The Brain”, MTSU Campus School, elementary class, 2006
- Cantrell, S. “Nutrition”, Boy Scout Program, 2006
- Cantrell, S. “Self-Efficacy, Causal Attribution, Self-Esteem, and Academic Success in Baccalaureate Nursing Students,” Sigma Theta Tau International, Xi Alpha Chapter Scholarship Day, MTSU, march 24, 2006.
- Cantrell, S. “The Relationship of Self-Efficacy, Causal Attribution and Self Esteem to Academic Success in Baccalaureate Nursing Programs,” MTSU Scholars Day: A University Wide Showcase of Research, Scholarship, Creativity and Public Service, October 2004.
- Draude, B. & Johnson, F. “The Learning Teaching and Innovative Technologies Center: A Partnership to Support Faculty Development,” MTSU 10th Annual Instructional Technology Conference, April 2005
- Harris, J., Lavender, M. J., O’Leary, P., Sauls, J., Warise, L. & Wofford, L. Predictors of Success for Baccalaureate Nursing Students”, Annual Nursing Alumni Continuing Education Conference, MTSU School of nursing. 2007 (poster presentation)
- Hix, C., “Nursing as a Career Choice”, Siegel Middle School, Murfreesboro, TN, 2007
- Hix, C. “Introducing Nurses to Practice-based Learning Improvement: Evaluation of the Student Initiated Quality Improvement Project” poster presentation at Sigma Theta Tau, Xi Alpha chapter, 2007
- Marquart, S. “Nurses are WISE: Panel Discussion with Clinical Practitioners, Middle Tennessee State University, WISE, November 12, 2007
- Marquart, S. “End of life: A Time for Caring,” MTSU Nursing Alumni Chapter, 2006.
- McInnis, L. A. “Preventive Health Care”, St. Clair Senior Center, Murfreesboro, TN, 2006
- McInnis, L. A., “Hormone Replacement Therapy: What’s a Woman To Do?” Pharmacology Update, 2007
- Mixer, S. “Nursing Faculty Care Expressions Patterns and Practices Related to Teaching culture Care”, MTSU, poster presentation, 2007
- Mixer, S. and Wilson L. “Creating New Possibilities Through Culturally Inclusive Pedagogy,” Sigma Theta Tau International, Xi Alpha Chapter Scholarship Day, MTSU, March 24, 2006.
- O’Leary, P. Using Impatica with PowerPoint” Creative Teaching Strategies Sharing Session, MTSU School of Nursing Faculty, December 2004.
- Prevost, S. Thoughts on Leadership – for Nursing Home Directors. National HealthCare Corporation, Nursing Home Directors Conference, Murfreesboro, TN., 2007
- Prevost, S. & Wallace J. Trends in End-of-Life Care in Nursing Homes: 2004-2006. MTSU Scholars Week Showcase
- Prevost, S. Strategic Initiatives from Sigma Theta Tau. Xi Alpha Scholar’s Day, Murfreesboro, TN., 2006

- Prevost, S. & Wallace, J. Identifying Patients Near Death in Nursing Homes: Comparing Two Analysis Strategies. Xi Alpha Scholar's Day, Murfreesboro, TN., 2006
- Prevost, S. Collaborative Educational Programming: Lessons Learned from the RODP. Teaching & Learning Seminar, Murfreesboro, TN, 2006
- Prevost, S. Women's Health Update. Association of Secretaries and Clerical Employees, Murfreesboro, TN., 2005
- Prevost, S. & Wallace, J. Identifying Patients Near Death in Nursing Homes: Comparing Two Analysis Strategies. MTSU University-wide Research Symposium, Murfreesboro, TN., 2005
- Prevost, S. Research Poster Presentations. MTSU McNair Undergraduate Research Scholars Program, Murfreesboro, TN., 2005
- Prevost, S. Designing a Great Research Poster. MTSU STEP (Science Talent Expansion Program) Monthly Seminar, Murfreesboro, TN, 2005
- Purnell, M. "Nursing as a Profession" University 1010 class, MTSU campus, 2007
- Sauls, J & Marquart, S. "Study Habits of Nursing Students in a Baccalaureate Nursing Program", MTSU School of Nursing, 2006.
- Sauls, J. "Use of Ice for Pain Associated with Chest Tube Removal," (poster presentation) Sigma Theta Tau International, Xi Alpha Chapter Scholarship Day, MTSU, March 24, 2006
- Smith, M., "Body of Evidence" Expanding Your Horizons in Science & Math, MTSU, 2006.
- Smith, M. "Successful Communication between Mother & Daughter", Girl Scout council of Cumberland Valley, 2007
- Smith, M. "Grant Writing 101: An Introduction to Extramural Funding," in collaboration with the office of Research and Sponsored Programs for MTSU faculty, Fall 2005.
- Smith, M. "Test-Taking Strategies and Time Management," orientation Day to Upper-Division Nursing, MTSU, August 25, 2005.
- Smith, M. "Knowledge of Nursing and Career Choices in Eighth Grade Students" (research poster presentation), Faculty and Graduate Scholar's Day 2005, MTSU, November 3, 2005.
- Ward, K. S. "Antidepressant Developments", Pharmacology Update, MTSU, 2007
- Ward, K. and Dodge-Reyome, N. "Nursing Student' Reported History of Maltreatment and Beliefs About Different Forms of Maltreatment," Sigma Theta Tau International, Xi Alpha Chapter Scholarship Day, MTSU, March 24, 2006.
- Ward, K. "Development of a Self-Report Instrument to Measure Impulsiveness of Individuals with Low Reading Ability," Sigma Theta Tau International, Xi Alpha Chapter Scholarship Day, MTSU, March 24, 2006.
- Ward, KS "Ways in Which Faculty and Adult Learners can Enrich the Academic Experience" Adult Learning Conference, Murfreesboro, TN February 23, 2006.
- Ward, KS "Technology in the Classroom" First Tuesday Series. Murfreesboro, 2006
- Edwards, M. J.; Chafin, C.; Weatherby, N.; Ward, K.; and Marquart, S. "The Burden of Cancer in Tennessee: The Comprehensive Cancer Control Project," Faculty and Graduate Scholars Day, Murfreesboro, TN, November 2, 2005.
- Ward, K.S. & Marquart, S. "Creating a Comprehensive Cancer Control Plan for the State of Tennessee" Xi Alpha Scholarship Day, Murfreesboro, TN, April 22, 2005
- Warise, L. Identifying Predictors in a School of Nursing" MTSU, College of Basic and Applied Science Scholars Week, poster presentation, 2007
- Warise, L. "New Medications for Alzheimer's Disease" Pharmacology Update, MTSU, 2007
- Wilson, D. "Breastfeeding: Overcoming Common Lactation Problems", Vanderbilt University, Nashville, TN., 2007
- Wilson, D. "Complementary & alternative Therapies in the childbearing Years", Vanderbilt University, Nashville, TN, 2007
- Wilson, L. "HIV-AIDS Update", Sigma Theta Tau Colloquia, MTSU, 2007
- Wilson, L. "HIV-AIDS Update", Pharmacology Update, MTSU School of Nursing, 2007

Selected Major Appointments to Professional Organizations (beyond the local level)	
McInnis, L.	<ul style="list-style-type: none"> ▪ National Organization of Nurse Practitioner Faculty (NONPF), Co-Chair, SIG – Distance Education, 2006-2007 ▪ National Organization of Nurse Practitioner Faculty (NONPF), Research Review Panel, 2006
Parsons, L.	<ul style="list-style-type: none"> ▪ NLNAC Accreditation Site Visitor – invited to be Team Chair - 2007 ▪ Executive Committee MSN Regents Online Degree Program, 2004 – present ▪ American Association of Spinal Cord Injury Nurses, member 1999 – present; Associate Editor <i>SCI Nursing</i> journal, 2000-2005; elected to Board of Director's, 2006-present; elected Treasurer 2006 – present ▪ National Association of Orthopaedic Nurses, member 1983 – present, Chairperson, Research Committee 2003 – 2005. ▪ Executive Committee MSN Regents Online Degree Program, 2004 – present ▪ Sigma Theta Tau International, Distinguished Lecturer, 1991 to 2005
Prevost, S.	<ul style="list-style-type: none"> ▪ American Association of Critical Care Nurses, National Nominating Committee, Co-Chair, 2004 to 2007 ▪ American Association of Critical Care Nurses, Certification Corporation, Chair, 2003 to 2004 ▪ American Association of Critical Care Nurses Certification Corporation, National Board of Directors. 2002 to 2004 ▪ Sigma Theta Tau International, Board of Directors, 2003 to 2007 ▪ Sigma Theta Tau International, Secretary, 2003 to 2007 ▪ Sigma Theta Tau International, Leadership Development Committee, Chair, 2004 to 2007 ▪ Sigma Theta Tau International, Distinguished Lecturer, 1991 to 2005
Smith, M.	<ul style="list-style-type: none"> ▪ Regents Online Degree Program MSN Program Mentor 2005 to present ▪ Elsevier Nursing Board of Directors 2006 to present
Taylor, P.	<ul style="list-style-type: none"> ▪ Interim Clinical Placement Coordinator for the design and implementation of the Tennessee Center for Nursing's Regional Online clinical Placement Project. 2006 – 2007
Ward, K.	<ul style="list-style-type: none"> ▪ Sigma Theta Tau International, Elected to International Nominating Committee - 2003 – 2005 ▪ Sigma Theta Tau International, International Awards Committee ▪ Sigma Theta Tau International, Distinguished Lecturer
Wilson, D. R.	<ul style="list-style-type: none"> ▪ Co-chair - Chronic Disease and Disability Section of the Western Social Science Association. 2006 to present ▪ Education Approval Committee, Sub-committee chair (2007 to present); Program Approval Committee (2000 to present) - American Holistic Nurses Association ▪ Editorial positions: International Consultant and Co-editor for the Journal of Community Health Services - 2006 to present; Research Article Reviewer for Journal of Nursing Scholarship.

