MIDDLE TENNESSEE STATE UNIVERSITY

SCHOOL OF NURSING

Self-Study Report

**For Continuing Accreditation By
The National League for Nursing Accrediting Commission**

Cason/Kennedy Nursing Building

http://www.mtsu.edu/~nursing

NLNAC Site Visit Dates: 9/30/3003-10/2/2003

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SECTION ONE: EXECUTIVE SUMMARY

GENERAL INFORMATION:

1.   Program Type

Bachelor of Science in Nursing
RN to BSN

2.   Purpose/Date of Visit

BSN Reaccredidation
September 30-October, 2003

3.   Name and address of university

Middle Tennessee State University
1500 Greenland Drive
Murfreesboro, TN 37132

4.   Name, credentials, and title of the chief executive officer

Sidney A. McPhee, Ph.D.
President

5.   Regional Accrediting Body

Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033
Approval Status: December, 1995, Accreditation for 10 years

6.   Name and address of educational unit in nursing

School of Nursing
1500 Greenland Drive, #81
Murfreesboro, TN 37132

7.   Name and title of the administrator of the nursing unit

Lynn C. Parsons, DSN, RN, CNA
Interim Director, School of Nursing
Phone: 615-898-2446 Fax: 615-898-5441
lparsons@mtsu.edu

8. State Board of Nursing Approval Status

> Tennessee Board of Nursing
> First Floor, Cordell Hull Building
> 425 Fifth Avenue North
> Nashville, TN 37247-1010
> Approval Status: November 17, 2000 last review, full approval

9. Standards and Criteria Used to prepare the self-study report

   a) Rules of the Tennessee Board of Nursing: Rules and Regulations of Registered Nurses as authorized by the *Tennessee Code Annotated (63-7-123)*
   b) Standards of Clinical Nursing Practice (2nd ed.), American Nurses Association (1998)
   c) The Essentials of Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (1998)

INTRODUCTION

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. Both systems are entirely separate units, but are coordinated by the Tennessee Higher Education Commission (THEC). Middle Tennessee State University (MTSU), one of the institutions controlled by the TBR, is located in Murfreesboro at the geographic center of the state. Originally instituted by the Tennessee General Education Bill of 1909, MTSU has grown, since first offering classes in 1911, from a two-year normal school dedicated to teacher-education into a comprehensive public university with 21,746 students. In addition to a graduate school, the University is comprised of six undergraduate colleges: Basic and Applied Sciences, Business, Education, Honors, Liberal Arts, and Mass Communications. The heart of the MTSU mission is the provision of quality educational programs in a supportive campus environment.

The School of Nursing is one of ten academic units in the College of Basic and Applied Sciences, which also includes Aerospace, Agribusiness/Agriscience, Biology, Chemistry, Computer Science, Engineering Technology and Industrial Studies, Mathematical Sciences, Military Science, and Physics and Astronomy.

HISTORY

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 enrolled students in the first semester of the Junior year nursing classes in Fall, 1988. The first class of twenty-three students graduated in May, 1990. The then 'Department' of Nursing underwent the National League for Nursing (NLN) accreditation site visit for the BSN program in Fall, 1990 and received full accreditation. The RN to BSN program started in 1990 for RN's wanting to pursue the baccalaureate degree. The baccalaureate degree completion program for registered nurses builds on the foundation of the arts, sciences, and humanities along with the student's knowledge and experience in nursing. The program is available online or in the traditional classroom setting. All courses in upper division nursing were available on-line since fall semester of 2001. The program allows the student to be awarded credit for the basic nursing content covered previously in their nursing program. In addition to the general education requirements, the registered nurse student must complete 37 hours of specified nursing content (www.mtsu.edu/~nursing/Courses/schedule.html).

The baccalaureate program was reaccredited in 1996 for a full seven years. Accreditation has been maintained since the program's inception. To date, 910 graduates have received the BSN (May 2003) and this semester (Fall 2003) 907 students at MTSU are declared nursing majors. Students are admitted to the upper division nursing classes in the Fall and Spring semester after successfully completing pre-nursing courses in the Freshman and Sophomore years. Throughout the Junior and Senior years, the nursing students are prepared for generalist practice in nursing.

SUMMARY OF STANDARDS AND CRITERIA

The MTSU School of Nursing is in compliance with all standards and criteria of the NLNAC.

- The school has a clear mission and philosophy appropriate to higher education.

- The baccalaureate program, including the RN to BSN program have qualified and credentialed faculty appropriate to accomplish the purposes of the school.

- The teaching and learning environments of the MTSU School of Nursing are conducive to student academic achievement and life long learning.

- The curriculum is appropriate to accomplish the educational purposes of the institution.

- Human, fiscal, physical and material resources are available and utilized appropriately to accomplish the purposes of the school.

- The School of Nursing implements a clear, systematic evaluation plan and assesses educational outcomes.

- The School of Nursing demonstrates integrity in its practices and relationships.

ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT

Strengths:

- There is a clear relationship in mission and goals of the University, College of Basic and Applied Sciences, and the School of Nursing.

- Fifty-five percent of the faculty hold doctoral degrees.

- A broad array of undergraduate student services are available in the university, college, and school environments.

- Clinical agency resources for student learning are exceptional in quality and quantity.

- The School of Nursing is one of the leaders within the university in development and use of technology in their educational programs.

- All faculty have an operational, current computers and printers in their offices and in the central work areas.

- The James E. Walker library is housed in a $32.7 million state-of-the-art facility with multiple resources.

- The School of Nursing, housed in the Cason-Kennedy Nursing Building (CKNB), is a modern two-story brick structure, and has classrooms that are classified as "master classrooms" equipped with high-technology teaching devices.

- There is a full-time academic advisor for nursing students with designated space in the nursing building.

- The School of Nursing, College of Basic and Applied Sciences, and the University provide continuing educational and development opportunities.

- Students are very active in the Student Nurses Association, School of Nursing Committees, and the local chapter of Sigma Theta Tau International.

Areas Needing Improvement:

- Recruit and retain faculty with expertise in nursing specialties (e.g. pediatrics and maternal-infant)

- Improve NCLEX-RN state board pass rate by graduates of the nursing program

- Continue to evaluate the use of standardized examinations throughout the curriculum

- Identify and implement more accurate predictors of success as admission criteria for upper division nursing courses

- Increase enrollment in upper division nursing courses

- Reorganize the School of Nursing Advisory Board and appoint new members representing current community partnerships

- Restructure faculty organization meetings

- Secure funding for permanent, full-time positions for academic advisor and computer laboratory coordinator

- Provide additional venues and opportunities for student feedback

SECTION TWO: STANDARD I: **MISSION AND GOVERNANCE**

The program has clear and publicly stated mission and/or philosophy and purposes appropriate to post-secondary or higher education in nursing.

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Criterion 1.   The mission and/or philosophy of the nursing unit is congruent with that of the governing organization or differences are justified by the nursing unit purposes.

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The School of Nursing (SON) is an integral part of Middle Tennessee State University (MTSU). 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 of the larger university. This master plan is focused on three strategic initiatives:

Strategic Area I: MTSU will enhance academic quality by engaging in systematic efforts to strengthen and streamline its curriculum, attract meritorious students, develop and reward its faculty, fully integrate technology, and address limitations of the physical plant.

- The SON is committed to excellence in teaching and targets continuous improvement in its curriculum, faculty, students and resources. The primary emphasis on the scholarship of teaching is both expected by and required of the faculty. The SON provides faculty development support and rewards initiative.

Recruitment of a diverse student population with high academic promise and the

potential for success as professional nurses remains a priority. Preparing

graduates for the 21st century requires a commitment to expand technology in the

classroom and in online courses. Additionally, the School aggressively seeks

external funding support and strategic partnerships to address limitations of the

Nursing building and to provide additional resources. The nursing program at

MTSU is known in the community to be excellent and rigorous as students are

held to high standards.

Strategic Area II: MTSU will create and nurture a student-centered learning environment

responsive to the needs of a diverse student body.

- 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 non-credit and credit

  continuing education programs.

Strategic Area III. Middle Tennessee State University will leverage resources by

establishing mutually beneficial partnerships with business, industry, and non-profit

organizations.

- 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, agencies, and citizens of the local

region. Faculty members of the School incorporate the importance of professional behaviors and relationships into all phases of the curriculum. Our strategic partnerships provide ample clinical experiences and opportunities for application of knowledge.

As indicated in **Table 2.1.1**, 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 available on the SON website (http://www.mtsu.edu/~nursing/abtsch.htm). The College of Basic and Applied Sciences Mission and Goal Statements are available at the College website (http://www.mtsu.edu/~collbas), and documents relevant to the governing ideas of the University are contained in the MTSU Academic Master Plan 2002-2012; and the MTSU Faculty Handbook. available electronically at (http://www.mtsu.edu).

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 SON uses the following standards to guide the review, evaluation, and refinement of its program:

1. Rules of the Tennessee State Board of Nursing: Rules and Regulations of Registered Nurses as authorized by the *Tennessee Code Annotated (63-7-123)*.

2. Standards of Clinical Nursing Practice (2nd ed.), American Nurses Association (1998)

3. The Essentials of Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (1998)

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Table 2.1.1. The Relationship Between the Mission of Middle Tennessee State University, the College of Basic and Applied Sciences, and the School of Nursing

University Governing Ideas	College Governing Ideas	School of Nursing Governing Ideas
Middle Tennessee State University helps students become educated individuals. Those who avail themselves of the educational opportunities provided will be prepared to:	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:	The MTSU SON 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. The MTSU SON's outcome goals for it's graduates are:
Live effectively in a changing, global society by broadening their interests and becoming lifelong learners;	Develop basic knowledge and promote attitudinal skills and other abilities needed for further graduate or professional study;	Function as a change agent, client advocate, teacher, and leader in the delivery and management of nursing care;
Observe, assess, and influence the contemporary world using scientific knowledge and an understanding of cultural and historical legacies;	Provide general education through exposure and exploration of natural sciences, applied sciences, and mathematics;	Use theoretical and empirical knowledge and skills drawn from nursing, the humanities and the natural, social and medical sciences as bases for formulating nursing practice decisions;
Think logically, critically, and creatively;	Promote the development and practice of critical thought and expression;	Analyze social, emotional, physiological, and spiritual factors in determining and meeting the health care requirements of individuals, families and communities;
Communicate clearly and precisely and understand the proper role of free expression;		Use research processes and findings as a means for improving therapeutic nursing interventions;
Make sound judgments with an awareness of ethical, moral, and aesthetic values;		Accept legal and ethical responsibility and accountability for nursing practice decisions and actions as well as for individual professional growth and growth of the profession
Maintain physical and mental well-being;		Employ the nursing process as a method for providing holistic care that communicates responsiveness to the client's self-care requisites.
University Governing Ideas	**College Governing Ideas**	**School of Nursing**

		Governing Ideas
Acquire a working knowledge of a discipline or a group of related disciplines; and,	Provide "hands-on" experience with state-of-the-art materials and equipment;	Exhibit psychomotor competence in nursing system operations;
Participate actively in the world community by seeking and sharing knowledge, expertise, and creative undertakings.	Prepare individuals for successful careers in scientific and technical fields in industry, teaching, government, and human services.	Collaborate with consumers and other health professionals for the purpose of enhancing self care abilities;

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)*. **Table 2.1.2** shows that the goals of the SON are consistent with this definition.

The definition of nursing in the philosophy of the baccalaureate nursing program reflects the faculty's support for the nursing process, the underlying framework for the American Nurses' Association (ANA) Standards of Practice. **Table 2.1.2** 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 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 they reflect the beliefs of the faculty about nursing education. Congruencies between the SON program objectives and the relevant professional nursing standards and guidelines are demonstrated in **Table 2.1.2.**

The use of national guidelines and standards is an important component in program

review and evaluation. The <u>Essentials of Baccalaureate Education for Professional Nursing</u> <u>Practice</u> (AACN, 1998) are used to review/revise program outcomes. The ANA <u>Standards of</u> <u>Practice</u> are used as a professional guide that links the scope of practice and practice standards to curriculum development, a philosophy that is essential in the assessment and refinement of collegiate level nursing curricula.

The SON's annual goals are discussed in the spring semester (see Faculty Organization Meeting Minutes, May 7, 2003 and addendum) and distributed by the Director at the beginning of the fall semester (Faculty Organization Meeting Minutes, August 15, 2003). The mission, philosophy and objectives of the program are discussed in various faculty meetings throughout the academic year within the SON and community (see Faculty Organization minutes and Curriculum Committee minutes 2002-2003).

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. The operating framework was revised using <u>The</u> <u>Essentials of Baccalaureate Education</u> (AACN, 1998) as a guide, (see Curriculum Committee Minutes March 6, 2001) with four basic competencies at the foundation: communication, critical thinking, personal and professional relationships and the nursing process.

Table 2.1.2. Congruence Between School of Nursing Program Outcomes and Professional Standards

School of Nursing Program Outcomes/Goals	AACN Essentials of Baccalaureate Education	ANA Standards of Practice	TN Code Annotated
Employ the nursing process as a method for providing holistic care that communicates responsiveness to the client's self care requisites	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
Use theoretical and empirical knowledge and skills drawn from nursing, the humanities, and natural, social and medical sciences as bases to formulate nursing practice decisions	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.
Analyze social, emotional, physiological, and spiritual factors in determining and meeting the health care requirements of individuals, families and communities	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
Use research processes and findings as a means for improving therapeutic nursing interventions	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

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School of Nursing Program Outcomes/Goals	AACN Essentials of Baccalaureate Education	ANA Standards of Practice	TN Code Annotated
Exhibit psychomotor competence in nursing system operations	Baccalaureate graduates are prepared to be providers of care, designers/managers /coordinators of care, and members of a profession.	Standard VI - Nursing actions assist the client/patient to maximize his health capabilities Standard VIII (above)	Administration of medications and treatments as prescribed by a physician, dentist, podiatrist, or nurse authorized to prescribe pursuant to Section 63-7-123
Collaborate with consumers and other health professionals for the purpose of enhancing self care abilities	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 care.	Nursing management of illness, injury or infirmity including management of patient problems
Function as a change agent, client advocate, teacher and leader in the delivery and management of nursing care	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
Accept legal and ethical responsibility for nursing practice decisions and actions as well as for individual professional growth and growth of the profession.		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

Student input is provided through several channels. Students evaluate individual faculty and nursing courses each semester. The president of the Student Nurses' Association participates in our Faculty Organization meetings. Additionally, one junior and one senior-nursing student sit on the Curriculum Committee. Community members provide input to the SON through completion of Employer Questionnaires distributed six months after each graduation, and through feedback meetings held at clinical facilities at the end of the Spring semester.

An important source of community input is the SON Advisory Board. This board is currently being reorganized in order to more effectively support our new strategic initiatives related to program development. The board has primarily focused on the skills needed for new graduates entering professional practice. While this will remain a function of the Advisory Board, new priorities will also focus on strategic initiatives related to the newly developed Academic Master Plan. The National Health Care (NHC) Chair of Excellence Advisory Board also provides community input.