Appendix E: List of Faculty Awards

Honors/Awards	
Recipient	Award
Campbell, Judy	<ul style="list-style-type: none"> ▪ Received the MTSU Public Service Award, 2007 ▪ Recognized by the United Way of Rutherford County as one of the Women Keepers of Our community, 2007
Marquart, Sheila	<ul style="list-style-type: none"> ▪ Received Outstanding Teacher Award, 2007 ▪ Received the Inaugural Faculty Member Award from the Greek Life Board, 2007
Parsons, Lynn	<ul style="list-style-type: none"> ▪ CBAS Grantsmanship Award, Million Dollar Club, 2006 ▪ CBAS Grantsmanship Award, Million Dollar Club, Top Award, \$2,267,000, 2005 ▪ Selected (attended) by MTSU President Sidney McPhee to be the Bryn Mawr Fellow, Bryn Mawr Institute for Women in Higher Education, 2005
Prevost, Suzanne	<ul style="list-style-type: none"> ▪ National Research Abstract Award, Hospice and Palliative Care Nurses Association, 2007 ▪ Received Outstanding Public Service Award, 2006 ▪ Outstanding Nursing Alumnus Award, Medical University of South Carolina, 2006 ▪ Lifetime Membership Award, American Association of Critical Care Nurses, 2004 ▪ Distinguished Alumni Award, Villa Maria/Gannon University, Erie, PA, 2004
Sauls, Jenny	<ul style="list-style-type: none"> ▪ Received Outstanding Teacher Award, 2007
Smith, Maria & McInnis, Leigh Ann	<ul style="list-style-type: none"> ▪ 2007 Linda Strangio Editor's Award for article "Antibiotic Use in Interventional Radiology: A Nursing Perspective" – American Radiological Nurses Association
Ward, Karen	<ul style="list-style-type: none"> ▪ Selected as Faculty Fellow to the LTITC for 2007/2008 ▪ Excellence in Publications, College of Basic and Applied Sciences 2006/2007
School of Nursing	<ul style="list-style-type: none"> ▪ Provost Award based on student performance on major field tests (MFT), which is the NCLEX-RN, 2004 - 2007

Appendix F: Faculty Service Activities

Campbell, M.J.: Vice President Rutherford County Council on Aging, Program Advisory Committee - St Claire St. Senior Center, Rutherford County Wellness Center - Chair, Nurse Manager for Nurse-On-Duty Program - St. Clair St. Ctr., Rutherford County Health Fair - Coordinator, Wellness Counselor, Smallpox Revaccination Readiness Program – Chairperson, Annual Dynamics of Elderly Caregiving Conference - Planning Committee [for 9 years], Alzheimer Association Memory Walk – Team Captain

Marquart, S.: Breast Cancer Support Group Facilitator, Reach to Recovery Volunteer, Bedford County School System - health speaker, Health Occupations Students of America (HOSA) Board Member, Advisory Board for the American Cancer Society - Tell a Friend Project

Parsons, L.: Prison Ministry Program - Riverbend Maximum Security Prison correspond with death row inmates, Expanding Your Horizons in Mathematics & Sciences Program, Health Occupations Students of America (HOSA), American Heart Association, Human Subjects Board - Alvin C. York VA Medical Center

Prevost, S.: Expanding Your Horizons Program, Daily News Journal (Nursing & Health care consultant), United Way Charitable Giving Campaign – Team Leader and Chair, Safe House Volunteer - Domestic Violence Program, Salvation Army Soup Kitchen Volunteer, An Income of Her Own - Co-sponsor (program for high school girls), Habitat for Humanity Volunteer, Belle Aire Baptist Church Medical Mission Team, June Anderson's Women's Center Advisory Board, Mothers Against Drunk Driving, Oakland High School Parents Association

Smith, M.: Member Board - Exchange Club of Murfreesboro

Ward, K.: Court Appointed Special Advocate (legal advocate for children), Reach for Recovery Volunteer, Race for the Cure Volunteer, Meals Ministry through St. Rose of Lima Catholic Church

Wilson, L.: Williamson County Jack & Jill - Health Promotion Committee, Edgehill Community Center Health Project, Living Word Community (speaker on health related topics), Center for Aging Meharry Medical College, Expanding Your Horizons in Mathematics & Science (4th-6th grade girls event), American Cancer Society Education Committee

Appendix G: Scholarships Available to Nursing Students

In order to be considered for a scholarship or any type of financial aid you must have a current application (FAFSA) on file in the financial aid office.

ANNE B. SELOVER LOAN FUND*

Tuition loan(s) are provided to eligible nursing students based on the following criteria:

- Junior or senior nursing student
- GPA 2.8 or above
- Resident of Rutherford County
- Financial need
- To be used for tuition only
- Pay back arrangements at the discretion of the School of Nursing and Financial Aid

EILEEN MARIE MAHAN MEMORIAL SCHOLARSHIP – Cannon County

Scholarship(s) are provided to eligible female nursing students based on the following criteria:

- Female student from Cannon County, Tennessee
- Cumulative grade point average of 2.5 or above
- Financial need
- Recipient eligible for second year providing School of Nursing retention requirements met

ESTATE OF EILEEN MARIE MAHAN AWARD

Scholarship(s) are provided to eligible nursing students based on the following criteria:

- Faculty recommendation
- Financial need
- Potential for success
- Preference is given to female nursing students
- Recipient eligible for second year providing School of Nursing retention requirements met

HARRY NUNN AND MARIE GOTT GANNAWAY NURSING SCHOLARSHIP

Scholarship(s) are provided to eligible nursing students based on the following criteria:

- High moral character
- Potential for outstanding professional service
- Academic achievement
- Preference will be given to a student from Rutherford County with a minimum GPA 2.6

HELEN MILES MEMORIAL SCHOLARSHIP (MTMC Auxiliary)

Scholarship(s) are provided to eligible nursing students based on the following criteria:

- Likelihood of successful completion of nursing program
- Financial need
- Minimum GPA 2.6

JAMES R. ARNHART ENDOWED SCHOLARSHIP IN NURSING

Scholarship(s) are provided to eligible pre-nursing and/or nursing students based on the following criteria:

- Accepted into the School of Nursing
- ACT of 21, 3.0 high school GPA

Full-time student
 Must be from Rutherford County
 Recipient(s) agree to work in Rutherford County at least two years following graduation

KATIE LOVETT SCHOLARSHIP FUND* – TBA

LaROCHE-MURRAY ENDOWED SCHOLARSHIP*

Scholarship(s) are provided to eligible nursing students based on the following criteria:
 Must be accepted into the School of Nursing
 Full-time student
 Must be from Rutherford County
 Financial need

MARY E. ILES NURSING SCHOLARSHIP

Scholarship(s) are provided to eligible pre-nursing/nursing students based on the following criteria:
 Financial need
 Good moral character
 Must carry at least a consistent 75% of usual full-time class load
 Preference is given for work experience

MRS. H. RUSSELL (WINNIE WALTON) MABRY SCHOLARSHIP

Scholarship(s) are provided to eligible nursing students based on the following criteria:
 Junior or senior nursing student accepted into curriculum
 Preference given to a student from Lawrence County or any rural middle-TN county
 Director of Nursing School will be a part of the selection committee

MURFREESBORO MEDICAL CLINIC (MMC) /RACHAEL YARBROUGH JERVING MEMORIAL SCHOLARSHIP

Scholarship is provided to one eligible junior or senior nursing student based on the following criteria:
 Junior or senior majoring in Nursing
 Must be a resident of Rutherford County
 Minimum GPA 3.0
 Full-time student
 Strong preference given to students who are employed or intend to work at Murfreesboro Medical Clinic

NELLIE TRIBBLE NURSING SCHOLARSHIP FUND

Scholarship(s) are provided to eligible pre-nursing and/or nursing students based on the following criteria:
 Academic achievement
 Potential for success
 Faculty recommendation

SCHOLARSHIPS FOR DISADVANTAGED STUDENTS (SDS)

Scholarships are provided to eligible students from disadvantaged backgrounds who are enrolled as full-time nursing students. Please see SDS announcement for eligibility requirements.

Additional Scholarship/Loan Sources

THE AMERICAN ASSEMBLY FOR MEN IN NURSING

Male student

Currently enrolled in pre-RN licensure or graduate program in nursing

Minimum GPA 2.75

ARMED FORCES ROTC: ARMY, NAVY, AIR FORCE

ARMY NURSING SCHOLARSHIPS

ARMY ROTC offers a 4, 3, or 2 year scholarship which pays full tuition, \$900 yearly book allowance and a stipend of \$300 per month for a freshman, increasing \$50 per month each succeeding college year to \$500 per month the senior year. Additionally, Nursing students can receive additional monetary benefits for good grades, NCLEX-RN review course and test fees, uniforms, clinical and laboratory fees, Malpractice Insurance, immunization and testing, a Littmann Cardiology Stethoscope, and a personal Digital assistant with NCLEX-RN review course. The Army ROTC Course is tailored for Nursing students with full emphasis and priority placed on the demanding nurse curriculum.

CampusRN/AACN NURSING SCHOLARSHIP

CampusRN, an employment website for nursing/allied health care students and the American Association of Colleges of Nursing (AACN) have partnered for this scholarship program to support students who are seeking a baccalaureate, masters or doctoral degree in nursing.

Enrolled in a baccalaureate, masters or doctoral program in nursing

Minimum GPA 3.25

See http://aacn.campusrn.com/scholarships/scholarship_rn.asp (there is an underscore between “scholarship” and “rn”) for criteria and application information

EXCEPTIONALNURSE.COM

See www.exceptionalnurse.com/scholarship.html for criteria and application information

NATIONAL ASSOCIATION OF HISPANIC NURSES SCHOLARSHIP AWARDS

Currently enrolled in a school of nursing

Hispanic United States citizen or legal resident of U.S.

Minimum GPA 3.0

Member of National Association of Hispanic Nurses

See www.thehispanicnurses.org for criteria and application information

NATIONAL BLACK NURSES ASSOCIATION SCHOLARSHIP

Currently enrolled in a school of nursing

Good scholastic standing

Have at least 1 full year of school remaining

See www.nbna.org/scholarship for criteria and application information

Member of National Black Nurses Association

NATIONAL STUDENT NURSES’ ASSOCIATION SCHOLARSHIPS:

General, Career Mobility, Breakthrough to Nursing, Specialty, and Promise of Nursing

See www.nsna.org for criteria and application information

ONCOLOGY NURSING SOCIETY

See www.ons.org/awards/foundawards for criteria and application information

SAINT THOMAS HEALTH SERVICES SCHOLARSHIP

Application may be obtained through St. Thomas Health Services Career Center, 4220 Harding Road, Nashville, TN 37205

TNA DISTRICT 15/FRANCES DENHAM BRITTAIN SCHOLARSHIP/LOAN PROGRAM

\$500 tuition loan awarded each fall and spring semester to a senior student attending an undergraduate school of nursing in TN

Must be a resident of District 15, including Rutherford and Wilson counties

Applicant will agree to repay the loan one year after expected date of completion of course of study

TENNESSEE ORGANIZATION of NURSE EXECUTIVES (TONE) JEARLINE DEWEESE MEMORIAL SCHOLARSHIP FUND

High school graduate with a minimum of 3.0 GPA

Accepted into an accredited NLNAC nursing program prior to application

First time entry in BSN program (copy of final high school report card or college transcripts – minimum GPA 3.0)

100 volunteer hours in health care setting/community service during the past 4 years

Two letters of recommendation

Write paper – no more than 300 words stating “Why I Want to be a Professional Nurse”

Complete application prior to established deadline date

Interview with a TONE Board member; the Board member will make a recommendation to the Board; the decision will be finalized by a vote of the TONE Board

Post graduation – student encouraged to work a minimum of one year in a clinical setting at the bedside and participate in local TONE activities

*Funds may not be available.

Revised 3/29/07

Appendix H: Faculty Roster

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Lynn C. Parsons Director & Professor	BSN MSN DSN	Northern Michigan University Northern Michigan University Univ. of Alabama – Birmingham	Administration, Health Policy, Certified – Nursing Administration, ANCC	Human Resources Management Nursing Administration Practicum Professional Role Development Professionalism in Nursing
Jamie Adam Assistant Professor	BSN MSN	Pittsburg State University Middle Tennessee State University	Adult Health, Critical Care, Family Nurse Practitioner, Certified by ANCC, BS in Spanish	Health Assessment, Vulnerable Aggregate Clinical, Introduction to Nurse Practice Clinical, Adult Med-Surg Clinical
M. Judy Campbell Professor	BSN MSN EdS Ph.D.	University of Kentucky Univ. of Alabama- Birmingham Middle Tennessee State Univ. Middle Tennessee State Univ.	Community Health, Gerontology Certificate, Runs Nurse-Managed Gero. Clinic	Community Health, Gerontology, Vulnerable Aggregate Clinical Health Care Issues and Trends
Shirley Cantrell Associate Professor	BSN MSN PhD	Florida State University Valdosta State University Georgia State University	Maternal-Child, Adult Health	Healthcare Research Pathophysiology Issues and Trends in Health Care
Barbara Daicoff Associate Professor	BSN MN PhD FNP	Indiana University University of Florida University of So Florida University of So Florida	Physiology, Pediatrics - Pediatric Cardiology, Education FNP Certified – ANCC	Caring for the Childbearing Family Class and Clinical
Joy Green-Hadden Assistant Professor	BSN MSN	Belmont University, Nashville, TN Case Western Reserve, OH	Emergency Nursing Family Nurse Practitioner Education	Caring for the Childbearing Clinical Maternal child clinical Adult Health II clinical
Janice Harris Assistant Professor	ADN BSN MSN	John Calhoun Comm. College Florida Atlantic University University of Phoenix	Emergency Nursing; Nursing Education	Adult Health I Clinical Medical-Surgical Practicum Health Assessment Laboratory
Carolyn Hix Assistant Professor	BSN MSN DNP	University of TN @Martin Univ of Texas Health Science Center Univ of Tennessee Health Science Center	CNS Critical Care, Education, Administration, CNAA – Advanced Administration Certification – ANCC	Pharmacology Adult Health II Clinical
Pamela G. Holder Professor & Coordinator, MSN-RODP	BSN MSN DSN	Univ. of Alabama - Birmingham Univ. of Alabama - Birmingham Univ. of Alabama – Birmingham	Adult Health, Administration, Grant writing	Theoretical Foundations MSN-RODP Coordinator

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Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Mary J. Lavender Assistant Professor	BSN MSN EdS	Indiana University State College of Arkansas Middle Tennessee State	Medical-Surgical Nursing, Nursing Education	Introduction to Nurse Practice Introduction to Nurse Practice Clinical
Shelia Marquart Assistant Professor	BSN MSN EdS	University of Akron – Ohio Univ. of Alabama - Huntsville Middle Tennessee State Univ.	Adult Medical-Surgical Nursing, Oncology ELNEC certified	Adult Health I Adult Health I Clinical
Sandra Mixer Assistant Professor	BSN MSN	Saginaw Valley State University Univ of Texas at Arlington	Education, Administration ELNEC certified	Introduction to Nurse Practice Introduction to Nurse Practice Clinical End-of-Life Care
Tracy McCauley Assistant Professor	BSN MSN	Middle Tennessee State University University of South Alabama	Education	Adult Health II Clinical Leadership Clinical
Leigh Ann McInnis Associate Professor	BSN MSN PhD	Vanderbilt University Vanderbilt University Touro University, CA	Family Nurse Practitioner – ANCC Certified, Educational Leadership eLearning	FNP III Didactic and Clinical Adv. Pharmacology FNP Practicum
Pat O'Leary Associate Professor	BSN MSN DSN	West Liberty State College Vanderbilt University Univ. of Alabama- Birmingham	Adult Health, Gerontology, Informatics Certified Online Instructor (COI)	Gerontology Health Assessment Health Assessment Laboratory
Suzanne Prevost NHC Endowed Chairholder & Professor	BSN MSN PhD	Villa Maria College – PA Med. Univ. of South Carolina Texas Woman's University	Adult Health, Critical Care, Gerontology, Certified Online Instructor (COI)	Quality Management Critical Care Health Care Data Analysis Techniques
Mary Purnell Assistant Professor & Clinical Laboratory Coordinator	BSN MSN EdS	Univ of TN @Chattanooga Univ of Tennessee @ Knoxville Middle Tennessee State Univ	Adult Health Education	Professional Role Development Professional Leadership and Leadership Clinical
Sheron Salyer Associate Professor	BSN MSN DNSc	Univ of Alabama @ Huntsville Univ of Alabama @ Birmingham Univ of Tennessee Health Science Center	Maternal-Infant, Pediatrics APSO Certified Childbirth Educator Certified Perinatal Grief Counselor	Caring for the Childbearing Family Caring for the Childbearing Family Clinical Health Care Research
Jenny Sauls Professor & Assoc Director: On-Ground Programs	BSN MSN DSN	Tennessee Technological University Vanderbilt University Univ. of Alabama -Birmingham	Nursing Administration, Nursing Education, Critical Care	Adult Health II Adult Health II Clinical