The mission, philosophy and program outcomes are published in the MTSU SON Student Handbook and at the SON website (http://www.mtsu.edu/~nursing). The SON goals and outcomes are published in the Middle Tennessee State University Undergraduate Catalog 2001-2003. The Student Handbook is updated and published each semester by the School and distributed to all incoming students. The University publishes the MTSU Undergraduate Catalog every two years; however, content pertaining to the SON is reviewed and edited by the SON.

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Criterion 2.   Faculty, administrators, and students participate, as appropriate, in

governance of the parent organization and the nursing unit.

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As stated before, 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). The governor of Tennessee appoints members

of the TBR 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 Vice Presidents, as depicted in the University's organizational charts, located

in departmental offices, in the Library, and at http://www.mtsu.edu/~budget/

universitybudget/Page1.htm#organization. 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.

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A director manages the School of Nursing. With the exception of Agribusiness/ Agriscience, all other CBAS units are departments and are headed by Department Chairs. The Director of the SON has the overall responsibility for the operation of the SON and 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. 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 chairs/directors of the college at least one time each month. The chairs/directors in the CBAS also serve as the curriculum committee for the college.

School of Nursing Faculty Organization

The SON Faculty Organization is the major decision-making body for the SON. It is composed of all full-time nursing faculty and is the major vehicle for faculty governance. The faculty organization meets monthly during the academic year (August through May) and is chaired by the Director or designee. The Director develops each meeting agenda 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).

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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 2.1.3**). The Director makes appointments to faculty committees 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 will be available on site.

Several standing committees have student membership. Student representation on committees is determined by virtue of elected office, as in the case of the Student Services Committee, or by interest of the student. Students serve on the following standing faculty committees: Curriculum, Resources, Student Services, Research and Scholarly Activities.

Ad hoc committees or task forces are also appointed to accomplish specific, time-limited tasks, such as updating the program evaluation plan. 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 are presented to 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 for revision or send it forward to the university undergraduate curriculum committee. After approval by the university curriculum committee, the Vice President for Academic Affairs, who makes the final decision regarding approval, reviews curriculum changes. If the curriculum action deals with a new program, the program must be defended before the TBR and, in most cases, before the THEC.

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.

Table 2.1.3. Standing Committees of the Faculty Organization

Committee	Membership	Functions
Admissions	3 faculty members, with Director serving as ex officio member	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	5 faculty, representative of each semester, 1 jr. & 1 sr. student	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 and University Curriculum Committees
Faculty Services	At least 2 nursing faculty and Chair of the PEC as ex-officio	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
Peer Evaluation	All full-time tenured faculty	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	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
Resources	Minimum of 2 faculty and 1 jr. student	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 senior student	a. formulate, review, evaluate and revise policies for student orientation, retention, 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

Faculty Participation in the Governance of the College and University

Faculty share in the governance of the College and the University through membership on college and university committees and on the faculty senate. 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. Nominations for appointment to faculty senate and university committees come from the Faculty Senate Steering Committee to the president. "Each undergraduate school should have faculty representation on every university committee, but the exact number of members on a particular committee should be determined by the nature of that committee's responsibilities. . . both faculty and student members should serve two-year terms and should not be eligible for reappointment to the same committee for two years" (General Recommendations for University Committees, MTSU, June, 1982). 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. 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 Strategic Planning Process is an example of how constituents of the University affect University governance. The University Academic Master Plan Committee was appointed by President Sidney McPhee in October 2001 to review and revise the MTSU Academic Master Plan. The School of Nursing was represented on this planning committee. President McPhee charged the committee to revise of the Academic Master Plan to reflect the three broad goals of academic quality, partnerships, and

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creation of a student-centered learning environment. See the committees charge at

http://www.mtsu.edu/~pvpaa/univcomm/acad/charge.htm.

The Committee was given specific instructions to discuss and recommend ways

the university might organize its academic initiatives to respond to the economic

development needs of the region and state. Members of the committee invited MTSU

faculty to offer feedback on ways the University might organize and prioritize its

academic initiatives in a cost-effective manner designed to ensure notable academic

quality, a student-centered learning environment, and formal partnerships with area

institutions and businesses. From this work the 2002-2012 Academic Master Plan was

developed. It is available at: http://www.mtsu.edu/~pvpaa/univcomm/acad/ampdraft.htm.

As a result of this strategic planning process and the decision to aggressively pursue

academic initiatives in the area of competitive advantage, where the University's unique

strengths intersect with the region's growth opportunities, the administration (President's

Cabinet) identified the SON as the #1 priority for program enhancement and

development. We share the President's vision and recognize the School's significant

potential for growth. A strategic effort has been outlined to build upon an exceptionally

strong program by:

- further improving the quality of our students and faculty,

- expanding our facilities, and

- adding programs and clinical opportunities that address the needs of today's
  health care industry.

In achieving these goals, we will help alleviate the current 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. Nursing appointments on University and College Committees are identified in **Table 2.1.4.**

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, cheerleaders, and members of musical ensembles. Several of our students have also been members of University athletic teams including men's baseball and soccer teams and women's soccer and volleyball teams.

Table 2.1.4. Participation on University/College Committees (1999-2003)

University-wide Committees and Task Forces	Person	Term
Academic Appeals	Dr. Ken Edmisson	2004
Academic Master Plan Review Committee	Dr. Pam Holder Ms. Barbara Draude	2001-2002 2001-2002
Aging Studies Committee	Dr. Pat O'Leary Ms. Judy Campbell	1999-2001 1999-2001
Best Practices (Funding) Task Force	Dr. Pam Holder	2002-2003
Career Lifetime Achievement Award Committee	Dr. Lynn Parsons	2002
Compensation Plan Committee	Dr. Karen Ward	2002-2003
Development and University Relations	Dr. Suzanne Prevost	2001-2003
Diversity in Curriculum Task Force	Dr. Stephen Krau	1999-2002 (Co-chair)
Exec. Vice-President Search Committee	Ms. Judy Campbell	2002-2003
Faculty Senate (Campbell, Covington, Marquart, Smith, and Ward – also appointed to Faculty Senate Subcommittees – Acad Affairs, Liaison, Steering,)	Ms. Judy Campbell Dr. Linda Covington Ms. Sheila Marquart	2000-2002 2001-2003 2001-2003

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Faculty Senate Steering & Liaison Committee	Dr. Linda Covington	2002-2003
Faculty Senate Sub-Committee: Budget Advisory	Dr. Pam Holder	2000-2002 (Chair)
Faculty Development Task Force	Dr. Suzanne Prevost	2000-2002
Faculty Research Symposium Committee	Dr. Suzanne Prevost Dr. Lynn Parsons	2000-2002 (Chair) 2001-2002
Graduate Council	Dr. Karen Ward	1998-2002
Graduate Council Student Appeals Sub-Committee	Dr. Karen Ward	2002-2003
Graduate Faculty and Program Review	Dr. Karen Ward	1999-2002
Health and Human Services Partnership	Dr. Pam Holder Ms. Anita Kinslow Dr. Suzanne Prevost	1998-2000 1998-2000 1998-2000
Institutional Review Board (IRB)	Dr. Stephen Krau Dr. Karen Ward	2001-2002 2000-2003
Instructional Technology Committee	Dr. Pat O'Leary	2002-2003
Instructional Technology Development Committee	Dr. Pat O'Leary	2002-2004
Instructional Evaluation & Development Committee	Ms. Sheila Marquart	1999-2001
International Education Committee	Dr. Maria Smith	2000-2002
Legislative Liaison Committee	Dr. Anita Crockett	2000-2002
Library Committee	Ms. Mary J.Lavender	2002-2004
Loan & Scholarship Appeals Committee	Ms. Martina Harris	2002-2003
Master Plan-Div.of Cont Studies	Dr. Stephen Krau	2001-2003 (Chair)
Non-Instructional Assignment Committee	Dr. Pam Holder	2001-2003
President's Commission on the Status of Women	Dr. Lynn Parsons	2001-2002 (Convenor)
Public Service Committee	Ms. Judy Campbell	1999-2001
School Health Partnership	Ms. Judy Campbell	
Student Rules	Dr. Suzanne Prevost	2000-2002
Teaching, Learning and Technology	Ms. Barbara Draude	2000-2003 (Chair)
Technology Access Fee Committee	Dr. Maria Smith	2001-2002
Traffic Committee	Dr. Pat O'Leary	1999-2002 (Chair)
Vice President's Committee for Publication	Dr. Ken Edmisson	2002-2003
Vice Provost's Committee on Theme Housing	Dr. Ken Edmisson	2002-2003
Task Force on Alcohol & High Risk Behaviors	Dr. Ken Edmisson	2002-2003
J. Anderson Women's Center Advisory Board	Ms. Sheila Marquart Dr. Suzanne Prevost	2002-2003 2001-2003
Academic Awards Committee	Ms. Judy Campbell	1998-2000

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Associate Dean Search Committee	Dr. Linda Covington	2002-2003
Aerospace Chair Search Committee	Dr. Pam Holder	2000-2001 (Chair)
Awards Ceremony Planning Committee	Ms. Anita Kinslow	2001-2003
	Ms. Kate Moore	2000-2001
Biotechnology Collaborative Partnership	Dr. Suzanne Prevost	2001-2002
Chair of Excellence Search Committee	Dr. Suzanne Prevost	2002-2003
Dean Search Committee	Dr. Suzanne Prevost	2000-2001
	Dr. Linda Covington	2000-2002
Grade Appeals Committee	Ms. Judy Campbell	1999-2001
Institutional Effectiveness (CBAS)	Dr. Lynn Parsons	2002-2003 (Chair)
	Dr. Pam Holder	2003-2003
Promotion and Tenure Committee	Dr. Lynn Parsons	2001-2002
	Dr. Pat O'Leary	2002-2003
Scientia (Journal) Board	Dr. Stephen Krau	1996-2002
	Dr. Anita Crockett	2001-2003
Undergraduate Research Council	Dr. Anita Crockett	2001-2003

Criterion 3.   The nursing unit is administered by a nurse who is academically and experientially qualified and who has the authority and responsibility for development and administration of the nursing program.

Dr. Lynn Parsons was appointed to the position of Interim Director of the MTSU School of Nursing as of July 14, 2003. Dr. Parsons earned her B.S.N in 1979 and her M.S.N. in 1987, both from Northern Michigan University. She earned her Doctor of Science in Nursing (D.S.N.) from the University of Alabama at Birmingham in 1995. She majored in administration in both her masters and doctoral programs. Her doctoral program also included a minor in health policy. She has been certified in nursing administration through the American Nurses' Credentialing Center since 1985.

Dr. Parsons had experience in the leadership and management of nurses in clinical facilities for 14 years, prior to moving into her academic career. During her years in

clinical positions, she participated in the education and supervision of undergraduate and graduate nursing students in her clinical departments.

Upon completion of her doctorate in 1995, she accepted a position as an associate professor of nursing with MTSU. She has used her clinical leadership experiences to enhance her teaching, which has focused on nursing leadership, management, and administration. In addition to her clinical and teaching experience, Dr. Parsons has also focused her program of research on leadership and administrative topics. She has conducted several funded studies, and has published, presented, and consulted across the U.S. on the topic of nursing delegation. She is actively involved in leadership positions locally and nationally with several professional organizations, including the American Nurses Association, the National League for Nursing, Sigma Theta Tau, and the American Organization of Nurse Executives.

During her tenure at MTSU, she has demonstrated exemplary performance in teaching, research, and service. She has consistently received outstanding student evaluations for her clinical, didactic, and web-based courses. Her success in teaching was applauded with the Distinguished Educator Award for Distance Learning in 2002, and the Outstanding Nurse Educator for the state of Tennessee in 2001.

In addition to achieving tenure and promotion to the rank of full professor, she has accepted and succeeded in increasingly challenging leadership appointments. From 2000 – 2002, she served as Associate Director of the MTSU School of Nursing. In the Summer of 2002, she was appointed as the Interim Associate Dean of the College of Basic and Applied Sciences. In this role she assisted the Dean in managing the School of Nursing, as well as nine other science departments. In July, 2003, she was appointed to

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the role of Interim Director of the School of Nursing, and was challenged to set a new course and direction for the school in a year of significant change, which will include implementation of a new curriculum, a significant increase in enrollment, fundraising and expansion of the nursing building, and implementation of a nursing graduate program. Dr. Parsons was also selected for and completed the Helene Fuld Academic Leadership Academy sponsored by the American Association of Colleges of Nursing.

The position of Director (and in the present case, the Interim Director) of the MTSU School Nursing is a faculty position with released time for administrative duties. Dr. Parsons has elected to continue involvement in teaching of the Nursing Leadership and Management courses. This is consistent with the teaching workloads of other department chairs across the university.

The Director (and in the present case, the Interim Director) of the MTSU School of Nursing works under the general supervision of the Dean of Basic and Applied Sciences. She maintains, evaluates and improves the program of instruction; administers and directs all phases of faculty recruitment, development, management and evaluation; supervises student admissions, advisement, counseling and evaluation procedures; develops supportive research and service activities; actively represents the department with external agencies and professional associations; and, directly administers the departmental budget, resources and support staff.

Criterion 4.   Policies of the nursing unit are consistent with policies of the governing organization or differences are justified by nursing unit goals/objectives.

School of Nursing policies are consistent with those of the university. Overviews of relevant faculty policies are publicly available through the online *MTSU Faculty Handbook* accessible at http://www.mtsu.edu/~pvpaa/handbook/index.htm. Key policies are presented during new faculty orientation both in oral discussion and through the *School of Nursing Faculty Orientation Manual.* New faculty members receive copies of this manual and a reference copy is available in the SON Research Room. The SON Faculty Services Committee is responsible for reviewing and updating these manuals on an as needed basis. More comprehensive details of individual policies are found in the *MTSU Policies Manual.* A copy of this manual is located in the reception area of the SON director's office. For the subjects listed below, the policies of the Nursing Department are the same as those of the parent organization. References for the policies are summarized in **Table 2.1.5.**

Classified staff in the School of Nursing receive salary and benefits according to the general university compensation plan. Nursing faculty salaries are assigned based on regional salary cohort comparisons from the American Association of Colleges of Nursing.