Appendix H: Faculty Roster

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Maria A. Smith Professor	BSN MSN DSN	Tuskegee University Univ. of Alabama -Huntsville Univ. of Alabama- Birmingham	Adult Health, Critical Care, Informatics, Certified – Critical Care – AACN, Certified Online Instructor (COI)	Adult Health Advanced Pharmacology Healthcare Research
Jennifer Spann Assistant Professor	BSN MSN	Tennessee State University Tennessee State University	Neonatology, Pediatrics	Caring for the Childbearing Family Clinical Health Assessment Laboratory
Debra Sullivan Assistant Professor	BSN MSN	Houston Baptist University Univ of Texas Medical Branch	Nursing Education	Pharmacology
Pamela Taylor Associate Professor	BSN M.Ed. MSN	Univ of TN @ Chattanooga Univ of TN @ Chattanooga Univ of TN @ Chattanooga	Informatics Administration Certified Informatics - ANCC	Informatics for Health Care Professionals Analysis & Design of HCIS Evaluation of HCIS Informatics Applications I & II
Karen Ward Professor & Associate Director Online Programs	BSN MSN PhD	Vanderbilt University Vanderbilt University Cornell University	Mental Health, Developmental Psychology Certified Online Instructor (COI)	Advanced Nursing Research Scholarly Synthesis
Lita Warise Assistant Professor	BSN MSN Ed.D	Union University-Germantown, TN Union University-Germantown, TN Trevecca Nazarene Univ, Nashville, TN	Education	Pathophysiology Adult Health II clinical
Debra Wilson Associate Professor	BA BSN MSN PhD	Lakehead Univ, Thunder Bay, Ontario Lakehead Univ, Thunder Bay, Ontario Tennessee State Univ, Nashville, TN Walden University, Baltimore, MD	Holistic Nursing Health Psychology	Mental Health Introduction to Forensic Nursing Vulnerable Aggregates clinical
Linda Wilson Professor	BSN MSN PhD	Univ. of Alabama- Birmingham Univ. of Alabama- Birmingham Georgia State University	Adult Health	Pathophysiology Advanced Role Development
Julie Windmiller Assistant Professor	BSN MSN	Indiana University Middle Tennessee State University	Education	Adult Health II Clinical Caring for the Childbearing Family Clinical

Appendix H (continued): Part-Time Faculty Roster, 2007-2008

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Constance Blake	BSN MSN	Univ of TN @ Chattanooga Univ of TN @ Chattanooga	Informatics Administration	Health Care Information Systems
Barbara Draude	BSN MSN	Pennsylvania State University Medical College of Virginia	Medical-Surgical Education	Gerontology Adult Health I clinical
Michele Gebely	BSN M.Ed	Holy Family Univ. Philadelphia, PA Holy Family Univ. Philadelphia, PA	Adult Health Education	Adult Health Clinical I
Amy Huff	BSN MSN	Univ of Alabama – Huntsville, AL Univ of Alabama – Huntsville, AL	Acute Care Nurse Practitioner (ACNP) - ANCC	Introduction to Nurse Practice clinical
Marika Hurter	BSN MSN	Clemson University, Clemson, SC University of TN – Knoxville	Pediatrics, PNP Certified – National Certification Board of Pediatric Nurse Practitioners	Caring for Children and Teens Clinical
Pam Koob	BSN MSN FNP PhD	Murray State University, Murray, KY University of Evansville, Evansville, IN University of Tennessee – Knoxville Georgia State University, Atlanta, GA	Adult Health FNP Certified - ANCC	FNP I [Women's Health] FNP II [Adult & Older Adult]
Patricia Kraft	BSN MSN EdD FNP	West Liberty State College West Virginia University West Virginia University West Virginia University	FNP Critical Care	Advanced Pharmacology Health Care Policy
Linda McBride	BSN MSN	The University of the State of New York, Albany, NY Vanderbilt University	Mental Health	Community Health
Constance Morrison	DNP JD MS BS	Rocky Mtn University, Provo, UT New England School of Law, Boston, MA Fitchburg College, Worcester, MA Fitchburg College, Worcester, MA	Education Law Business Forensic Nursing	Forensic Nursing
Barbara Presley	BSN MSN	Niagara University, Niagara Falls, NY University of Rochester, Rochester, NY	Adult Health, Adult Nurse Practitioner Certified - ANCC	FNP II [Adult & Older Adult]
Pamela Roesler	BSN MSN	State University of New York University of Minnesota	Adult Health, Nursing Education, Administration	Professional Practice and Leadership
Judith Stone	BSN MS	Vanderbilt University CNS – Pediatric Critical Care	Pediatrics	Caring for the Childbearing Family Health Assessment Lab

Appendix H (continued): Part-Time Faculty Roster, 2007-2008

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Sharon Van Wicklin	BSN MSN	Middle Tennessee State University Middle Tennessee State University	FNP, CPSN (Cert. Plastic Surgery Nurse), CNOR (Cert. Nurse Operating Room)	Health Assessment Health Assessment Lab

Appendix I: Guidelines for Selecting Clinical Preceptors

Preceptorships are an individualized teaching/learning method that provides guidance to students in the everyday realities of nurse practice. This one-to-one relationship between experienced registered nurses and student nurses facilitates socializing students into the profession of nursing, easing transition from student to practicing registered nurse (RN), increasing skill development, decision-making, critical thinking and clinical judgment.

1. **Educational Preparation:** Preceptors must have at least a Baccalaureate Degree in Nursing. Exceptions may be given in areas where there are no BSN-prepared preceptors. In this case, the Clinical Faculty will assume the role of co-preceptor.
2. **Professional Experience:** Preceptors must have at least one-year clinical or management experience in the area chosen. Clinical or management roles are not limited to hospitals or traditional health care agencies such as hospice, same-day surgery centers, etc... and may include parish nursing, indigent care centers, prison/jail systems, among numerous other settings.
3. The preceptor must agree to assume the role verbally or in writing. The role includes the following:
 - Arrange appropriate clinical experience for the student within the clinical setting.
 - Provide access for students' participant-observation in management and organizational aspects of the agency.
 - Act as a role model for students in nurse practice and nurse leadership.
 - Meet with student regularly throughout the clinical rotation to determine progress of the student in meeting course objectives.
 - Meet with the student and clinical faculty to evaluate the clinical experience.
 - Provide feedback regarding the clinical experience and the program throughout the semester and at agency meetings when scheduled.
4. The nurse educator (faculty) is responsible for selecting clinical preceptorship sites to facilitate student learning in practice settings. The faculty role includes the following:
 - Ensuring that there is a contract in place between the health care agency and the Middle Tennessee State University School of Nursing.
 - Select/approve the preceptor(s)/contact person(s) for the selected clinical rotation.
 - Sending a letter of confirmation stating the parameters of the course (course syllabi) and other supporting documents to the preceptor.
 - Facilitate, monitor and evaluate student learning throughout the semester.
 - Providing a copy of their current RN license to practice in the state of Tennessee, health records (TB skin tests, etc...) when asked.

The student is responsible for meeting the required course objectives. The student will attain the following:

- Apply theory/ies and principles of nursing practice to clinical and management practice situations.
- Demonstrate critical thinking strategies in the practice setting.
- Demonstrate decision-making in the practice setting through the use of problem solving skills.

- Utilize the nursing process in the promotion of effective patient outcomes.
- Apply data-based findings to change practice.
- Collaborate with interdisciplinary health care team members and agency team members (principal in school nurse setting, minister in parish nurse center, etc...) to implement understanding, collaboration and change in the selected clinical setting.
- Apply professional nursing knowledge in the identification and resolution of health care problems.

Definition of Terms

Preceptor Program - a structured teaching/learning program in which a novice is guided by a preceptor in developing higher level practice skills.

Preceptor - a member of a clinical or managerial staff who work with students on a one-to-one basis to provide guidance and supervision in the assigned clinical practice area.

Decision Making - a complex, cognitive process that requires choosing a particular course of action.

Problem Solving - a part of decision-making. A systematic process that focuses on analyzing a difficult situation, which includes a decision-making step.

Critical Thinking - an active, focused, persistent and purposeful process. This process requires choosing and weighing alternatives and considering what to do.

Appendix J: Baccalaureate Curriculum (120-Hours)

General Education	Hours	Courses (hours)	Major Requirements
Mathematics	3 hours	Math 1530 (3)	
Communication	9 hours	Engl 1010 (3), Engl 1020 (3), Comm 2200 (3)	
History	6 hours	Hist 2010 (3), Hist 2020 (3)	
Humanities/Fine Arts	9 hours	Engl 2030, (3), *Humanities (3), *Humanities (3)	
Social/Behavioral Sciences	6 hours	Psy 1410 (3), *Soc/Beh Sciences (3)	
Natural Sciences	8 hours	Biol 2010 (4), Sci Elective (4) [w/ non Biol rubric]	Biol 2020 (4), Biol 2230 (4)
Total General Education	41 hours	* = selection of courses from approved list.	
Nursing Concentration	71 hours		
		Nurs 3010; Pathophysiology (3)	
		Nurs 3000; Professionalism (1)	
		Nurs 3030; Health Assess (2)	
		Nurs 3040; Health Assess Lab (1)	
		Nurs 3370; Gerontology (3)	
		Nurs 3350; Intro to Nurse Practice (5)	
		Nurs 3360; Intro to Practice Clinical (4)	
		Nurs 3570; Healthcare Research (3)	
		Nurs 3170; Clinical Pharm (3)	
		Nurs 3530; Car for Adults w/ Health Deviations (5)	
		Nurs 3540; Car for Adults w/ Health Deviations Clinic (4)	
		Nurs 3550; Caring for the Childbearing Family (3)	
		Nurs 3560; Caring for the Childbearing Fam Clinical (2)	
		Nurs 4005 or Nursing Elective (3) Practice	
		Nurs 4330; Caring for Adults w/ Health Deviations II (5)	
		Nurs 4340; Caring for Adults w/ Health Deviations Clin. (4)	
		Nurs 4350; Caring for Children and Teen Clients (3)	
		Nurs 4360; Caring for Children and Teen Clients Clinical (2)	
		Nurs 4530; Caring for the Community as Client (3)	
		Nurs 4550; Caring for Clients w/ Mental Health Alterations (3)	
		Nurs 4560; Nursing Care of Vulnerable Aggregates Clinical (3)	
		Nurs 4570; Professional Practice and Leadership (3)	
		Nurs 4580; Professional Practice and Leadership clinical (3)	
		Nursing Elective (3)	

Appendix K: Sample Plan of Study – Generic Students

1 st Semester Freshman		2 nd Semester Freshman		1 st Semester Sophomore		2 nd Semester Sophomore	
ENG 1010 English I*	3	ENG 1020 English II*	3	ENG--- Literature*	3	NURS 3000 Professionalism in Nursing	1
Bio 2010 Anatomy & Physiology I*	4	BIO 2020 Anatomy & Physiology II*	4	(II) BIO 2230 Microbiology*	4	NURS 3010 Pathophysiology	3
MATH 1530 Statistics*	3	Science Elec*	4	COMM2200	3	NURS 3030 Health Assessment	2
PSY 1410* General Psychology	3	HIST 2020	3	Oral Comm	3	NURS 3040 Health Assess	
HIST 2010 Am Hist	3	Am Hist		Humanities	3	NURS 3040 Clinical	1
				Soc/Beh Sci		Humanities	3
						**NURS 3370 Health & Gerontology	3
Total	16	Total	14	Total	16	Total	13

1 st Semester Junior		2 nd Semester Junior		1 st Semester Senior		2 nd Semester Senior	
NURS 3350/60 Introduction to Nursing Practice -Theory	5	NURS 3530/40 Caring for Adults with Health Deviations I	5	NURS 4330/40 Caring for Adults with Health Deviations II -Theory	5	NURS 4530 Caring for the Community as Client	3
** -Clinical	4	-Theory	4	** -Clinical	4	NURS 4550 Caring for Clients with Mental Health Alterations	3
NURS 3570 Health Care Research	3	** -Clinical		**NURS 4350/60 Caring for Children and Teen Clients	3	**NURS 4560 Nursing Care of Vulnerable Aggregates Clinical	3
NURS 3170 Clinical Pharmacology in Nursing	3	NURS 3550/60 Caring for the Childbearing Family -Theory -Clinical	3	-Theory	2	NURS 4570/80 Professional Practice & Leadership -Theory	3
		**Guided Elective	3	-Clinical		** -Clinical	3
Total	15	Total	17	Total	14	Total	15

Total 120 hours

*Considered prerequisite for admission to nursing program

**EXL courses

Approved: 9/18/04

Appendix L: List of Elective Course Options

NURS 4005	Independent Study
NURS 4035	Special Topics
NURS 4036	Nursing's Image in the Media
NURS 4037	End of Life Care
NURS 4038	Medical/Surgical Practicum
NURS 4039	Health Care Issues and Trends
NURS 4055	Informatics for the Health Care Professional

New Elective Courses to Begin May, 2008:

NURS 4035	Spirituality in Nursing
NURS 4035	Transcultural Nursing

Appendix M: Student Learning Outcomes 2006-2007

Student Learning Outcomes	Measurements	Results	Use of Results/ Action Plan
<p>Directions: Student Learning Outcomes are the accumulated knowledge, skills, and attitudes that students develop during a course of study. What will students be able to know, do, or value/believe when they graduate from this degree program?</p> <p>In addition, MTSU has identified seven university learning outcomes; indicate the MTSU learning outcomes (1-7) that relate to each of your degree program outcomes.</p>	<p>Directions: For each Student Learning Outcome, identify the method(s) of assessment and the criteria for success. Each outcome should be assessed by at least one direct measure, and the use of multiple measures is preferred. For example, will student learning be measured by an exam, course project, portfolio, paper, performance, presentation, survey, etc.? Give as much detail as possible about each type of measurement.</p> <p>In addition, indicate the person responsible for collecting, analyzing, and reporting the data as well as the completion date.</p>	<p>Directions: Give a summary of data collected in the assessment of each Student Learning Outcome.</p>	<p>Directions: What do the results of these assessments indicate about program improvement? For each Student Learning Outcome, indicate how you will use the results to improve student learning.</p>
<p>Student Learning Outcome 1: Perform a head-to-toe physical assessment on a client.</p> <p>Related MTSU Learning Outcomes (list numbers): 1, 2, 3, 4, 5, 7, 8</p>	<p>Measurement(s):</p> <p>1. Upon successful completion of NURS 3030 the student will take a complete health history.</p> <p>2. Upon successful completion of NURS 3040 the student will be able to perform a head-to-toe physical assessment.</p> <p>Successful completion of NURS 3030/40; Health Assessment didactic and laboratory courses.</p> <p>Knowledge of course content in the nursing program is also measured by student's successful course completion [passing the course]. *See note.</p>	<p>1. Met. Students successfully completed a complete health history and submitted written findings to the course professor to pass NURS 3030.</p> <p>2. Met. Students successfully performed a head-to-toe exam in front of the course professor to pass NURS 3040.</p> <p>Successful completion Fall 06 0/53 failures</p> <p>Spring 07 0/64 failures</p>	<p>Students have done well in these outcomes. An area of concern is that a rigorous course in the 1st semester of upper-division having -0- failures in an academic year period. A new Asst Professor who is a FNP taught the courses. Assignment change will occur for academic year 2007-2008. Continue to monitor.</p>

	<p>Responsible Person(s):</p> <ul style="list-style-type: none"> • NURS 3030/40 course instructors • SON Institutional Effectiveness Committee <p>Completion Date: End of each academic semester that the course is taught</p>		
<p>Student Learning Outcome 2: Identify an appropriate nursing diagnosis</p> <p>Related MTSU Learning Outcomes (list numbers): 2, 3, 4, 5, 7, 8</p>	<p>Measurement(s): 1. Upon successful completion of the courses listed below students will be able to identify nursing diagnosis based upon the patient's chief health alterations. Measured by nursing diagnosis written by student for didactic and clinical write-ups [case studies, assignments, etc.] in health histories, and those verbalized to the course professor in the clinic setting.</p> <p>Outcome is measured in the following courses:</p> <p>NURS 3350/60; Introduction to Nurse Practice didactic and clinic courses</p> <p>NURS 3530/40; Caring for Adult Clients I didactic and clinic courses</p> <p>NURS 3550/60; Caring for the Childbearing Family didactic and clinic courses.</p> <p>NURS 4330/40; Caring for Adult Clients II didactic and clinic courses.</p> <p>NURS 4350/60; Caring for Children and Teens didactic and clinic courses.</p> <p>NURS 4530; Caring for Community as Client</p>	<p>Met; Partially met for NURS 3530</p> <p>Successful completion: These numbers reflect the number of failures and the total number of students tested on this outcome.</p> <p>Fall 06 0/59; Spring 07 0/48</p> <p>Fall 06 1/38; Spring 07 10/55 & 1/55 clinical</p> <p>Fall 06 1/37; Spring 07 0/55</p> <p>Fall 06 0/49; Spring 07 0/36</p> <p>Fall 06 0/49; Spring 07 1/36 [didactic only]</p> <p>Fall 06 0/40; Spring 07 0/49</p>	<p>Data reflects overall student understanding of the concept of nursing diagnosis.</p> <p>Pass rates reflect student understanding of the didactic materials with a course grade of predominantly A, B, or C. It is noted that ½ of the class earned a grade of "C" for NURS 3550, which is a dramatic difference from previous semesters. (A grade of "C" is passing.)</p> <p>Several students in NURS 3530 did not successfully complete this learning outcome.</p> <p>Since academic year 2005-2006, the MTSU School of Nursing could no longer give admission preference to successfully matriculating MTSU pre-nursing students. Internal research supported that students taking pre-requisite (required) science courses at MTSU who received a grade of A, B, or C on the 1st attempt were more successful (passed upper-division nursing courses) in the program and passed the NCLEX-RN on the 1st attempt in greater numbers than students who repeated pre-req science courses. Anecdotal information – we have viewed transcripts of students who transfer from community colleges who receive A's and B's in required science courses who do not do well in gen ed courses and required science courses at MTSU.</p>