Table 2.1.5. Policies Affecting Nursing Faculty and Staff and Governing Organization

College Policy	Title	Source
Appointment	Policies and Procedures for Promotion and Appointment	MTSU Policies Manual II:01:05B
Academic Rank	Policies and Procedures for Promotion and Appointment	MTSU Policies Manual II:01:05B
Grievance and Appeal Process	Employee Grievance/Complaint Procedure	MTSU Policies Manual IV:07:11
Non-discrimination	Equal Opportunity, Affirmative Action, Discrimination and Nepotism	MTSU Policies Manual I:01:10
Promotion	Policies and Procedures for Promotion and Appointment	MTSU Policies Manual II:01:05B
Rights and Responsibilities	General Personnel Policy and Policies and Procedures for Tenure	MTSU Policies Manual I:02:01 and II:01:05A
Salary and Benefits*	Compensation Plan and Pay Administration	MTSU Policies Manual IV:07:13
Tenure	Policies and Procedures for Tenure	MTSU Policies Manual II:01:05A
Termination	General Personnel Policy and Policies and Procedures for Tenure	MTSU Policies Manual I:02:01 and II:01:05A

The policies and procedures of the University provide for some flexibility of academic policies within individual academic units. Policies unique to the school of nursing are listed in **Table 2.1.6.**

Table 2.1.6. Nursing Policies that Differ from University Policies

Policy	Documentation
Admission, Progression, Dismissal	www.mtsu.edu/~nursing/Handbook%201%2003.pdf
Admission to the Major	www.mtsu.edu/~nursing/Handbook%201%2003.pdf
Transfer Admission Requirements	www.mtsu.edu/ucat/student/adr.txt
Advanced Placement -RN Students	www.mtsu.edu/~nursing/Courses/schedule.html
Grading Scale in the SON	www.mtsu.edu/~nursing/Handbook%201%2003.pdf

Progression and retention in the SON curriculum relies on the ability of the

student successfully complete each theory nursing course with a minimum grade of "C"

(2.0) and to satisfactorily "pass" each concurrent clinical/lab course. Students who are

not successful in either theory or clinical/lab courses must repeat the course. Dismissal

from the SON curriculum results after receiving two grades below a "C," a failing grade

in clinical, infraction of the Honor Code, a breach of ethics or unprofessional conduct.

STANDARD II: FACULTY

There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengths in education effectiveness.

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Criterion 5: Faculty members (full and part-time) are academically and   experientially qualified, and maintain expertise in their areas of responsibility.

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The diversity of our faculty, drawn from a variety of educational, clinical, and cultural backgrounds is reflective of our commitment to valuing individual expertise. Twelve of the 23 faculty teaching in the School of Nursing hold the doctoral degrees from seven different schools across the country. Faculty appointments at Middle Tennessee State University consist of full-time, part-time, and adjunct teaching positions. All full-time faculty positions are filled with national searches with a serious commitment to affirmative action goals. **Table 2.2.2** summarizes faculty expertise according to courses taught. The Tennessee State Board of Nursing reviewed faculty credentials in the fall of 2000 and confirmed that Middle Tennessee State University School of Nursing faculty met all of the State Board of Nursing requirements.

Faculty teaching in the School of Nursing are academically and experientially qualified to teach and assume additional program related responsibilities. Faculty maintain expertise appropriate to their teaching responsibilities by participating in continuing education activities, providing professional consultation in their area(s) of expertise, engaging in clinical practice, and contributing to scholarship in their specialty areas. Seven faculty hold specialty certification and two (2) are in process of completing

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coursework to write their certification exam**s (Table 2.2.1).** The faculty provides the

didactic and/or clinical supervision appropriate to their particular expertise, credentials,

and professional interests. Departmental service expectations include student advising,

career advising, committee work, attendance at meetings, curriculum development,

recruitment, program planning, and faculty guidance of student organizations.

Faculty maintain their expertise through several venues. Faculty holding

specialty certification must show proof of attendance at continuing educational programs.

Each faculty maintains their own records for continuing educational units/credits and

they are available to reviewers upon request. Additionally, the School of Nursing is a

continuing education provider through the Tennessee Nurses Association (TNA).

Table 2.2.1 Faculty Certification Profile

Faculty Name	Certification	Certifying Agency
Krau, Stephen	Thanatology	Association for Death Education and Counseling
Kulas, Jeff	Critical Care RN Acute Care Nurse Practitioner	AACN Certification Corp. American Nurses Credentialing Center
Edmisson, Ken	Family Nurse Practitioner (FNP), Medical-Surgical Nursing	American Nurses Credentialing Center
O'Leary, Pat	On-Line Instructor *[in-process]*	Learning Resources Network (LERN)
Parsons, Lynn	Nursing Administration	American Nurses Credentialing Center
Sauls, Jenny	Medical-Surgical Nursing	American Nurses Credentialing Center
Smith, Maria	Critical Care RN	AACN Certification Corp.
Ward, Karen	On-Line Instructor *[in-process]*	Learning Resources Network (LERN)
Wofford, Linda	Pediatric Nurse Practitioner (PNP)	Pediatric Nurses and Nurse Practitioners Certification Corporation

Table 2.2.2 Faculty Roster

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Lynn C. Parsons Interim Director & Professor	BSN MSN DSN	Northern Michigan University Northern Michigan University Univ. of Alabama – Birmingham	Administration, Health Policy, Certified – Nursing Administration	Leadership in Nursing Systems – Leadership in Nursing Systems - Online, Leadership Clinical
Shirley Cantrell Associate Professor	BSN MSN MSN PhD	Florida State University Valdosta State University Valdosta State University Georgia State University	Maternal-Child, Adult Health	Development/Childrearing Childrearing Clinical
M. Judy Campbell Associate Professor	BSN MSN EdS	University of Kentucky Univ. of Alabama- Birmingham Middle Tennessee State Univ.	Community Health, Gerontology Certificate, Runs Nurse-managed Gero. clinic	Educative/Supportive/Community Educative Clinical
Linda Covington Associate Professor	BSN MSN PhD	Univ. of Alabama- Birmingham Univ. of Alabama- Birmingham Georgia State University	Adult Health	Pathophysiology Management of Nursing Systems Clinical
Anita Crockett Associate Professor	BSN MSN PhD	Univ. of Tennessee-Memphis Univ. of Tennessee-Memphis Univ. of Texas – Austin	Medical-Surgical, Nursing Education	Educative/Supportive/Community- Online Educative Clinical
Barbara Draude	BSN MSN	Pennsylvania State Medical College of Virginia	Information Technology, Pathophysiology	Pathophysiology
Ken W. Edmisson Associate Professor	AA ASN BA MA EdS MSN EdD ND	Emory University Tennessee State University Emory University Austin Peay University Austin Peay University Case Western Reserve University Tennessee State University Case Western Reserve University	Trauma/Critical Care, Medical-Surgical Nursing, Nursing Admin., Certified FNP and Med-Surg Nurse, Navy Nurse Corps Officer, NCLEX Panel, Vice Chair - ANCC FNP Content Expert Panel, Health Assessment	Health Deviation/Adult Health Health Deviation Clinical Pathophysiology

Table 2.2.2 Faculty Roster

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Janice Harris Assistant Professor	AND BSN MSN	John Calhoun Comm. College Florida Atlantic University University of Phoenix	Emergency Nursing; Nursing Education	Self Care Clinical Development/Childrearing Clinical
Pamela G. Holder Professor & Interim Associate Dean	BSN MSN DSN	Univ. of Alabama - Birmingham Univ. of Alabama - Birmingham Univ. of Alabama – Birmingham	Adult Health, Administration, Grant writing	Concepts of Nurse Agency Concepts of Nurse Agency – Online
Winifred Howell Assistant Professor	BSN MSN	Western Kentucky University Univ. of Tennessee at Knoxville	Medical-Surgical Nursing, Nursing Admin., Certified in Nursing Staff Development	Leadership in Nursing Systems, Management of Nursing Systems Clinical
Anita Kinslow Assist Director & Assistant Professor	BSN MSN	Florida State University Vanderbilt University	Mental Health Nursing	Mental Health Care, Mental Health Clinical
Jeff Kulas	BA MSN	Union University Vanderbilt University	Psychology, Acute Critical Care, Health Assessment	Mental Health Care, Mental Health Clinical
Stephen Krau Professor	BA BSN MSN MA PhD	LaGrange College Incarnate Word College St. Xavier University Scarritt College Univ. of Tennessee, Knoxville	Adult Health, Church & Community, Social Work, PRN Staff nurse in CCU	Health Care Research, End-of-Life, Compensatory Clinical
Mary J. Lavender Assistant Professor	BSN MSN EdS	Indiana University State College of Arkansas Middle Tennessee State	Medical-Surgical Nursing, Nursing Education	Self-Care Assistance Self-Care Clinical Health Assessment Lab
Shelia Marquart Associate Professor	BSN MSN EdS	University of Akron – Ohio Univ. of Alabama - Huntsville Middle Tennessee State Univ.	Adult Medical-Surgical Nursing, Oncology	Health Deviation/Adult Health Health Deviation Clinical

Table 2.2.2 Faculty Roster

Name Rank/Title	Educ. Cred.	Institutions Granting Degrees	Areas of Expertise And Certification	Course/Teaching Responsibilities
Pat O'Leary Associate Professor	BSN MSN DSN	West Liberty State College Vanderbilt University Univ. of Alabama- Birmingham	Adult Health, Gerontology, Informatics and Technology	Health Assessment - Online, Self- Care Clinical
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, Pain Management, Chair - National Critical Care Certification Corporation Board	Pharmacology Independent Study
Pamela Roesler Assistant Professor	BSN MSN	State University of New York University of Minnesota	Adult Health, Nursing Education, Administration	Self-Care Assistance, Self-Care Clinical, Health Assessment Lab
Jenny Sauls Associate Professor	BSN MSN DSN	Tennessee Technological Vanderbilt University Univ. of Alabama -Birmingham	Nursing Administration, Nursing Education, Critical Care	Health Assessment/Health Assessment Lab, Compensatory Clinical
Maria A. Smith Project Dir. – FACES Program & Professor	BSN MSN DSN	Tuskegee University Univ. of Alabama -Huntsville Univ. of Alabama- Birmingham	Adult Health & Critical Care Nursing, Informatics and Technology, Certified – Critical Care, PRN Staffing – CCU, Grant writing	Compensatory/Critical Care Compensatory Clinical Pharmacology – Online
Jennifer Spann	BSN MSN	Tennessee State University Tennessee State University	Neonatology, Pediatrics	Development/Childbearing, Childbearing Clinical
Karen Ward Coord. RN - BSN Program & Professor	BSN MSN PhD	Vanderbilt University Vanderbilt University Cornell University	Mental Health, Developmental Psychology	Mental Health Clinical Professional Role Development Health Care Research Online
Linda Woffard Assistant Professor	BSN MSN	University of Mississippi University of Virginia	Pediatrics, Health Assessment	Development/Childrearing Childrearing Clinical

A faculty member is the Continuing Educational Coordinator for the school and provides this service for several community partners (http://mtsu32.mtsu.edu:11238/coe/cofE.htm) However, continuing education is not required for licensure renewal in the state of Tennessee.

The SON and the University provide strong support for faculty in the area of ongoing improvement. Faculty vitae's 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 academic work toward terminal degrees, new course development, research projects, and a variety of other development opportunities.

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Criterion 6: Number and utilization of full and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.

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There are eighteen (18) full-time teaching faculty in the School of Nursing for fall semester 2003, with the nineteenth on medical leave. Additionally, the Interim Director (Parsons), Interim Associate Dean (Holder), Director, Information Technology Division (Draude), and the National HealthCare Chair of Excellence in Nursing (Prevost) teach didactic courses in the School of Nursing. The program also uses a pool of adjunct (part-time) faculty who typically teach 1-2 clinical sections of a nursing course. For fall semester 2003, seven adjunct faculty holding doctoral and master's degrees will be teaching in the program.

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 Chair of Excellence was funded through a private donation of $312,500 from the National HealthCare Corporation, which was matched by MTSU. The Tennessee State legislature then matched the combined sum of $625,000 and a trust account of $1,250,000 was established in 1989. Interest from the trust provides salary and operating expenses for the chair, plus selected non-recurring expenditures for the SON. Dr. Suzanne Prevost, hired in 1998, is the third person to hold this position. The current chair holder is a tenured nursing faculty member who participates in undergraduate teaching and SON governance, as well as leading university-wide initiatives and providing local, national, and international presentations and consultations

The School of Nursing admits 40 students to upper division nursing every fall and spring semester. The faculty to student ratio in didactic courses ranges from 1:40 to 2:40. The faculty to student ratio in the clinical settings ranges between 1:4 to 1:8. The Tennessee Board of Nursing mandates that no more than a 1:10 faculty to student ratio occur in hospital-type settings and 1:12 ratio in a preceptored type clinical experience. The SON has written guidelines for selecting clinical preceptors. Fundamentals of Nursing (Self-Care Assistance Clinical) taught in the 1st semester had a 1:10 ratio. The ratio was decreased to 1:8 for fall 2003 as one strategy to give more individualized attention to students and potentially improve state board licensure exam scores.

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Criterion 7: Faculty performance is periodically evaluated to assure ongoing

development and competence.

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Faculty Evaluation

       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. 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 Faculty Handbook). Each year, the Vice President for Academic Affairs

publishes a schedule for the promotion and tenure process. The SON Peer Evaluation

Committee (PEC) is comprised of all tenured nursing faculty within the SON. Any

faculty member who is applying for promotion or tenure submits his/her application to

the PEC for review, response, and recommendations; then the documents are forwarded

to the Director for her review, response, and recommendations. These two sets of

responses are then forwarded to the elected college-level Promotion and Tenure

Committee and the college Dean. Their responses and recommendations are forwarded 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 are completed at the end of each semester for faculty who are not yet tenured, and at the end of fall semester for tenured faculty. The university Office of Institutional Effectiveness compiles the anonymous responses. The director and individual faculty members review results annually.

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Criterion 8: The collective talents of the faculty reflect scholarship through teaching, application, and the integration of discovery of knowledge as defined by the institution and the nursing education unit.

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Faculty Accomplishments Teaching

Teaching is our primary mission at MTSU. As a student-centered university, we are committed to teaching excellence. Faculty teaching assignments are noted in **Table 2.2.2**. 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 will be available for review by site visitors (available in SON Director's office).

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. Peers nominate faculty for this award, however, outstanding student evaluations are a major criteria for the award. The School of Nursing has an outstanding tradition of being recognized with this honor. Nursing faculty who have received this award include: Mrs. Mary Jane

Lavender (2002), Mrs. Jean Hastings (2001), Dr. Stephen Krau (2000), and Dr. Jenny Sauls (1999).

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 for the past year. The flexibility of this mode of course delivery has been extremely well accepted by RNs returning to school. Members of our faculty have also received the University's highest honor for Outstanding Instructional Technology Achievement. This award was presented to Dr. Patricia O'Leary (2002), Dr. Maria Smith (2001), and Ms. Barbara Draude (2000).

Additional accolades for teaching excellence among SON faculty include: the Division of Continuing Studies - Outstanding Educator Award (Dr. Parsons, 2002, Dr. Ward, 2001, Dr. Smith, 2000); the Division of Continuing Studies - Director's/ Chairperson's Support of Technology Award (Dr. Holder, 2000); the Outstanding Nursing Educator in Tennessee Award, through the Tennessee Nurses Association (Dr. Parsons, 2001), the Innovations Award For Use of Technology in Teaching, selected by the Tennessee Board of Regents (Dr. Krau, 2001).