	<p>didactic course.</p> <p>NURS 4550; Caring for Clients with Mental Health Alterations didactic course.</p> <p>NURS 4560; Caring for Vulnerable Aggregates clinic course. [clinical course affiliated w/ NURS 4530 & 4550].</p> <p>NURS 4570/80; Professional Practice and Leadership didactic and clinic course.</p> <p>2. Passing the NCLEX-RN upon graduation with a score of 90% or >.</p> <p>Responsible Person(s):</p> <ul style="list-style-type: none"> NURS 3350/60, 3530/40, 3550/60, 4330/40, 4350/60, 4530, 4550, and 4570/80 course instructors. SON Institutional Effectiveness Committee <p>Completion Date: End of each academic semester these courses are taught</p>	<p>Fall 06 0/40; Spring 07 0/49</p> <p>Fall 06 0/41; Spring 07 0/49</p> <p>Fall 06 0/40; Spring 07 0/49. 1/49 clinical</p> <p>2. Partially Met: Fall 06 83.33%; Spring 06, 91.67%</p>	<p>Because we admit some students w/ only one required science course (BIOL 2010), some students admitted from the community colleges do not pass NURS 2010, Pathophysiology and do not do well (pass) required nursing courses because they cannot achieve the learning outcomes.</p> <p>Plan – review admission criteria to upper division nursing and make recommendations based on current findings.</p> <p>2. A new standardized examination package will be implemented in the School of Nursing. The HESI package offers 8 standardized exams across the curriculum plus a NCLEX-RN review course. The HESI package has been approved and will be implemented during academic year 2007-2008. The goal is to have students pass courses throughout the curriculum with enhanced knowledge as measured by the standardized examinations and to enter the NCLEX-RN licensure exam with greater confidence.</p>
<p>Student Learning Outcome 3:</p> <p>Formulate a comprehensive plan of care.</p> <p>Related MTSU Learning Outcomes (list numbers): 1, 2, 3, 4, 5, 7, 8</p>	<p>Measurement(s):</p> <p>1. Upon successful completion of the courses listed above, students will be able to write a plan of care and/or interdisciplinary treatment plan / care map for assigned patients. Measured by plan of care written by student for didactic and clinical write-ups [case studies, assignments, etc.] in didactic and clinical courses.</p>	<p>1. Met; note for NURS 3530 that this course is in the exact mid-point of the curriculum and extremely rigorous. Students not successful in this course have different reasons for their inability to progress to the next level, i.e. they do not spend enough time in study, they come to exams unprepared to support they understand content, they do not understand underlying pathophysiology necessary to be successful in the course, etc... All of this is necessary to write an effective care / treatment plan for the patient.</p>	<p>1. Each clinical nursing course has a plan of care component. Some of these courses involve the nurse's role in collaborating with an interdisciplinary team to develop a critical (clinical) pathway or a care map. Data reflects student understanding of the concept of planning client care.</p> <p>Data reflects student understanding of the concept of planning client care.</p> <p>Tutoring is available for students who solicit assistance from course professor(s).</p>

	<p>2. Passing the NCLEX-RN upon graduation with a score of 90% or >.</p> <p>Responsible Person(s):</p> <ul style="list-style-type: none"> NURS 3350/60, 3530/40, 3550/60, 4330/40, 4350/60, 4530, 4550, and 4570/80 course instructors. SON Institutional Effectiveness Committee <p>Completion Date: End of each academic semester these courses are taught</p>	<p>2. Partially Met: Fall 06 83.33%; Spring 06, 91.67%</p>	<p>2. See above.</p>
<p>Student Learning Outcome 4: Implement a nursing intervention(s) that address (es) biological, sociological, psychological, and cultural aspects of care.</p> <p>Related MTSU Learning Outcomes (list numbers): 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Measurement(s):</p> <p>1. Upon successful completion of the courses listed above, students will be able to implement nursing interventions that address the biological, sociological, psychological, and cultural aspects of care, i.e. perform procedures such as starting intravenous lines, administer pain treatments – both pharmacological and non-pharmacological, counsel patients through loss of body parts, i.e. amputation, mastectomy, etc...</p> <p>Measured by interventions written on the plan of care or verbalized in the clinical setting by student for didactic and clinical write-ups [case studies, assignments, etc...] in didactic and clinical courses.</p> <p>2. Passing the NCLEX-RN upon graduation with a score of 90% or >.</p> <p>Responsible Person(s):</p> <ul style="list-style-type: none"> All faculty in the School of Nursing 	<p>1. Met. See information written for Student Learning Outcome 3 as it pertains to this SLO as well. In the clinic setting, some students have the didactic knowledge but have difficulty performing hands on clinic skills.</p> <p>2. Partially Met: Fall 06 83.33%; Spring 06, 91.67%</p>	<p>1. Nursing interventions are explored through didactic lecture courses using various teaching-learning strategies. Follow-through of writing interventions on the client plan of care is done in the clinical setting whether in the acute care hospital, long-term care, hospice, mental health facility, or the community.</p> <p>Students needing additional instruction are referred by the course professor to the Computer Laboratory Coordinator for extra time in working through interactive computerized videos to build confidence for knowledge for hands-on clinical performance.</p> <p>2. See above.</p>

	<ul style="list-style-type: none"> SON Institutional Effectiveness Committee <p>Completion Date: End of each academic semester that courses are taught.</p>		
<p>Student Learning Outcome 5: Evaluate outcomes of client care.</p> <p>Related MTSU Learning Outcomes (list numbers): 2, 3, 4, 5, 7, 8</p>	<p>Measurement(s): 1. Upon successful completion of the courses listed above, students will be able evaluate care delivery based on patient response to treatment of the biological, sociological, psychological, and cultural issues they are experiencing. An example of a cultural outcome may be patient understanding of information when they are ESL. Measured by expected outcomes written on the plan of care or verbalized in the clinical setting by student for didactic and clinical write-ups [case studies, care/treatment plans, assignments, etc...] in didactic and clinical courses.</p> <p>2. Passing the NCLEX-RN upon graduation with a score of 90% or >.</p> <p>Responsible Person(s):</p> <ul style="list-style-type: none"> All faculty in the School of Nursing SON Institutional Effectiveness Committee <p>Completion Date: End of each academic semester that courses are taught.</p>	<p>1. Met. See information written for Student Learning Outcomes 3 & 4 as they pertain to this SLO as well.</p> <p>2. Partially Met: Fall 06 83.33%; Spring 06, 91.67%</p>	<p>1. The last phase of the nursing process is evaluating the client response to care provided. Outcomes evaluation is reviewed through didactic lecture courses using various teaching-learning strategies. Client evaluation care is done in the clinical setting whether in the acute care hospital, long-term care, hospice, mental health facility, or the community.</p> <p>Data reflects student understanding of the concept of outcomes evaluation.</p> <p>2. See above.</p>
<p>Student Learning Outcome 6: Evaluate outcomes from ANCC Nurse Practitioner Examination</p> <p>Related MTSU Learning Outcomes (list numbers):</p>	<p>Measurement(s): 1. Students are able to demonstrate physical assessment skills and clinical knowledge in FNP didactic and clinical courses through hands-on demonstration and verbally answering professor questions related to</p>	<p>1. Met.</p> <p>From January through December 2006, the ANCC reported that there were insufficient numbers of test takers (too small) for</p>	<p>The MTSU School of Nursing will continue to follow accrediting body guidelines for appropriate standards of practice.</p> <p>These data will be monitored throughout the</p>

1, 2, 3, 5, 7, 8	specific FNP courses. Pass rates for the ANCC Family Nurse Practitioner (FNP) examination through the ANCC.	reporting purposes.	next academic year. We should see more graduates in 2007 as the FNP track has approximately 55 enrolled graduate students.
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*It must be noted that the School of Nursing follows a “two failure” policy which means that the student is dismissed after s/he has failed two required upper-division nursing courses. This is a fairly standard rule for state universities in Tennessee. Some universities, such as Tennessee State University (TSU), have a “one failure” policy that dismisses a student after one failure in a required nursing course.

Appendix N: Sample Plan of Study for RN/BSN Students

Summer (first semester)*

Course Number	Credit Hours	Course Title
NURS 3010	3	Pathophysiology
NURS 3030	2	Health Assessment
NURS 3040	1	Health Assessment Clinical
NURS 3111	3	Professional Role Development
NURS 3170	3	Pharmacological Requisites for Nurse Agency
Total	12	

Fall (second semester)*

Course Number	Credit Hours	Course Title
NURS 3370	3	Health and Gerontology
NURS 4530	3	Caring for the Community as Client
NURS 4560	3	Vulnerable Aggregates Clinical
Nursing ELection	3	
Total	12	

Spring(third semester)*

Course Number	Credit Hours	Course Title
NURS 3570	3	Health Care Research
NURS 4570	3	Professional Practice and Leadership
NURS 4580	3	Professional Practice and Leadership Clinical
Total	9	

Appendix O: Sample Plan of Study for LPN/BSN Students

Fall 1 (first semester)*

Course Number	Credit Hours	Course Title
NURS 3010	3	Pathophysiology
NURS 3030	2	Health Assessment
NURS 3040	1	Health Assessment Clinical
NURS 3000	1	Professionalism in Nursing
NURS 3570	3	Health Care Research
NURS 3170	3	Pharmacological Requisites for Nurse Agency
Total	13	

Spring (second semester)*

Course Number	Credit Hours	Course Title
NURS 3550	3	Caring for the Childbearing Family
NURS 3560	2	Caring for the Childbearing Family Clinical
NURS 3530	5	Caring for Adult Clients I
NURS 3540	4	Caring for Adult Health I Clinical
Total	14	

Summer (third semester)*

Course Number	Credit Hours	Course Title
NURS 4350	3	Caring for Children and Teens
NURS 4360	2	Caring for Children and Teens Clinical
NURS 4330	5	Caring for Adult Clients II
NURS 4340	4	Caring for Adult Clients II Clinical
Total	14	

Fall 2 (fourth semester)*

Course Number	Credit Hours	Course Title
NURS 4530	3	Caring for the Community as Client
NURS 4550	3	Caring for Clients with Mental Health Alterations
NURS 4570	3	Professional Practice and Leadership
NURS 4580	3	Professional Practice and Leadership Clinical
NURS 4560	3	Vulnerable Aggregates Clinical
Total	15	

*NURS 3370 Health and Gerontology (3 credit hours) required and can be taken during any semester.

Appendix P: MTSU Student Evaluation of Faculty Performance

Criteria	School of Nursing		College of Basic and Applied Sciences		University	
	<u>Fall 2007</u>	<u>Spring 2007</u>	<u>Fall 2007</u>	<u>Spring 2007</u>	<u>Fall 2007</u>	<u>Spring 2007</u>
1. Instructor appears to be well prepared for class.	95.5%	96.6%	96.5%	96.9%	96.3%	96.9%
2. Instructor answers student's questions effectively.	87.7%	94.7%	89.8%	91.5%	92.8%	97.2%
3. Instructor presents materials quickly.	87.3%	92.5%	86.6%	89.1%	91.1%	91.9%
4. Instructor is accessible to talk with students on course matters outside of class.	93.4%	94.3%	94.7%	95%	95.7%	95.9%
5. Class sessions are relevant to course subject matter.	97.1%	99.2%	96.9%	98%	96.7%	97.2%
6. Course requirements are clear.	91.9%	93.5%	94.1%	95.2%	95%	95.4%
7. Grading criteria for the course as a whole are clear.	93.7%	94.5%	94%	94.7%	94.5%	95%
8. Considering the type of exams, the results are reported within a reasonable amount of time by the instructor.	97.7%	95.6%	96.3%	95.8%	96.6%	96.2%
9. Considering the type of assignment, the results are reported within a reasonable amount of time by the instructor.	93.3%	92.8%	96%	95.7%	96.1%	96.2%
10. Instructor treats students in a courteous and respectful manner.	94.5%	98.2%	95.8%	97.3%	96.5%	97.2%
11. The class begins at scheduled times.	99%	97.9%	98%	98.1%	97.6%	97.%

Appendix Q: Courses and Corresponding HESI Achievement Tests

Student Semester	Course Name	HESI Exam Associated with the Course
1 st	3030 Health Assess	Health Assessment
1 st	3000 Professionalism	Critical Thinking (Baseline)
2 nd	3350 Intro to Nsg Practice	Fundamentals
2 nd	3170 Clinical Pharmacology	Pharmacology (taken during Caring for Adults I)
3 rd	3550 Caring for Child Bearing Family	Maternity
4 th	4330 Caing for Adults II	Medical-Surgical and Comprehensive Exam
4 th	4350 Caring for Child/Teen	Pediatrics
5 th	4550 Caring for Mental Health	Comprehensive Exam #2
5 th	4570 Leadership	Critical Thinking (Senior)

Appendix R: Overall Systematic Plan for Program Evaluation and Assessment of Outcomes

Standard	Assessment Method	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Use of Data
<p>Standard 1 Program Quality: Mission and Governance</p> <p>Congruent with parent institution; consistent with standards</p> <p>Reviewed periodically and revised, as appropriate, to reflect standards and guidelines</p> <p>Reviewed periodically and revised, as appropriate, to reflect needs/expectations of communities of interest</p> <p>Faculty and student roles in governance are defined and enable meaningful participation</p>	<p>Review of documents: Mission Statements Annual Goals Standards Program Brochure Catalog</p>	<p>Annually</p> <p>Every 2 years</p>	<p>Faculty Organization Minutes Committee Meeting Minutes</p>	<p>Director Research & Scholarly Activities Cmte Institutional Effectiveness Committee (SON)</p>	<p>Review with faculty for input/approval</p>
	<p>Institutional Effectiveness Plan</p>	<p>Annually</p>			
	<p>Clinical Course Evaluations</p> <p>Community Data</p>	<p>Annually</p>	<p>Course Notebooks</p>	<p>Course Coordinators</p>	<p>Determination of selection of units/clinical sites</p>
	<p>Committee Membership at School, College and University levels (faculty and students) Student Advisory Board to Director minutes</p>	<p>Annually</p>	<p>Faculty Bylaws Organizational Chart SON Annual Report</p>	<p>Faculty Services Committee Student Advisory Board</p>	<p>Student feedback shared with faculty from committee's, advisory meeting Input into program & policy revisions</p>

<p>Documents and publications are accurate. References in promotional materials to program’s offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition and fees are accurate</p> <p>Policies of university and nursing school are congruent; policies are fair, equitable, published, and are reviewed and revised as necessary to reflect improvement. Policies relative to student recruitment, admission, retention, satisfaction with major program</p>	<p>Catalogs</p> <p>Student Handbook</p> <p>Documents from Accrediting Bodies</p> <p>Online Academic Calendar</p> <p>Review of documents: Catalog</p> <p>Admission Criteria to Upper-Division Nursing</p> <p>Institutional Effectiveness, Planning and Research</p> <p>Nursing Student Handbook</p>	<p>Every 2 years</p> <p>Every semester</p> <p>Annually (BON) 5th year CCNE</p> <p>Annually</p> <p>Every 2 years</p> <p>Bylaws ongoing</p> <p>Annually, Every 2 years (depending on survey)</p> <p>Every semester</p>	<p>Faculty/Staff Offices & Research Room</p> <p>Director Office</p> <p>MTSU Web Site</p> <p>MTSU Registration Guide</p> <p>Faculty/Staff Offices & Research Room</p> <p>Brochures, SON Web site</p> <p>Institutional Effectiveness, Planning and Research web site</p>	<p>Curriculum Committee</p> <p>RN/BSN Coordinator</p> <p>LPN/BSN Coordinator</p> <p>Director and SON Institutional Effectiveness Committee</p> <p>Student Services Committee</p> <p>Admissions Committee</p> <p>SON Institutional Effectiveness Committee</p>	<p>Admission, progression and graduation decisions</p> <p>Curriculum review and revision(s)</p> <p>Performance funding formula</p> <p>Admission, progression and graduation decisions</p> <p>Curriculum review and revision(s)</p>
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<p>Standard 2 Program Quality: Institutional Commitment and Resources</p> <p>Supportive environment that encourages faculty teaching, scholarship, service, and practice in keeping with mission.</p> <p>Fiscal and physical resources are sufficient</p> <p>Academic support services are sufficient</p>	<p>Review of Documents: Staffing plan</p> <p>Faculty Workloads</p> <p>Budget Hearings (requests) SON Budget Reports Building Addition</p> <p>Review classroom and lab support space</p> <p>Skills lab inventory</p> <p>Assess library holdings and resources</p> <p>Computer lab inventory</p> <p>Faculty/staff computer inventory</p>	<p>Annually</p> <p>Every fall. Spring semester</p> <p>Annually Monthly Completed 1/2007</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Every 3 years</p> <p>Annually</p>	<p>Director Office</p> <p>Research Room Director Office</p> <p>SON Annual Report Director Office #204</p> <p>Web site</p> <p>Skills Lab Coord. Office</p> <p>Committee Minutes</p> <p>Lab Coord. Computer Office</p> <p>Director Office #204</p>	<p>Director</p> <p>SON Web Master</p> <p>Skills Lab Coordinator</p> <p>Resources Committee</p> <p>Computer Lab Coordinator</p> <p>Director</p>	<p>Faculty evaluation; retention, tenure and promotion decisions; university and foundation awards information</p> <p>Justification for human, capital and operating requests; Develop TAF proposals for funding</p>
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<p>Chief nursing officer is academically and experientially qualified; provides effective leadership</p> <p>Faculty members are academically and experientially qualified; sufficient in number</p> <p>Faculty roles in teaching, scholarship, service, and practice are identified and congruent with mission</p>	<p>CNO CV Transcripts Annual evaluation by faculty Classroom peer evaluation Annual evaluation by academic dean</p> <p>Faculty CV Transcripts Semester Workload Reports Annual evaluation by director Classroom peer evaluation Student evaluation of faculty</p>	<p>Annually</p> <p>Annually</p>	<p>Director Office #204</p> <p>Director Office #204</p> <p>Director Office #204</p>	<p>Director, CBAS Dean</p> <p>Director</p> <p>Director Tenure and Promotion Review Committee</p>	<p>Improve performance</p> <p>Improve performance</p>
<p>Standard 3 Program Quality: Curriculum and Teaching-Learning Practices</p> <p>Reflect clear statements of student learning outcomes consistent with standards and guidelines and congruent with mission</p>	<p>Review of documents: Course syllabi Institutional Effectiveness – Identified Student Learning Outcomes</p>	<p>Every semester Annually</p>	<p>Research Room</p>	<p>Faculty Organization Course Coordinators SON Institutional Effectiveness Committee</p>	<p>Course revisions</p>