Excellence in teaching is also demonstrated by our faculty through their service to professional nursing organizations. Dr's Covington, Holder, Parsons, Prevost, and Ward have all been selected by Sigma Theta Tau International as Distinguished Lecturers. These women have presented locally, regionally, nationally, and internationally through this program. Dr. Parsons gave the keynote presentation at the 2002 meeting of the National Gerontological Nurses Association conference in Chicago and Dr. Prevost gave a keynote presentation at the 2002 Sigma Theta Tau International Research Conference in

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Brisbane, Australia. Dr. Prevost also provided keynote presentations for the 2002 national conference of the National Association of Clinical Nurse Specialists in Atlanta, Georgia, and the 2001 conference of the American Association of Spinal Cord Injury Nurses in Las Vegas.

Faculty Accomplishments in Scholarship

SON faculty members are among the most productive scholars in the college and the university. Even though we do not currently offer a Master's of Science in Nursing degree, several SON faculty hold graduate faculty status. During the past two academic years, nursing faculty and students received 18 major awards, conducted multiple funded research projects, competed for more than $3 million in new grant or endowment funds, and published 35 times in nationally distributed books or journals. Additionally, we gave over 100 professional presentations (more than 40 of these were at the national or international level). See **List 2.2.1** for a more detailed description of scholarly accomplishments for the past two years.

List 2.2.1 Scholarly Accomplishments of School of Nursing Faculty, 2001-2003.

Honors/Awards

Bennett, RaChelle (May 2002 graduate). 2001-2002 MTSU Presidential Award
Campbell, M.J. (2001). National Institute of Senior Centers (NISC) Research Award.

Covington, L.W. (2001). Selected through peer review to be a *Distinguished Lecturer*
    for Sigma Theta Tau International on transcultural nurse related topics.
Edmisson, K.W. (2003). Who's Who in Health Science Education
Hastings, J.M. (2001). Outstanding Teacher Award through the MTSU Foundation.
Krau, S. (2003). National Award for Excellence in Critical Care Education, American
    Association of Critical Care Nurses.
Lavender, M.J. (2002). Outstanding Teacher Award through the MTSU Foundation.
Marquart, S.M. (2001). Outstanding Public Service Award through the MTSU
    Foundation.

Marquart, S.M. (2002). Outstanding Advisor Finalist for work with Student Nurses Association

O'Leary, P. (2002). Outstanding Achievement in Instructional Technology Award, MTSU Foundation.

Parsons, L.C. (2001). Re-appointed through peer review - *Distinguished Lecturer* for Sigma Theta Tau International

Parsons, L. (2001). Recipient of the Dean Ruth Neil Murray Distinguished Nurse Educator Award for Tennessee, Tennessee Nurses Association.

Prevost, S.S. (2003). Outstanding Faculty Research Award through the MTSU Foundation.

Prevost , S.S. (2003). Heros in Public Housing Award, Erie Pennsylvania Housing Authority.

Prevost, S.S. (2001). Recognized as one of the "Great 100 Alumni" featured at the Texas Woman's University, Centennial Celebration.

Prevost, S.S. (2001). Re-appointed through peer review- *Distinguished Lecturer* for Sigma Theta Tau International.

Smith, M.A. (2001). Outstanding Achievement in Instructional Technology Award, MTSU Foundation.

Ward, K.S. (2001). Selected through peer review to be a *Distinguished Lecturer* for Sigma Theta Tau International on stress related topics.

Ward, K.S. (2002). Recipient of the Distance Education Award in Distance Learning at MTSU.

Ward, K. S. (2002). OWLS Best Professor Award, MTSU

Xi Alpha Chapter of Sigma Theta Tau International members were recipients of the 2001 Chapter Key Award [their 2nd award, initial award was in 1999]

Research and Grant Activity

Holder, P: Awarded $50,000 (8/2002) Evaluation Contract for the Tennessee Breast and Cervical Cancer Early Detection and Prevention Program, CDC.

Holder, P: **Awarded $39,618**. (4/19/2002) "Scholarships for Disadvantaged Students." U.S. Department of Health and Human Services for 2002-2003.

Parsons, Krau & Prevost: Awarded $2,000. (2001) "Determining Delegation Decision-Making Knowledge for Registered Nurses Caring for Acute and Chronically Ill Orthopaedic Patients." American Academy of Orthopaedic Surgeons.

Parsons, Krau & Prevost: Awarded $4,000. (2001) "Determining Delegation Decision-Making Knowledge for Registered Nurses Caring for Acute and Chronically Ill Orthopaedic Patients." Orthopaedic Nurses Foundation.

Parsons, Krau & Prevost: **Awarded $14,022.** (2001) "Determining Delegation Decision-Making Knowledge for Registered Nurses Practicing in Long-Term Care with Spinal Cord Impaired Patients in the Southeastern United States." American Association of Spinal Cord Injury Nurses (AASCIN).

Prevost, S.S.: "A Comparison of Certified and Non-Certified Nurses," Principal Investigator submitted fall 2001, $17,525, submitted to the American Association of Spinal Cord Injury Nurses.

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Smith, M. Consultant to the AWAKE Georgia state grant project. Analyzed data and generated annual report for AWAKE 2001 Grant to be submitted to the Department of Health for the State of Georgia.

Smith, M.: **Awarded $465,397** (April, 2002) "The FACES Project to Promote Nursing Workforce Diversity," Project Director, U.S. Department of Health and Human Services for 7/1/02-6/30/05.

Additionally, many faculty received intramural grant support for a variety of faculty research, development, and travel. These awards are not included in this report.

Major Development Gifts/Grants

November, 2001. Awarded **$150,000** endowment from the Christy-Houston Foundation to establish the James W. Arnhart Scholarship in Nursing.

December, 2002. Awarded **$21, 256** Endowment from Dr. Elizabeth LaRoche and John Murray to establish the LaMur Nursing Scholarship.

December, 2002. Awarded **$1,740,000** grant from the Christy-Houston Foundation for the addition of the third floor to the Cason-Kennedy Nursing Building.

National Publications

Covington, L.W. (2002). Chloride Balance and Imbalances. In Hogan, M. & Wane, D. (Eds.). *Fluids, Electrolytes & Acid-Base Balance.* New Jersey: Prentice Hall Health.

Covington, L. (In Press). Diversity in the Clinical Setting. In Caputi, L.& Engelmann, L. (Eds.). *Teaching Nursing: The Art and the Science.*

Covington, L.W. (2001). Cultural Competence for Critical Care Nursing Practice. *Critical Care Nursing Clinics of North America, 13 (4),* 521-530.

Covington, L.W. (2001). Managing a Culturally Diverse Health Care Team. *Spinal Cord Injury Nursing, 18(2),* 99-101.

Holder, P. "Preparing Tomorrow's Nursing Workforce" submitted to SCI Nursing. Accepted for publication June 2003 (volume 20, issue 2).

Holder, P. "Leading from the Rear". (2001) SCI Nursing. Vol. 18 No. 1, 41-42.

Holder, P. with Neuman, B. & Newman, D., (2000). "Leadership – Scholarship: Using the Neuman Systems Model for 21st Century Professional Nursing Practice". Nursing Science Quarterly. Vol.13 No. 1, 60-63.

Krau, S. (2002). Cultural Competence in the Workplace. Spinal Cord Injury Nursing, 19(4),68-69.

Krau, S.D. (2001). It's Like Getting Kicked by a Mule: Living with an Implantable Defibrillator. In Thomas, S. & Pollio, H. (Eds.). *Listening to Patients: A Phenomenological Approach to Practice.*, Springer: New York.

Krau, S.D. (2001). Using Nurse-Sensitive Outcomes to Improve Clinical Practice. *Critical Care Nursing Clinics of North America, 13 (4),* 487-495.

Krau, S.D., Ward, K.S. & Parsons, L.C. (2001). Living the Healthy Heart Path - Rehabilitation after a Cardiac Event. *Critical Care Nursing Clinics of North America, 13 (3),* 389-397.

Krau, S.D. provided commentary for the article, (1996) and reviewed in 2001. The Nature of Suffering and the Nature of Opportunity at the End of Life. *Clinical Geriatric Medicine, 12 237-252.*

Marquart, S.M. & Sauls, J.S. (2001). Survivorship - Living through a Life-Altering Event. *Critical Care Nursing Clinics of North America, 13 (3), 349-355.*

Moore, K. (2002). Critical Care Hemodynamic Parameters and Pharmacologic Interventions. *Critical Care Nursing Clinics of North America, 14 (1), 71-76.*

Murdock, P. Garbharran, H., Edwards, M. J., Mkhize, M., Lutchmiah, J., & **Smith, M.** (In Press for July, 2003). Peer Led HIV/AIDS Prevention for Women in South African Informal Settlement. *Journal of the International Council on Women's Health Issues.* Volume 24, Number 6.

Parsons, L.C. (2004). Delegation Decision-Making by Registered Nurses Who Provide Direct Care for Patients with Spinal Cord Impairment. *Spinal Cord Injury Nursing, 21 (1), in press.*

Parsons, L.C. (2002). Transcultural Communication: The Cornerstone of Culturally Competant Care. *Spinal Cord Injury Nursing,* 19 (4), 160-163.

Parsons, L.C. (2002). The Graying of Nurses and the Aging of Americans: A Conundrum. *Spinal Cord Injury Nursing, 19 (2), 47-48.*

Parsons, L.C. (2002). Converging Values: Matures, Boomers, Xers and Nexters in the Health Care Workforce. *Spinal Cord Injury Nursing, 19 (1), 25-27.*

Parsons, L.C. & Harris, M.S. (2002). Relevance, Writing Style and Synthesis: Key Elements in a Focused Review of the Literature. *Orthopaedic Nursing Journal, 21(5), 68.*

Parsons, L.C. & Barter, M. (2001). Health Care in Cuba: Socialized Medicine in a Developing Country. *Spinal Cord Injury Nursing, 18 (3),* 142-147.

Parsons, L.C., Krau, S.D. & Ward, K.S. (2001). Orthopaedic Trauma - Managing Secondary Medical Problems. *Critical Care Nursing Clinics of North America, 13 (3),* 433-442.

Parsons, L.C. & Lehman, C. (2001). Rehabilitation after Critical Illness. *Critical Care Nursing Clinics of North America, guest editor preface, 13 (3), xi-xii.*

Pierce, J., Green, C., **Holder, P., Smith, M**., Markum-Couter, C., Neuman, B. (In press). The Seed Within: Understanding the spiritual variable of the Neuman Systems Model. *Nursing Science Quarterly.*

Prevost, S. (2002). CNS Outcomes: Vision, Voice and Value. *Clinical Nurse Specialist: The Journal for Advanced Nursing Practice, 16 (3), 119-124.*

Prevost, S. and Barnsteiner, J. (2002). "Evidence-Based Nursing Practice." *Sigma Theta Tau's Reflections on Nursing Leadership*, 28(3).

Prevost, S. (In press for 2003). Relieving pain and providing comfort. In *Critical Care Nursing: A Holistic Approach (8th ed.),* Hudak, Gallo, Morton and Fontaine (eds.), Lippincott.

Prevost, S. (2002)."Raising the Voice of Certification Through Our Chapters." *AACN News, 19(9).*

Prevost, S. (2001). Individual and family responses to the critical care experience. In *Introduction to critical care nursing (3rd. ed.)*. Sole, Harshorn, and Lamborn (Eds.). Philadelphia: W. B. Saunders.

Prevost, S. (2001). Security in the Midst of Uncertainty. *Spinal Cord Injury Nursing, 18 (4),* 202-203.

Prevost, S. (2001). Nursing Leadership: Remembering Our Past, Envisioning Our Future. *Spinal Cord Injury Nursing*, 18(4), 234.

Prevost, S. (2001). Letter to the editor. *American Journal of Nursing,* 101(10).

Prevost, S. (2001). Nurses lead evidence-based practice initiatives. *Excellence in Clinical Practice,* 2(4), 1-2. (3 different versions of this article were published in 3 newsletters distributed internationally by Sigma Theta Tau.)

Schoenly, L., **Parsons, L.,** et.al. (2001), [editors], *Scope and Standards of Orthopaedic Nursing Practice, 2nd ed. Pitman, NJ: A.J. Jannetti Inc.*

Smith, M., **Holder, P**., & Leonard, K., (2002). "Difference in Perceived Pain Associated with Intravenous Cannulation after a Five-Minute Application of EMLA® Cream Compared to Placebo Cream." *Internet Journal of Anesthesiology, 6(1).* http://medi-smart.com/anes20.htm

Smith, M., Garbharran, H., Edwards, M. J., & O'Hara-Murdock, P. (In Press). Health Promotion and Disease Prevention through Sanitation Education in South African Zulu and Xhosa Women. Article in Review. *Journal of Transcultural Nursing.*

Ward, K. S. (2002). Stress Management - An Essential of Leadership. *Spinal Cord Injury Nursing, 19 (2), 80-81.*

Ward, K.S., Parsons, L.C. & Krau, S.D. (2001). Managing the Stress of Caring for Rehabilitation Patients. *Critical Care Nursing Clinics of North America, 13 (3),* 463-469.

Other Publications

Holder, P. (6/11/01- interviewed and quoted). "Who's Your Nurse?, Holder says you need to know". *The Record*. Vol. 9., No. 24. MTSU: Murfreesboro, TN.

Prevost, S. (11/11/02 – Interviewed and quoted). Giving Hope to Tennesseans. *The Record.* .MTSU.

Prevost, S. (11/8/01 - interviewed and quoted). Nurse shortage ensures jobs. *Sidelines*, MTSU.

Prevost, S. (1/7/02 – interviewed and quoted). Employee Giving. *The Record.* MTSU.

Prevost, S. (5/10/01 - interviewed and quoted). Sharing Research. *Daily News Journal*, Murfreesboro, TN.

Prevost, S. (1/15/01). Gender Equity. Letter to the Editor. *Daily News Journal,* Murfreesboro, TN.

Presentations - International

Covington, L.W. & Prevost, S.S. (2003). "Impact of Accreditation Standards on Pain Management in U.S. Hospitals." 14th International Nursing Research Congress, Sigma Theta Tau International, St. Thomas, U.S. Virgin Islands.

Crockett, A. B. (2002). "Leaders and Workers' Perspectives of Health: Exploring Time, Space, Movement in Nursing Environments" at the 8th Annual International Qualitative Health Research Conference in Banff, Alberta, Canada.

Edmisson, K. W. (2003). Sequencing of Risk Behaviors Among Adolescents." 14th International Nursing Research Congress, Sigma Theta Tau International, St. Thomas, U.S. Virgin Islands.

Garbharran, H.P., Peggy O. Murdock, Martha J. Edwards, and **Maria A. Smith** (July 27, 2001) "Health Outreach Program in HIV/AIDS Prevention for Sustainable Management of Informal or Squatter Communities in KwaZulu-Natal, South Africa". Liu Center for the Study of Global Issues, University of British Columbia, Canada.

Garbharran, H.P., Peggy O. Murdock, Martha J. Edwards, and **Maria A. Smith.** (2001) "HIV/AIDS in South Africa". The International Center, University of Calgary, Canada.

Prevost, S.**S., Krau, S., Ward, K.S., & Parsons, L.C.** (2003). "Strategies for Evidenced-Based Nursing Education." 14th International Nursing Research Congress, Sigma Theta Tau International, St. Thomas, U.S. Virgin Islands.

Prevost, S.S. (2002). "International Trends in Evidence-Based Nursing Practice." Keynote presentation, Sigma Theta Tau International Nursing Research Conference in Brisbane, Australia.

Prevost, S.S. (2002). "Outcomes Measurement for Nursing Practice." Sigma Theta Tau International Nursing Research Conference in Brisbane, Australia.

Prevost, S.S. (2001). "Supporting Evidence-Based Nursing Practice across the Atlantic and Around the Globe." Sigma Theta Tau International Nursing Research Conference, Copenhagen, Denmark.

Prevost, S.S. (2001). "Crimea to CURN to Cochrane: The Evolution of Evidence-Based Practice." Sigma Theta Tau International Nursing Research Conference in Copenhagen, Denmark.

Prevost, S.S. (2001). "Leading Nurses to Evidenced-Based Practice." 36th Biennial Convention of Sigma Theta Tau International." Indianapolis, IN.

Prevost, S.S. (2001). "Sigma Theta Tau International: Your Research Support System." 36th Biennial Convention of Sigma Theta Tau International, Indianapolis, IN.

Smith, M.A, (2001). "Sanitation Concerns for Residents of Informal Settlements." Durban, South Africa.

Presentations – National/Regional

Campbell, M.J. (2001). "The Role of the Senior Center in Maintaining Senior Health." Tennessee
Federation on Aging.

Covington, L.W. (2002). "Is the Digital Divide Relevant to Nursing's Future?" 10th Annual Research Conference, Sigma Theta Tau International, Miami Florida.

Covington, L.W. (2002). "The Impact of Culture on the Use of Technology: Implications for Nursing Education." Nursing Research Conference, Atlanta, GA.

Covington, L.W. (2001). "Physiological Impact on Aging." Sponsored by the Center for Aging and Meharry Medical School, Clarksville, TN.

Covington, L.W. (2001). "Addressing the Digital Divide on Race and Gender in TBR Institutions." National Conference of Higher Education, Cincinnati, OH.

Garbharran, H.P., and Martha J. Edwards, Peggy O. Murdock, and **Maria A. Smith** "Health and Welfare of Squatters in Durban, KwaZulu-Natal" (November 15-18, 2001) Paper Presented at African Studies Association (ASA) Conference, Houston TX

Krau, S.D. (2002). "Technogenic Syndrome: The Iatrogenic Effects of Therapeutic Technology." 15th Annual Conference on Interdisciplinary Qualitative Studies (QUIG), at the University of Georgia, Athens, GA.

Krau, S.D. (2002). "Conducting High Quality Surveys: A Workshop for Researchers and Quality Improvement Leaders." Plenary Session, National Assoc. of Orthopaedic Nurses, Las Vegas, NV.

Marquart, S. (2001). "Faces of Courage". St. Paul the Apostle Church, Annual Victorian Tea, featured speaker, Tullahoma, TN.

Parsons, L.C. (2002). "Empowerment through Delegation: Bridging Research, Education and Practice." Keynote Address, Kappa Theta Chapter of Sigma Theta Tau International Annual Research Conference, University of Kentucky, Bowling Green, KY.

Parsons, L.C. (2002). "Nursing Management Content on the NCLEX-RN Test Blueprint: Understanding Delegation, Prioritization and Triage Concepts." Roane State Community College, Harriman, TN.

Parsons, L.C. (2002). Featured Speaker "Nurse Delegation Decision-Making in Acute Care Settings: A Hands on Seminar." Methodist College of Nursing & Methodist Medical Center, Omaha, NE.

Parsons, L.C. (2002). "Osteoporosis in Men: Incidence, Prevention and Treatment." An integrated research review (IRR) within IRR panel presentation, " Are Your Clinical Guidelines Based in State-of-the-Science Evidence?" National Association of Orthopaedic Nurses, Las Vegas, NV.

Parsons, L.C. (2001). "Long-Term Care Settings: Clinically Rich Environments for Learning Nurse Delegation Skills." Nurse Administrators/Nurse Managers at National Health Care Centers in Columbia, SC.

Parsons, L.C. (2001). Keynote Address "Empowerment through Delegation: Bridging Research, Education and Practice." Sponsored by 6 chapters of Sigma Theta Tau International in the Omaha Nebraska area.

Parsons, L.C. (2001). Keynote Address "Critical Thinking, Models of Delegation Decision-Making: Impact on Nurse Recruitment and Retention, Nursing Practice and Nursing Law." Sigma Theta Tau local Chapters, Omaha, NE.

Prevost, S.S. (2003). "Update on Pain Research in the Critically Ill." Society of Critical Care Medicine 32nd National Congress, San Antonio, TX.

Prevost, S.S. (2002). "Mentorship: The Gift That Keeps on Giving." Invited presentation, Presbyterian Hospital Nurses and Hospital Week Celebration, Charlotte, North Carolina.

Prevost, S.S. (2002). "Nursing Leadership in a Time of Nursing Shortage." Keynote Presentation, Tennessee Technological University Nursing Research Conference and Sigma Theta Tau Induction, Cookeville, Tennessee.

Prevost, S.S. (2002). "Evidence-Based Practice." Keynote presentation, Beta Theta Chapter-at-Large, Nursing Research Conference, Memphis, Tennessee.

Prevost, S.S. (2002). "CNS Outcomes: Vision, Voice and Value." Keynote presentation, National Association of Clinical Nurse Specialists Conference, Atlanta, Georgia.

Prevost, S.S. (2002). Keynote Address "Findings to Front Lines: Research for Practice." University of Arkansas Nursing Research Conference, Little Rock, AK.

Prevost, S.S. (2002). "A Fresh Start for Nursing Certification Research." American Board of Nursing Specialties Fall Assembly, Denver, CO.

Prevost, S.S. (2002). "Pain Management in Long Term Care." National HealthCare National Patient Care Conference, San Antonio, TX.

Prevost, S.S. (2002). "Measuring Outcomes and Quantifying Financial Impact." American Association Spinal Cord Injury Nurses 19th Annual Conference. Las Vegas, NV.

Prevost, S.S. (2002)."The Value of Certification." Invited luncheon speaker, Greater Atlanta Chapter of the American Association of Critical Care Nurses.

Prevost, S.S. (2001). Keynote Address "Nursing Leadership: Sharing Our Past: Envisioning Our Future." 18th Annual Congress of the American Association of Spinal Cord Injury Nurses, Las Vegas, NV. Abstract published in *Spinal Cord Injury Nursing, 18, (4),* 234.

Prevost, S.S. (2001). Featured Speaker "Take this Job and Love It!" Annual Margaret Eckerd Brown Symposium in Erie, PA.

Prevost, S.S. (2001). "Addressing Outcomes Research Questions." Emory University Health Outcomes Research Conference, Atlanta, GA.

Sherwood, G., **Parsons, L.C., Ward, K.S**. & Zygmont, L. (2001). "Claim Your Power: Writing Successful Presentation Abstracts." 36th Biennial Convention of Sigma Theta Tau International, Indianapolis, IN.

Smith, M.A., Winsett, R. Cashion, A. K., Wicks, M., Alloway, R., & Hathaway, D. (August, 2001). "Efficacy of Interventions on Compliance in Post Renal Transplant Recipients". Oral presentation at the North American Transplant Coordinators Association, 26th Annual Meeting. Long Beach, California.

Ward, K. S. & Graham, L. M. (2001). "A Moving Experience: Behavioral changes in psychiatric patients during hospital relocation: Moving Mountains in Mental Health" The 23rd southeastern conference of clinical specialists and nurse practitioners in psychiatric-mental health nursing, Asheville.

Presentations - Local

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Campbell, M.J. (2002). "Determination of Anthropometric Assessment and Life Satisfaction Outcomes for Older Adults Participating in a Planned Resistance Training Exercise Program Housed at a Community Center." Spring Research Colloquia, Murfreesboro, TN.

Crockett, A. B. (2002). "Substance Abuse and Cessation Programs." Sponsored by the Hispanic Medical Interpreter Program and a Robert Wood Johnson Foundation Grant.

Crockett, A.B. (2002). "Decisions, Decisions, Decisions: A Model for Selection of Mobile Technology in Health Professions Education." Mid-South Instructional Technology Conference, Murfreesboro, TN.

Krau, S.D. (2002). "Biohazard Information in Relation to HIV/AIDS and Hepatitis C." ProHealth Medical Center, Franklin, TN.

Krau, S.D. (2002). "The ABC's of HIV/AIDS and Hepatitis A, B, and C." Premier Medical Group, Clarksville, TN.

Marquart, S. (2002) "Tennessee Legislative Issues" MTSU Student Nurses' Association.

Marquart, S. (2001)."The Challenge of Surviving" MTSU Student Nurses' Association monthly meeting, member of 3 person panel.

O'Leary, P. (2002). "Use of Web-Based Multimedia Applications for Teaching Nursing Health Assessment." Mid-South Instructional Technology Conference, Murfreesboro, TN.

Parsons, L.C. (2002). "Delegation Strategies for Health Care Managers in Redesigned Delivery Systems." Middle Tennessee Medical Center, Murfreesboro, TN.

Prevost, S.S., Edmisson, K., Marquart, S. (2003). Challenges and Opportunities Associated with Teaching in Clinical Environments." MTSU Basic & Applied Sciences College Teaching and Learning Seminar Series, Murfreesboro, Tennessee.

Prevost, S.S. (2003). "Respond in Time to Heart Attack Signs." St. Claire Street Senior Center, Murfreesboro, Tennessee.

Prevost, S.S. (2002). "Managing Your Pain." St. Clair Senior Center, Murfreesboro, TN.

Prevost, S.S. (2002). "Controlling Your Pain." Channel 3 Community Television, Murfreesboro, Tennessee, multiple airings during April and May, 2002.

Prevost, S.S. (2002). "Nursing Research and Scholarly Initiatives." Basic & Applied Sciences College Research Seminar Series, Murfreesboro, Tennessee.

Prevost, S.S. (2002). "Improving Pain Management Through Nursing Research." Basic & Applied Science College Research Seminar Series, Murfreesboro, Tennessee.

Prevost, S.S. (2001). "Mentorship: The Gift That Keeps on Giving." 2nd Annual Mentor-Protégé Luncheon, Middle Tennessee State University.

Prevost, S.S. (2001). "Grant Writing Strategies." MTSU Faculty Continuing Education workshop, presented twice, Murfreesboro, Tennessee.

Prevost, S.S. (2001). "Careers in Nursing." Presented 3 times to classes in Health Occupations and Medical Therapeutics, Oakland High School, Murfreesboro, Tennessee.

Smith, M. (2002). "The Impact of a Web-Enhanced Course on the Level of Student Technology Skills". Tennessee State University Research Day, Nashville, TN.

Smith, M. (2002)."Surviving the First Communal Years". MTSU Honors Lecture Series.

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Smith, M. (2002)."Promoting Health through International Partnerships: the US/South Africa Partnership". MTSU School of Nursing.

Ward, K.S. (2002)."Perspectives of Women in Science" National Woman's History Month: Women in Science, Murfreesboro, TN.

Ward, K.S. & Prevost, S.S. (2002). "Professional Poster Presentation: The Good, Bad and the Ugly." Nursing Faculty Organization, MTSU, Murfreesboro, TN.

(Multiple poster presentations were also given – not listed here. See faculty vitas.)

Faculty Accomplishments in Service

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. School committee assignments for the current year are posted in the school. As presented in Standard I, Nursing faculty maintain a strong presence on college and university-wide committees **(see Table 2.1.4),** as well as local and national committees and boards. Major appointments to professional organizations are noted in **List 2.2.2.**

List 2.2.2. Major Appointments to Professional Organizations (beyond the local)

Covington, L., Holder, P., Edmisson, K. & Parsons, L. (2002). National League for Nursing Accreditation Commission - Site Reviewers.
Edmisson, K., Moore, K., Parson, L., & Prevost, S. Virginia Henderson Fellows, Sigma Theta Tau International.

Edmisson, K., (2002). Vice Chair, ANCC's Family Nurse Practitioner Content Expert Panel
Edmisson, K. (2000-2003). NCSBN Panels for Item Writing, Test Development , and Exam Evaluation
Edmisson, K. Reviewer, American Public Health Association.
Edmisson, K. Panel of Visitors, Sigma Theta Tau, International.
Edmisson, K. Pharmacy & Therapeutics Committee, Department of Defense
Edmisson, K. Editorial Board/Reviewer - *Nursing Management, The Journal of Continuing Education in Nursing, American Journal of Health Behaviors, AJN, Journal of Psychosocial Nursing and Mental Health Services, The Journal of Nursing Risk Management* - for Department of Defense, F*ederal Practitioner*, Addison-Wesley, Mosby, and Lippincott Williams & Wilkins publishers.
Edmisson, K. Department Head – Providers, NR Naval Hospital Pensacola.
Holder, P. (2001-2003) President - Tennessee Dean & Directors Association.

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Holder, P. (2001-2003) Mentor to new Dean's for the American Association of Colleges of Nursing.

Holder, P. (2002-2004) Board Member - Tennessee Center for Nursing.

Moore, K. (2002). One of 4 reserve officers selected to complete a NATO exercise in England July 2002.

O'Leary, P. (2002). National Gerontological Nurses Association (NGNA) research committee.

Parsons, L. (2001). National Job Analysis Panel for the American Association of Spinal Cord Injury Nurses (AASCIN) for development of the SCI Certification Examination.

Parsons, L. (2002). Selected by American Association of Colleges of Nursing to attend Academic Leadership Academy in Washington, DC.

Parsons, L. (2002). Chairperson - National Association of Orthopaedic Nurses Research Committee.

Parsons, L. (2002). Associate Editor- *Spinal Cord Injury Nursing* and column editor for 'Leadership Circles' in the same journal.

Parsons, L. (2002). Manuscript reviewer for *Nursing Leadership Forum*, research manuscript reviewer for *Orthopaedic Nursing Journal* and guest manuscript reviewer for *Social Science & Medicine.*

Prevost, S. (2001). Sigma Theta Tau International Research Committee, International Research Dissemination and Research Utilization Awards Committee – Chair, International Evidence-Based Practice Task Force - Chair.

Prevost, S. (2002). National Board of Directors - AACN Certification Corporation (since 2000 & Chair in 2003).