<p>Reflect nursing standards and guidelines; evident in curriculum, Course/unit/level outcomes consistent with roles for which program is preparing its graduates</p> <p>1. BSN curriculum incorporates knowledge and skills identified in <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN 1998)</i></p> <p>2. MSN curriculum – NA (accredited through NLNAC) Logically structured to meet program outcomes</p> <p>1. The BSN curriculum builds upon a foundation of the arts, sciences, and humanities.</p>	<p>Curriculum Plan/Sequence Clinical Agency Evaluation</p> <p>Curriculum Plan consistent with skills identified in <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN 1998)</i></p> <p>---</p> <p>Curriculum Plan</p> <p>General Studies Curriculum</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Ongoing (as needed)</p> <p>Annually</p>	<p>Student Handbook Course Notebook</p> <p>Ind. Faculty Offices Research Room</p> <p>Catalog Student Handbook SON Web site</p>	<p>Curriculum Committee Faculty Organization</p> <p>Faculty Director</p> <p>Curriculum Committee Faculty Organization</p>	<p>Curriculum modifications</p> <p>Guide curriculum</p> <p>Modify curriculum</p>
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<p>2. MSN curriculum - NA (accredited through NLNAC)</p> <p>Curriculum and teaching-learning practices are evaluated at regular intervals</p> <p>Didactic and clinical teaching-learning practices and learning environments support achievement of student learning outcomes</p> <p>Curriculum and teaching-learning practices consider the needs and expectations of communities of interest</p>	<p>Required human sciences</p> <p>---</p> <p>Student Evaluation of Faculty Performance Didactic and clinical course evaluation (by student)</p> <p>Standardized Exams (HESI) Course syllabi Student clinical evaluation Course evaluation (by students)</p> <p>Advisory Board Minutes Clinical Agency Evaluation (by faculty)</p>	<p>Annually*</p> <p>Each fall/spring semester</p> <p>Varying courses (semesters) Annually</p> <p>Annually</p>	<p>Director Office #204</p> <p>Director Office and Course Notebook, respectively</p> <p>Lab Coord. Office, N251C Director Office #204</p> <p>SON Annual Report Course Notebooks</p>	<p>Curriculum Committee SON Institutional Effectiveness Committee</p> <p>Faculty Computer Lab Coordinator</p> <p>Curriculum Committee Faculty</p>	<p>Modify teaching-learning strategies</p> <p>Review and revise student learning outcomes</p> <p>Add programs, review course offerings</p>
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<p>Standard 4 Program Effectiveness: Student Performance and Faculty Accomplishments</p> <p>Student performance is evaluated; reflects achievement of expected outcomes Evaluation policies and procedures are consistently applied</p> <p>Surveys/data sources are used to collect information about student, alumni and employer satisfaction and demonstrated achievements of graduates; graduation rates, NCLEX-RN® pass rates, graduating senior satisfaction, employer and alumni satisfaction, job placement rates</p>	<p>Clinical evaluation by faculty Didactic Course Grade Student Handbook - Grading Scale Standardized HESI Exams Comprehensive HESI Exam (Sr. Year)</p> <p>Student satisfaction with major Alumni and Employer Satisfaction Surveys NCLEX-RN® Pass Rates Job Placement Rates Standardized Critical Thinking Skills Test</p>	<p>Each semester</p> <p>Annually, Every 2 years</p> <p>Each semester</p>	<p>Faculty or Student file Course Notebook</p> <p>Online, Faculty/Staff Offices Lab Coord. Office, N251C Director Office #204</p> <p>Institutional Effectiveness, Planning and Research Office (web site) Director Office #204</p>	<p>Faculty</p> <p>Research and Scholarly Activities Committee Institutional Effectiveness, Planning and Research SON Institutional Effectiveness</p>	<p>Pass fail decisions based on SON grading scale</p> <p>SON Annual Report includes Institutional Effectiveness</p>
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<p>Program outcome data are analyzed to provide evidence of program effectiveness are used to foster ongoing program improvement</p> <p>Faculty outcomes demonstrate achievement of mission, goals, and expected outcomes, and enhance program quality and effectiveness</p> <p>Program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement</p>	<p>Alumni and Employer Satisfaction Surveys</p> <p>Individual faculty Outline of Faculty Data (tenure-track), Faculty End of Year Report SON Annual Report</p> <p>Appeal Policy Academic Appeals (suspension) Letter to the Director</p>	<p>Annually, Every 2 years</p> <p>Annually</p> <p>Every semester</p> <p>Ongoing</p>	<p>Institutional Effectiveness, Planning and Research Office (web site) R&SA Committee Minutes</p> <p>Director Office #204</p> <p>Research Room</p> <p>MTSU Policy Book</p> <p>5 separate boxes in building</p>	<p>Director Faculty Research and Scholarly Activities Committee Institutional Effectiveness, Planning and Research SON Institutional Effectiveness</p> <p>Faculty Director</p>	<p>SON Annual Report includes Institutional Effectiveness CE Program Planning</p> <p>Retention, tenure and promotion decisions</p> <p>Data shared with appropriate and changes made as needed</p>
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*Faculty may request evaluation by students twice/year
TAF – Technology Access Fee

Appendix S: List of Affiliated Clinical Agencies

Contract Location	Contact Person
Adams Place	Jodi Williamson
Alive Hospice	
Ambulatory Surgery Center	Jere Chessor
Asera Care Hospice	
Baptist DeKalb General Hospital	Dennis Smock
Baptist Hospital /Seton Corporation / St. Thomas Hospital	Evert Brouwer
Bristol Regional Medical Center	Tammy Hobbs
Cannon County Board of Education	Ms. Henson
Caris HealthCare, LP	
Centennial Medical Center	Lee Ann Hanna
Coffee County Board of Education	
Crockett Hospital	
Cumberland Medical Center	Deborah Graham
Doctor's Associate Home Health	Roxanna Pender
Dr. Renee Delvalle / Teresa Hill	
East End Women's Health & Birth Center	Terry Barto
East Tennessee State University	Amy Bowser
Erlanger Health System / Chattanooga and Hamilton County	
Harton Regional Medical Center	Pam Goodwin
Healthcare Nashville Surgical Center	Mr. MacMichael
Home Health Care of Middle Tennessee	Julia Ford
Horizon Medical Center	Gina Bullington
House Call Home Health	Valerie Shaw
Manchester Medical Center	Shelly Turner
Maury Regional Hospital	Jamie Davie
Murfreesboro Medical & Surgical Center	Judy K. Primm
Mid-Cumberland Head Start	
Middle Tennessee Medical Center	Pam Taylor
Murfreesboro City Schools	Danielle Kaminski
Nashville Rehabilitation Hospital	Touby Witzky
Natchez Trace Maternity Center	Elaine Wakeland
National HealthCare- Franklin	Joan Stephens
Rutherford County Board of Education	Liz Graves
Rutherford County Guidance Center	
Rutherford County Primary Care and Hope Clinic	Lisa Grissom
Rutherford County Sheriff's Department	
School Health Programs	Sheryl Rogers
Skyline Medical	Ms. Cilne
Smith County Memorial Hospital	Jerry Tutrell
Southern Hills Medical Center	
Southern Tennessee Medical Center	Sherry Barstad
Special Kids	Jamie Isabell
St. Thomas Hospital	Kathy Rogers
Stonecrest Hospital	Ellen McCluggage
Stones River Hospital	

Contract Location	Contact Person
Summit Medical Center	Mary Ann Angle
Sumner Regional Health Systems	Stacey Crudup
Tennessee Board of Regents and Tennessee Depart. of Health	Tammie Howell
Tennessee Oncology PUC	John Barton
University Medical Center	Jayne Knowles
University of Tennessee Medical Center	Contract Liaison
Veterans Administration – Tennessee Valley Health Systems	
Vanderbilt University	Martha Cortner
Wayne Medical Center	Kay Casteel