Prevost, S. (2001). Chair - American Board of Nursing Specialties, National Research Committee.

Prevost, S. (2002) AACN's research grant review panel (since 1990).

Prevost, S. (2001). Featured on the Sigma Theta Tau International website: Career Profiles in Nursing.

Prevost, S. (2002). Clinical Editor for *Critical Care Nursing Clinics of North America.*

Prevost, S. (2002). Manuscript reviewer for *Nursing Research, Journal of Nursing Scholarship, Online Journal of Knowledge Synthesis in Nursing,* and *American Journal of Critical Care.*

Smith, M. (2002). Commission on Collegiate Nursing Education Accreditation Site Reviewer.

Smith, M. (2002). Grant reviewer for the Bureau of Health Professionals, Bethesda, MD.

Smith, M. (Spring 2002) Reviewer (X2) for Lippincott textbook in Advanced Assessment.

Building community partnerships is clearly identified as a major objective of the

university, the college, and the SON. The School of Nursing offers a wide variety of

continuing education programs through the Center for Excellence in Professional

Development. A complete list of offerings will be available on site to the reviewers.

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. **List 2.2.3** includes examples of our faculty

members' service to the community.

List 2.2.3. Community Service Organization Representation by SON Faculty

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

Covington, L.: Williamson County Jack & Jill - Health Promotion Committee, Edgehill Community Center Health Project, Living Word Community (speaker on health topics), Meharry Center for Aging, Expanding Your Horizons in Mathematics & Science, American Cancer Society Education Committee

Crockett, A.: Advisory Board of NHC Homecare, SON Liaison to Rutherford County Adult Education Center, Expanding Your Horizons Program, Merit Badge University of Boy Scouts of America, Blackman High School Parents Association, Rutherford County Salvation Army Volunteer

Draude, B.: Hope Clinic's Medical Interpretation Project, Annual Boy Scouts University, BCLS Instructor

Harris, M.: March of Dimes Campaign - MTSU chair, Nurses for Newborns Board Member

Holder, P.: Smallpox Revaccination Readiness Program

Krau, S.: Tennessee End of Life Partnership, American Hospital Association (local chapter - provide information to person's with Internal Defibrillators), Nashville Peace & Justice Center, Discipleship Training Steering Committee, Riverdale Band Competition Steering Committee, American Legion Post, Nashville - Membership Recruitment

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

Moore, K.: Westminster Presbyterian Church - Stephen Ministry Leader, AIDS Care Team, Westminster Choir, Habitat for Humanity, American Red Cross - Disaster Volunteer, First Aid Instructor, American Heart Association Instructor, Special Olympics Swim Coach, Tennessee Summer Rivers Association Stream Cleaner Team

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 York VA Medical Center

Prevost, S.: Expanding Your Horizons Committee, Daily News Journal (Health Consultant), United Way Campaign – Chair, Domestic Violence Safe House Volunteer, Salvation Army Volunteer, An Income of Her Own (for high school girls) Co-sponsor, Habitat for Humanity Volunteer, Belle Aire Baptist Medical Mission Team, J.Anderson's Women's Center Advisory Board, MADD, Oakland Parents Association

Roesler, P.: Room in the Inn Homeless Shelter Volunteer, St. Mark's Church – Board of Trustees, Health Ministries Volunteer, Coordinator of Adult Education Classes, and Adult Sunday School Teacher, Habitat for Humanity Volunteer

Smith, M.: Member Board - Exchange Club of Murfreesboro, Health Occupations Students of America, Building a Bridge to College Program

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

STANDARD III: STUDENTS

The teaching and learning environment is conducive to student academic achievement.

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Criterion 9: Students policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.

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<u>Nondiscrimination</u>

The Tennessee Board of Regents, Middle Tennessee State University's governing body, has a nondiscrimination policy against any student or applicant for enrollment on the basis of race, sex, color, religion, age, handicap, or national origin (www.mtsu.edu/info/mission.html). Student policies are published and accessible in University and School of Nursing publications.

<u>Academic Policies</u>

The academic policies for the School of Nursing are communicated to the students through a SON Student Handbook.   The handbook is reviewed by the Student Services Committee each semester and is disseminated to the students in the first semester of their junior year. The SON Student Handbook is also available online on the MTSU Website (www.mtsu.edu/~nursing/Handbook%201%203.pdf).

Table 2.3.1 describes sources of information and listings of publications containing required information for major student policies. The 2001-2003 MTSU Undergraduate Catalog (http://www.mtsu.edu/ucat/) and the BSN Student Handbook

(www.mtsu.edu/~nursing/Handbook%201%203.pdf) are available online. The MTSU

Student Handbook (Student's Rights and Responsibilities) is available in the Student

Affairs Office, in the JUC during the fall semester for general distribution to students,

and the handbook is available online on the judicial affairs section of the MTSU website

(http://www.mtsu.edu/~handbook/handbook.pdf).   The MTSU website has extensive

information on admission, progression, graduation, forms, and other information needed

by students as they progress through the university.

Table 2.3.1: Student Policies and Required Information: Sources of Information

Policy	Undergraduate Catalog	Nursing Student Handbook
Nondiscrimination	p. 2	p. 33
Admission Requirements	pp. 24-29 (University); pp. 149-151 (SON)	p. 20, also in School of Nursing Brochure
Academic Progression	pp. 50-54 (University); pp. 150-151 (SON)	pp. 20-22
Program Requirements	pp. 59-61 (General Studies); pp. 149-150 (Nursing)	pp. 20-22
Grading Policies	pp. 52-54 (University); pp. 150-151 (SON)	p. 21
Retention/Dismissal	pp.53-54	pp. 20-22; 23-28, also in University Student Handbook, pp. 4-10
Graduation Requirements	pp. 55-58 (University); 149-151 (SON)	p. 29
Tuition Fees	pp. 36—39	
Financial Aid	pp. 40-43	pp. 33-36
Health Requirements	p. 29 (MMR)	p. 31
Validation/Articulation (Transfer Credit)	pp. 26-28; 58; 35 (RN-BSN)	p. 21
Grievance and Appeal process	pp. 51-54	p. 29, also in University Student Handbook, pp.10-11

Selection and Admission

It is the desire of the School of Nursing Faculty to assist students to achieve

academic and personal success in the nursing program. Academic policies that relate to

nursing students are evidenced-based. They reflect outcome data indicating the required

level of academic skill for success in the nursing major. One example of use of

evidenced-based criteria is the requirement of a grade of C or better in all required

perquisite courses and a minimum grade point average (GPA) of 2.5 on a 4.0 scale.

Student outcomes indicate students with grades below C (C- or D) and/or GPA's below

2.5 were students who were unsuccessful in the major or at licensure. Student policies

that differ for nursing students are displayed in **Table 2.1.6.**

Major Admission Requirements:

- Minimum Cumulative Undergraduate GPA of 2.5

- All pre-requisite courses must be completed with a C (2.00) or higher at the time

  of entrance into the nursing program (end of summer semester for those entering

  in the Fall semester; end of fall semester for those entering in the Spring semester)

- An updated information/application form and progression to the nursing program

  form must be on file in the SON.

In spring 2003, faculty voted to make changes in admission requirements because

of recent NCLEX-RN examination results. There were two major changes passed by

faculty. Minimum Cumulative Undergraduate GPA was increased from 2.50 to 2.75. A

nationally standardized admission test was added as a requirement and will be

administered to students applying to the nursing program. These admission requirement changes will be implemented pending administrative approval.

Recruitment and Advising

All publications, which serve as official publications of the University, must be reviewed by University Relations to assure consistency and accuracy. Recruitment includes exhibitor participation at various career days offered throughout the Middle Tennessee area. In addition, our RN-BSN advisor, recruits at community colleges with associate degree nursing programs in the region. Our RN-BSN advisor also recruits at other open houses and career days offered through local health systems.

Advising for pre-nursing and upper-division nursing students is available at the School of Nursing in accordance with academic regulations at MTSU (www.mtsu.edu/info/aa.html). Advising has an important role in the retention, progression and successful completion of the nursing program. Each student with a declared major in nursing is assigned an advisor within the SON. The student is encouraged to meet with his/her advisor at least once a semester. At that time the advisor reviews academic progression. Pre-nursing students who have no assigned advisor are advised on a walk-in basis routinely performed by all faculty.

Academic Progression and Retention

Policies and student guidelines are published annually in the SON Student Handbook, which provide the student with information about the academic performance requirements for successful progression through the upper division nursing courses.

Changes in policy are communicated to students in writing by use of the SON website, bulletin boards, WebCT announcements, in scheduled class meetings, and in

written mail. Each semester the SON Student Handbook is reviewed and revised. Policy changes that will adversely affect admission are not enacted until they are published in the University undergraduate catalog. A copy of the SON Student Handbook is provided to incoming students and is available at www.mtsu.edu/~nursing/Handbook%201%2003.pdf.

Progression and retention in the SON curriculum relies on the ability of the student successfully completing each theory based nursing course with a minimum grade of "C" (2.0) and to satisfactorily "pass" each concurrent clinical/lab course. Students who are not successful in either theory or clinical/lab courses must repeat the course. Dismissal from the SON curriculum results after receiving two grades below a "C," a failing grade in clinical, infraction of the Honor Code, a breach of ethics or unprofessional conduct.

A student honor code, defining academic and professional conduct, was adopted by the SON in 1999. Students submit signed statements (at the beginning of the Upper Division courses) pledging to adhere to the honor code. The Administrative Rules defining unprofessional conduct by the Tennessee State Board of Nursing and the Drug and Alcohol Policy and Testing Procedure by the Tennessee Board of Regents are followed.

Student Evaluation/Grading

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 for grade

attainment, such as tests, papers, presentations, and special projects (See Student Work Resource File 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 faculty adopted a universal plus/minus grading scale for the SON on September 22, 2000 (See Faculty Organization Minutes). The SON has adopted 75% as the minimum passing grade in all nursing theory courses. Most courses use an online grade book through WebCT 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. Students are evaluated weekly in 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 at midterm of any deficiencies in either classroom or clinical courses so that remedial action may be implemented to correct deficiencies.

The NLN Diagnostic Readiness Test was administered for several years to students in the final semester of their senior year. Results of these tests were shared with students to enhance their awareness of weaknesses and needs for additional study and review. The Research and Scholarly Activity Committee also analyzed the data and presented the findings to the entire faculty so appropriate changes could be made to enhance the curriculum. The faculty group was dissatisfied with receiving this data so close to the

end of the program and decided to move to a process that would allow for earlier and ongoing feedback for both faculty and students.

The Research and Scholarly Activity Committee obtained information about testing services that could provide the needed information. The faculty voted to engage Assessment Technologies Incorporated (ATI) for this service. Testing was initiated in spring semester 2001 in each course where a relevant ATI test was available. Faculty receives data immediately after ATI testing which allows for individualized interactions and rapid course improvements. Faculty members meet with students to review test results, identify weaknesses, and devise action plans.

Since ATI has a comprehensive test to assess overall competency of students and predict NCLEX readiness, the faculty voted to halt utilization of the NLN Diagnostic Readiness Test and initiate usage of the ATI GN Comprehensive Predictor test for final semester students. In May 2003, faculty voted to attach the ATI GN Comprehensive Predictor test to NURS 4230 (Wholly Compensatory) course. Students must pass the ATI GN Comprehensive Predictor test in order to successfully pass the course.

In the spring semester 2001, faculty members voted to incorporate the results of individual ATI course tests into course grades, valued between 5% - 10% of the overall course grade. This encourages students to perform to their best ability on the tests. Please refer to individual course syllabi for additional information regarding grading for each course. Students evaluate each of their courses each semester. Faculty compile results of these evaluations and place the findings along with revisions made in the appropriate course books.

Graduation

To graduate from MTSU with a Bachelor of Science in Nursing, the following criteria must be met:

1. Completion of 134 semester hours of credit including all of the prerequisite courses (or approved substitutes), the nursing courses and the general core requirements.

2. Completion of 48 semester hours of upper division credit.

3. Have a college grade point average of a 2.00 or better.

4. Have completed 12 of the last 18 hours in residence at MTSU.

5. Complete and file and Intention to Graduate form according to the Records Office schedule.

The baccalaureate degree completion program for registered nurses builds on the foundation of the arts, sciences, and humanities along with the student's knowledge and experience in nursing. The program is available online or in the traditional classroom setting. The program allows the student to be awarded credit for the basic nursing content covered previously in their nursing program. In addition to the general education requirements, the registered nursing student must complete 37 hours of specified nursing content (www.mtsu.edu/~nursing/Courses/schedule.html)

The Tennessee Board of Reagents (TBR), the University's governing body, has mandated that all university baccalaureate degrees carry a total of 120 semester hours. In addition, the TBR has issued mandated general education core requirements. The University, simultaneously, has also mandated its own unique general education core requirements. Combining these two mandates with today's job market requirements of

the new graduate, the School has undertaken the task of a full curriculum revision (see

SON Faculty and Curriculum Committee meeting minutes).

The proposed curriculum will reduce the total hours for graduation to 120 with 45

hours of general education courses and 75 hours of courses in the nursing major. New

program outcomes and organizing framework have provided the foundation for

curriculum revision. The operating framework follows five major threads throughout the

curriculum: communication, critical thinking, personal and professional relationships,

nursing process, and leadership. Additional courses, increased clinical hours, changes in

sequencing, and revision of content within current courses have been based upon student,

faculty, administration, and community input.

NCLEX-RN Licensure

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

first graduates of MTSU's BSN program wrote the NCLEX-RN at the end of the spring

1990 term. For a decade our annual NCLEX-RN pass rates exceeded 90%. Like many

other Schoool's of Nursing, after the revision of the NCLEX, our pass rate dropped to

83.9% in 2000; and then improved slightly to 84.5% in 2001, and 89.9% in 2002. The

faculty of the MTSU School of Nursing initiated a plan for improvement with the first

identified testing period below 85% (12/1/99-3/31/00). Activities to address NCLEX-RN

results were identified and implemented beginning Fall 2000. A faculty task force was

formulated to conduct an in-depth review of factors positively and negatively impacting

NCLEX-RN performance. This review included faculty surveys, literature searches and

student/graduate interviews, as well as retrospective analysis of various academic

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Self Study Report submitted to the National League for Nursing Accrediting Commission, Inc

performance indicators. The task force was given the charge to (1) identify factors that increase and decrease the NCLEX-RN pass rates for first-time test takers, and (2) describe factors that improve the potential for graduates to pass the NCLEX-RN exam on the first attempt. Subsequent to data analyses a detailed plan for improvement was developed.

Dismissal

Students will be dismissed from the nursing major for a variety of reasons, which include, but are not limited to:

1. Failure to progress due to unsuccessful attainment of requirements: Students dismissed from the program if they receive less than 2.00 (C-, Ds, and/or F's) in any combination of two or more nursing courses (theory or clinical), regardless of the semester in which they occur. An unsatisfactory in a clinical course is considered a failing (F) grade. Students admitted from other nursing programs in which a grade less than 2.00 was made in nursing will not be readmitted.

2. Non-adherence to Student Honor Code: Refer to Student Honor Code.

3. Committal of a breach of ethics or gross professional negligence.

4. Use of mind-altering drugs or alcohol when engaged in any nursing activity in or outside of class.

   Only one readmission for failure to progress will be allowed. Students admitted from other nursing programs in which a grade of D (less than 2.00) was made in nursing will not be re-admitted. If a student fails a nursing course at MTSU, he/she must repeat the course at MTSU.

Grievance and Appeal Procedure

University policy (P/P III:00:09, 2/7/95) provides a procedure for a student to appeal a course grade. 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 appeal process and sets time limitations. The decisions of the grade appeal committees are final.

An academic grievance may be filed according to MTSU Student Appeal of Grades Procedure (http://www.mtsu.edu/ucat/student/acr.txt). Additionally, the SON has a policy addressing grade appeals (www.mtsu.edu/~nursing/Handbook%201%2003.pdf).

Financial Aid

Students with incomes falling below poverty level are eligible for grant monies as available. Only students who have registered financial status and needs with the MTSU Financial Aid Office are considered for aid. Students must have a Free Application Federal Student Aid (FAFSA) file (updated every January) for the Student Services Committee to make decisions and allocate funds.

Students can apply for scholarships between September 1 and April 1. Applications must be received by the School of Nursing by April 1 in order for the student to be considered for a scholarship. Students may retrieve application information online (http://www.mtsu.edu/~nursing/stuinfo.htm) or from the School of Nursing office. The Committee meets after April 1 to review all submitted applications for foundation scholarships; monies will be awarded at the beginning of fall semester. The exception to this timeframe will be students who have applied for Scholarships for Disabled Students

(SDS). SDS scholarships are awarded based upon funds available from the U.S. Department of Health and Human Services. Deadlines are posted as funds become available.

FACES (Facilitating Awareness and Cultivating Educational Successes) Project to Promote Workforce Diversity in Nursing is a collaborative project between the SON and the local Central Middle School. Its purpose is to address the under-representation of minorities in the nursing profession. This grant provides financial assistance to students in the form of stipends. Students may apply early in the spring semester. Students are eligible if they come from disadvantaged backgrounds (economic, first generation college, or ethnicity). Applications are reviewed and candidates are interviewed by FACES faculty. Students are notified of their selection late spring.

Health Requirements

Compliance with health information policies for clinical courses begins with admission into the program and continues throughout the program. An admission health history and physical examination and an immunization record must be on file and kept updated (see physical form at www.mtsu.edu/~nursing/Handbook%201%2003.pdf). Students are required to be physically, emotionally, and cognitively able to meet the criteria required for clinical skills as outlined in the Core Performance Standards required for Nursing. The Core Performance Standards are communicated to the students at the time of application as a nursing major.

Criterion 10: Students have access to support services administered by qualified individuals, that include, but are not limited to: health, counseling, academic advising, career placement, and financial aid.

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Students at Middle Tennessee State University and the School of Nursing have access to a wide variety of support services as described below. Information on these services may be found on the MTSU website and in the MTSU Undergraduate Catalog. Distance learning students have access to this service information via the MTSU website. Those living in the geographical location may use the onsite resources. Other resources can be accessed online, such as the online advising, financial aid office, and information technology.

Academic Advising (www.mtsu.edu/info.aa.html) Academic advising is a university process, which assists students in their academic endeavors and adjustment to university life. The Academic Support Center, located in Peck Hall and the Keathley University Center, provides academic advising to students with undeclared majors and the Developmental Studies program. It is open Monday through Friday from 0800-1630 with nine advisors. Each undergraduate college has assigned academic college advisors working with any student in the college's designated majors. The College of Basic and Applied Sciences has one full time advisor. In addition, the faculty in the SON provides advising services regarding appropriate college courses, accurate information regarding admissions requirement, referrals to other needed campus resources, monitoring

academic progression, and employment references. Students are encouraged to meet with their advisor each semester.

Every summer several orientation sessions are held for incoming freshman, transfer, and international students. This orientation, called CUSTOMS, includes information and tours for parents (family) and detailed registration guidance for incoming students. The CBAS Dean, Dr. Thomas Cheatham, the college advisor, and at least one faculty from each department/school attend to help students register for classes, answer questions, and share information about their chosen major.

Online Advising Services (www.mtsu.edu/~advising/student/online.htm) An online website is designed to facilitate student questions in a timely fashion. Resources such as an FAQ page, transfer credit information important semester dates, and a GPA calculator are featured. Questions may be directly sent to an online advisor if you are currently an MTSU student with an undeclared major.

Adult Student Services (www.mtsu.edu/~owls/) The Adult Services Center reaches out to students with additional responsibilities at home and work. In an atmosphere conducive to relieving stress, students called OWLS, (Older Wiser Learners) network, study, access university resources, eat, and participate in the annual Adult Learning Conference. Dr. Carol Ann Baily is the Director and holds a doctorate in Higher Education Administration. Many generic and RN-BSN students in the SON have utilized these services. Dr. Karen Ward received the OWLS Professor 2002 Award at the annual OWLS ceremony after being nominated by two of her students for serving as a role model and her commitment and support.

Campus Recreation Center (www.mtsu.edu/%7Ecamprec/) MTSU offers a wide variety of recreational activities in a spacious facility open to students, faculty, and alumni. Basketball, volleyball, aerobic exercise, racquetball, swim, and rock climbing are examples of activities available.

Career and Employment Center (www.mtsu.edu/%7Ecareer/stuindex.htm) This comprehensive center offers information regarding career planning, resume writing, interview skills, access to career fairs, on-campus interviews, employment listings, resume referrals, alumni services, and career links on their web site. Every November a career fair is held on campus for those interested in a nursing career. Multiple health care agencies present exhibits of their institutions including benefit packages. Martha Turner, Director, oversees the Center. The College of Basic and Applied Sciences has its own career coordinator, Mimi Thomas.

Day Care Laboratory **(615) 898-2970** MTSU offers a preschool environment for children 3-5 years old Monday through Friday. Students attending MTSU have first priority in placement of their children for daytime hours.

Disabled Student Services (www.mtsu.edu/%7Edssemail) Students with disabilities are encouraged to register for services provided. These services include assistance with registration, readers, auxiliary aids, testing accommodations, adaptive computer technologies, and a liaison service to University departments. Course syllabi refer students with disabilities to this service for reasonable accommodations. John Harris serves as Director, with two coordinators for adaptive technology and academic support. Cason Kennedy Nursing Building, as well as the classrooms, are wheelchair accessible.

Financial Aid (www.mtsu.edu/~fin_aid) This department guides the student and family through the maze of obtaining financial assistance. The web site includes the FAFSA form, loan counseling, scholarship information, and forms necessary to complete for financial aid, as well as financial tools. Nursing scholarships are listed with this department. Student Services Committee works with the Financial Aid office when determining recipients of scholarships. Several scholarships are available for pre-nursing and nursing students. Information is transmitted through the SON website, the nursing office, and SON advisors. The Student Services Committee also assists in the dissemination of information through announcements and at the Welcome Back Bash held each year. **Table 2.5.3** lists scholarships available. Students may apply online or through the SON.

Guidance and Counseling Services (www.mtsu.edu/~countest/welcome.htm) Students may seek counseling for mental, spiritual, physical, or social concerns by appointment or as a "walk-in. Their website addresses areas of concern noted in the college population, such as alcohol and drugs, depression, eating concerns, the need for healthy thinking, and low self esteem. Faculty in the SON has utilized the services by referring students as needed. Two assistants, a counselor, and a testing operation manager assist Dr. Jane Tipps, Director. Testing services for undergraduate and graduate programs are available within this department.

Information Technology Division (www.mtsu.edu/~oit/student/) This growing department provides students with computer accounts, ID cards, information regarding open university computer labs, phone services, and Pipeline MT. A help desk provides

24/7 assistance by phone or e-mail. Faculty also receives support from this department. Barbara Draude, RN, is Director and works with 2 Instructional Technology Specialists.

James E. Walker Library (http://www.mtsu.edu/~library/) The expansive library offers a variety of services that assist students and faculty with information retrieval through books, periodicals, microtext, an online catalog (Voyager), an electronic information center, a CDROM reference database including the Cumulative index for Nursing and Allied Health (CINAHL), and interlibrary loan. The $32.75 million library, opened in spring 1999, is 250,000 gross square feet and has the capacity to house 800,000 volumes of books. Study areas are provided for 2,500 in various arrangements. Open hour's average approximately 90 hours per week and are posted on their web site. Students are encouraged to use the library for current information as well as classic references. Distance learning students will also find resources online. Approximately 21 librarians and 36 staff manage the library with Dr. Don Craig as Dean of the Library. Faculty have input toward the purchase of books and periodicals through the Resource Committee. Requests are made by individual faculty or may be solicited by the committee chair. Budgeted monies have consistently been spent to update holdings.

Office of Judicial Affairs and Mediation Services (www.mtsu.edu/~judaff/) This office is responsible for communicating the expectations of appropriate behavior commanding respect and integrity for the MTSU community campus and in the classroom. A disciplinary process may be initiated resulting in a variety of sanctions. Voluntary mediation may also be sought in disputes. The website lists MTSU Rules and

Regulations for behavior, an outline of the disciplinary process, and a description of the sanctions that may be incurred. Dr. John Dickerson, assistant Dean, heads this endeavor.

Mathematics Learning Center (http://www.mtsu.edu/~mathsci/) A tutoring center is designed to assist students with mathematical and computational skills. Pre-nursing students are encouraged to use this service when enrolled in MATH 1513 and MATH 2090.

Office of Multicultural Affairs (www.mtsu.edu/%7Estuaff/multicu/index.htm) An all-embracing office serves several ethnic minority student populations. A major focus is retention of international students. Services offered to students include tutoring, student study groups, workshops on survival skills, and study techniques. This office offers personal counseling, career advisement, and information on financial aid and scholarships. This office sponsors annual programs, such as African American History Month and Hispanic Heritage Month.

Parking services (www.mtsu.edu/~parking) Parking and Transportation services' is responsible for safe and efficient parking on campus. It is also responsible for the RaiderXpress shuttle service throughout campus. The website includes information on regulations, on-line appeals, disabled parking, University Traffic Committee, campus maps, parking permits, and an FAQ page.

Public Safety (http://police.mtsu.edu/) Public Safety maintains campus security utilizing national law enforcement standards. Fulltime officers and student support staff maintain safety on the campus 24/7. When necessary Murfreesboro Police officers and

Rutherford County Sheriff's Department officers are called upon for support. Police patrols and Raider escorts are available to students, faculty, and staff on a 24-hour basis. Crime statistics are compiled and available to the public through their website in order to meet the guidelines of the Tennessee 1989 "College and University Security Act," and the Federal 1990 "Student Right-to-Know and Campus Security Act." Chief J. Drugmond serves as Chief of Police.

Student Health Services (www.mtsu.edu/~mthealth/) The Jack McFarland Health Services is opened to MTSU students Monday through Friday from 0800-1600 for basic outpatient visits, as well as selected extended services. Examinations, medications, immunizations, laboratory tests, and other miscellaneous procedures are included in the services. A prepaid student health fee covers the cost of basic visits, with additional fees for other services. Fees are listed on their website. Health education, allergy and immunization clinics, and women's health examinations are provided.

Dr. Richard Chapman is Medical Director supervising two physicians, one physician assistant, 1 nurse practitioner, and five registered nurses. Students from the SON have utilized the services for physicals, TB skin tests, and in times of illness. The NURS 3270/80 Educative Supportive course has been responsible for designing bulletin boards that support healthy living. For the last two years, the SON has worked in collaboration with the Health Services in administering influenza injections to the MTSU community.

University Writing Center (www.middleenglish.org) The English Department offers free tutoring services with written assignments for all MTSU students. Through appointments, assistance is given with skills and techniques in writing. Students are encouraged to use the service through announcements in class. The Center also offers workshops explaining APA format. Workshops have been scheduled for the SON students as needed.

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Criterion 11: Policies concerned with educational and financial records are established and followed.

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Educational Records Student files are maintained in a secured area in the main SON office. Files consist of current program of studies with grades, health information, faculty advisement notes, and other correspondence pertinent to the student. Student records are online and available to faculty or staff "with need" by using access codes in Pipeline and Student Information services (SIS).

MTSU Policy II: 02: 00, Access to Educational Records, protects the privacy of student educational record information. The university will not release or permit access to any educational records regarding a student that is personally identifiable other than directory information without written consent of the student to any other party other than those covered by MTSU policy.

Permanent records of students dating from 1911-1990 are stored in a vault in the Records Office. Since Fall 1990, academic records have been maintained in an on-line automated environment. The SCT student information system contains biographical

information, admission data, and grades. Support documentation is stored securely in the vault in paper form as well as on microfiche.   The student information system is password protected, and access is granted only upon approval of the appropriate supervisor and after the solicitor indicates understanding of and promise to adhere to rules of confidentiality.

Audit trails of updates to the student information system are produced each day, and two staff members in the records maintenance area are charged with reviewing the audits for any possible intrusion into the system.

Financial Records Comprehensive systems that collect financial data including all charges assessed by semester are maintained in a SCT database that is integrated with all other student service systems. These records are maintained online and when zero balanced are purged after three years and maintained in a secondary file to be referred to as necessary. Confidentiality regarding student financial records is assured through University policies.

STANDARD IV. CURRICULUM AND INSTRUCTION

The curriculum is designed to accomplish its educational and related purposes.

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Criterion 12:   Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.

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The mission of the 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 lifespan and to adapt to future trends in health care." The School's philosophy addresses 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 of the program is derived from the School's mission, philosophy, purposes and program outcomes (www.mtsu.edu/~nursing/Handbook%201%2003.pdf).

The baccalaureate curriculum in nursing requires 134 semester hours. A minimum of 65 semester hours in prerequisite courses and 69 semester hours in nursing are required for the degree (www.mtsu.edu/ucat/science/nurs.pdf). The curriculum reflects the significant contribution that the arts, sciences, and humanities contribute to nursing knowledge and practice. Middle Tennessee State University has undergraduate general education courses, which promote a common background for all baccalaureate graduates (www.mtsu.edu/ucat/student/dr.txt). Support courses specific to the nursing program are microbiology, nutrition, abnormal psychology, growth and development,

anatomy and physiology, pathophysiology, and math for health professionals.   Nursing

students must have completed all general studies courses prior to entering the nursing

program. According to the *AACN Essentials of Baccalaureate Education for

Professional Nursing Practice* (1998), the framework of background knowledge in the

arts, humanities, and sciences, liberal education also promotes critical thinking, the basis

for clinical judgment and ethical decision-making.

Students can potentially begin their nursing program of study in their fifth

semester when all prerequisites have been successfully completed. They begin with an

introduction to core nursing concepts. Courses include professional role, health

assessment, self-care and pharmacology. 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 pharmacological management. Companion clinical

courses facilitate concept integration.

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 are built upon from the junior year. The senior year focuses on care of

(a) children, adolescents and their families in various settings and (b) basic and advanced

concepts regarding management of the adult client in acute care settings. 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. Students build on earlier experiences and integrate

research through further study of the research process.

The baccalaureate completion program for registered nurses builds upon

previously learned content, both in nursing and the arts, humanities, social and natural

sciences. It provides added breadth and depth to the student's formal education and

experiences. Courses including role development, pathophysiology, health care research,

community nursing, and leadership allow registered nurse students to further develop

their professional knowledge and skills. Clinical experiences allow for individualized

assignments to maximize their learning.

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 the Speech elective. 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

Nursing 3130/3140, students learn basic therapeutic communication techniques and then

apply this knowledge during Nursing 3160 as they work in their clinical nursing

assignments. In Nursing 3240, students write a process recording to facilitate growth in

communication skills. Knowledge obtained in the foundation courses of anatomy and

physiology and microbiology enhances successful completion of all clinical nursing

courses.

The baccalaureate degree completion program for registered nurses also builds on

the basic foundation from the arts, sciences, and humanities along with the student's

knowledge and experience in nursing. The program is available online or in the

traditional classroom setting. The program allows the student to be awarded credit for the basic nursing content covered previously in their nursing program. In addition to the general education requirements, the registered nurse student must complete 37 hours of specified nursing content (www.mtsu.edu/~nursing/Courses/schedule.html).

The teaching-learning practices and the teaching environments have been strategically integrated to foster behaviors consistent with the professional standards and guidelines. Themes derived from these 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 critically ill or too young to assist in the decision making process. 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 if they are unclear and applying case studies to clinical settings. The nursing process is developed through care plans, path charts, and concept mapping. 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 through computer programs.

The School of Nursing provides for continual, ongoing evaluation of the nursing program. Procedures include student course evaluations each semester, student facility evaluations each semester, faculty facility evaluations yearly, and student program evaluation. Summative comments are provided to both the School and facility regarding

facility evaluations. 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 faculty adopted a universal plus/minus grading scale for the SON on September 22, 2000 (See Faculty Organization Minutes). The SON has adopted 75% as the minimum passing grade in all nursing theory courses.

Most courses use an online grade book through WebCT to disseminate grades to students. This facilitates rapid reporting of grades and allows the students 24-hour access to their grades. WebCT also allows access for course content as well as for resource information, course, School, and University information, and for testing.

Each student receives formative and summative evaluations in all clinical courses. 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 at

midterm of any deficiencies in either classroom or clinical 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. The course and clinical evaluations are compiled annually. 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 (SON Faculty Orientation Manual, p. 6; Faculty Organizational Bylaws). 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.

Standardized achievement exams are given each semester in every nursing course for which there is an exam available. 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 the GN - Comprehensive Diagnostic 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. To validate the critical thinking scores with a test of critical thinking using nursing concepts, students are given the ATI Critical Thinking Exam upon admission to the major and upon completion of the program.

An overall plan for program evaluation is posted in the school. A detailed report of the educational effectiveness component is presented in **Table 3.7.1**.

The NLN Diagnostic Readiness Test was administered for several years to students in the final semester of their senior year. Results of these tests were shared with students to enhance their awareness of weaknesses and needs for additional study and review. The Research and Scholarly Activity Committee also analyzed the data and presented the findings to the entire faculty so appropriate changes could be made to enhance the curriculum. Dissatisfaction among the faculty group on receiving this data so close to the end of the program resulted in changing the process and allowing for earlier and ongoing feedback for both faculty and students.

The Research and Scholarly Activity Committee obtained information about testing services that could provide the needed information. The faculty voted to engage Assessment Technologies Incorporated (ATI) for this service. Testing was initiated in spring semester 2001 in each course where a relevant ATI test was available. 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.

Since ATI has a comprehensive test to assess overall competency of students and predict NCLEX readiness, the faculty voted to halt utilization of the NLN Diagnostic Readiness Test and initiate usage of the ATI GN Comprehensive Predictor test for final semester students. 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. Deficiencies of the curriculum are identified and corrected.

In the spring semester 2001, faculty members voted to incorporate the results of individual ATI course tests into course grades, valued at approximately 5% of the overall course grade. This encourages students to perform to their best ability on the tests. Please refer to individual course syllabi for additional information regarding grading for each course. Students evaluate each of their courses each semester. Faculty compile the results of these evaluations and place the findings with resulting revisions in the appropriate course books.

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Criterion 13: Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.

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Professional nursing standards are used as guidelines to foster the development of essential knowledge, values and professional behaviors of nursing graduates. These

standards, used as guidelines for the preparation of the baccalaureate-nursing student, are presented in Standard I (see **Table** 2.1.2). 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 SON program objectives with associated competencies address and operationalize these beliefs. (www.mtsu.edu/~nursing/Handbook%201%2003.pdf).

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 current School of Nursing Student Handbook (www.mtsu.edu/~nursing/Handbook%201%2003.pdf). 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 grading scale. Other policies related the clinical performance, dismissal from the nursing major and professional conduct is set forth in the Student Handbook (www.mtsu.edu/~nursing/Handbook%201%2003.pdf).

The school of nursing has programs that are designed to assist students with academic performance and progression. 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 ("C-" is not passing) as well as a "pass in each corresponding lab/clinical course" (www.mtsu.edu/~nursing/Handbook%201%2003.pdf). Students are not permitted to progress after receiving less than a "C" in each nursing course.

The Tennessee Board of Regents, Middle Tennessee State University's governing body, does not tolerate discrimination on the basis of race, sex, color, religion, age, handicap, or national origin for any student or applicant (www.mtsu.edu/info/mission.html). Student policies are published and accessible in University and School of Nursing publications.

Changes in policy are communicated in writing to students in writing by use of the SON website, bulletin boards, WebCT announcements, and in scheduled class meetings. Each semester the SON Student Handbook is reviewed and revised. Policy

changes that will adversely affect admission are not enacted until they are published in the University undergraduate catalog. A copy of the SON Student Handbook is provided to incoming students and is available at www.mtsu.edu/~nursing/Handbook%201%2003.pdf .

The baccalaureate curriculum in nursing requires 134 semester hours. A minimum of 65 semester hours in liberal arts and sciences and prerequisite courses and 69 semester hours in nursing are required (www.mtsu.edu/ucat/science/nurs.pdf).

The Tennessee Board of Reagents (TBR), the University's governing body has recently mandated that all university baccalaureate degrees will be limited to 120 hours http://www.tbr.state.tn.us/policies_guidelines/academic_policies/2_01_00_00.htm). In addition, the TBR has issued mandated general education core requirements. The University, simultaneously, has also mandated its own unique general education core requirements. Combining these two mandates with today's job market requirements of the new graduate, the School has undertaken the task of a full curriculum revision (see SON Faculty and Curriculum Committee meeting minutes).

The proposed curriculum will reduce the total hours for graduation to 120 with 45 hours of general education courses and 75 hours of courses in the nursing major. A new organizing framework and program outcomes have provided the foundation for curriculum revision. The operating framework follows four major threads throughout the curriculum: communication, critical thinking, personal and professional relationships, and nursing process. Additional courses, increased clinical hours, changes in sequencing, and revision of content within current courses have been based upon student, faculty, administration, and community input.

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Criterion 14: Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.

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Agreements and contracts with clinical practice sites are located in the SON Director's office. 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.

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. Contractual agreements are arranged with each site (in SON Director's Office). Sites that are eligible have achieved accreditation. Each semester, the faculty evaluates 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. A listing of clinical agency sites is found in **TABLE 2.4.1.**

Table 2.4.1 Clinical Agencies with Approval Status by Course

Course	Clinical Agency	Type of Care	Accreditation
NURS 3160 Self Care	Alvin C. York VA Medical Center National Health Care, Murfreesboro & Franklin, and Adams Place	Acute Psychiatric and long term care	JCAHO TN State Dept of Health, JCAHO TN Dept of Health, JCAHO
NURS 3240 Childbearing	Middle Tennessee Medical Center	Acute Care	JCAHO
NURS 3260 Mental Health	Alvin C. York VA Medical Center	Acute Psychiatric and long term care	JCAHO
NURS 3280 Community	<u>Multiple Clinical Sites in middle Tennessee region</u> (includes, but not limited to: Rutherford County Health Department Primary Care and Hope Clinic MTMC at Home or NHC Home Care Hospice of Murfreesboro Nurse on Duty Clinic at St. Claire Sr. Center Cannon County School District	 Multi-Specialty public health Multi-Specialty group practice Home Health Hospice/respite Primary Care School Based Clinic	 Dept of Health & Human Services Dept of Health & Human Service JCAHO JCAHO Dept of Health & Human Service Tennessee Dept of Education
NURS 4140 Medical-Surgical	Middle Tennessee Medical Center	Acute Care	JCAHO
NURS 4160 Pediatrics	Vanderbilt University Medical Center Oakland High School Holloway Middle School	Tertiary Care School Nursing School Nursing	JCAHO TN Dept of Human Service TN Dept of Human Service

NURS 4240 Wholly Compensatory	Middle Tennessee Medical Center	Tertiary Care	JCAHO
	Vanderbilt University Medical Center	Tertiary Care	JCAHO
NURS 4260 Management	<u>Multiple Clinical Sites in middle Tennessee region</u> (includes, but not limited to:		
	University Medical Center	Acute Care	
	Saturn Plant (Industrial)	Industrial	JCAHO
			Tennessee Dept of Health
	Cebal International (Industrial)	Industrial	Tennessee Dept of Health
			Tennessee Dept of Educ
	Bedford County Board of Education	School Nursing	JCAHO
	Bedford County General Hospital	Acute Care	Tennessee Dept of Health & Human
	Occupational & Environmental Medicine	Primary Care	Services
	Smith County Memorial Hospital	Acute Care	JCAHO
	Hospice of Murfreesboro	Hospice/respite	JCAHO
	Rutherford County Board of Education	School Nursing	Tennessee Dept of Education
	St. Thomas Hospital		JCAHO
	Harton Regional Medical Center	Tertiary Care	JCAHO
	Stones River Hospital of Woodbury	Acute Care	JCAHO
	Summit Medical Center	Acute Care	
	Southern Hill Medical Center	Acute Care	JCAHO
	Baptist Hospital	Acute Care	JCAHO
	Veterans Administration Hospital, Nashville and Murfreesboro	Acute Care	JCAHO
	Vanderbilt University Medical Center	Acute Psychiatric and long term care	JCAHO
		Tertiary Care	JCAHO

Teaching-learning practices that are used throughout the curriculum are based upon input, which is regularly solicited from a variety of professionals in the community. Feedback is sought from internal sources and external community partners. Frequent interactions among and between the School's faculty and administration, students, 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. Changes have been made in the curriculum and in teaching and learning practices based upon this feedback. For example, the need for an opportunity to explore end of life care issues was identified so a special topics elective was designed and offered. Additionally, other nursing courses included more information on end of life care.

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. 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' level and knowledge and skill set warrants. Clinical sites are very accommodating and provide a willing practice environment for nursing students.

STANDARD V: RESOURCES

The program has effectively organized processes and human, financial, and physical resources necessary to accomplish its purposes.

Criterion 15: Fiscal resources are available to support the nursing unit purposes commensurate with resources of the governing organization.

The fiscal resources of the university have been constrained by a continuing state budget crisis that has resulted in declining legislative support of higher education. Tennessee ranks last among all states in the southeastern region in the amount of support that is legislatively provided to higher education. For example, during the state budget year 1999-2000, the increase in the Tennessee state budget for schools of higher education was 2.3%, compared to 17% for Mississippi, and 8.5% for Arkansas. The revenue base for the Tennessee state government primarily relies upon sales tax revenue. Reliance upon this revenue stream has produced serious budgetary shortfalls for the past two years. In fiscal year 2001-2002, the state budget was balanced using the state's tobacco settlement, a decision that resulted in an immediate downgrading in the bond rating for the state. Efforts to enact a state income tax during a continuation budget period in July resulted in demonstrations at the state capital while the vote for the income tax was being taken. The measure was subsequently defeated. Forecasted sales tax revenues for FY 2002-2003 have not been realized and have recently forced the Governor to impose an impoundment of allocated budgets to all State agencies. Higher education realized a 5% impoundment for FY 2002-2003, and is planning for an 8.8% cut in FY

2003-2004. The President's letter to the campus community concerning this financial situation is available at the University's website http://www.mtsu.edu/bulletin/index.html

Each year budget hearings are conducted with the Dean and Vice President. The SON Director has the opportunity to present staffing and operating budget needs to the Dean prior to his preparation of the College request to the Vice President. The budget proposal is reviewed with the faculty in the School of Nursing and input is solicited in identifying priorities. **Table 2.5.1** indicates the MTSU SON budget for fiscal years 2000-2004. **Table 2.5.2** lists additional restricted nursing funds. The operating budget in the SON is comparable to other departments within the College of Basic and Applied Sciences.

The National HealthCare budget comes from the interest earned on the endowment of $1,250,000. It is supplemented with university operating funds. The Bradley funds were originally given in 1986-87 for initiation of the Harry E. Bradley Computer Laboratory for Nurses. Funds left over are gradually being used for computer software or VCR programs. Restricted accounts are also established for specific grant projects (i.e. The Murfreesboro Senior Center grant, Cancer Early Detection and Prevention Program, Nursing Workforce Diversity Project). Additional restricted accounts are established as income accounts for specific purposes, such as liability insurance, testing fees, and indirect costs.

The School of Nursing routinely receives Scholarships for Disadvantaged Students (SDS) awards each year. In addition, several endowed scholarships have been established to support nursing students. A summary of these endowments is presented in **Table 2.5.3.**

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Table 2.5.1. School of Nursing Budget FY 2000-2004

CATEGORIES	FY 2000-2001		FY 2001-2002		FY 2002-2003		FY 2003-2004
	Budget	Revised	Budget	Revised	Budget	Revised	Budget
Salaries*	$1,045,717	$1,047,975	$1,117,193	$1,122,120	$1,094,059	$1,114,300	$1,083,636
Benefits	$233,200	$260,819	$282,000	$298,603	$282,000	$312,000	$278,494
Travel	$10,359	$14,555	$10,359	$13,751	$10,359	$12,859	$10,359
Operating	$43,688	$56,766	$46,668	$58,946	$51,976	$57,652	$51,056
Equipment	0	0	0	0	0	0	
Total	$1,332.964	$1,380,115	$1,456,220	$1,456,220	$1,438,394	$1,496,811	$1,423,545

- Does not include adjunct salaries

Table 2.5.2. Restricted budgets for the School of Nursing, 2001-2004.

RESTRICTED FUNDS	2001-2002	2002-2003	2003-2004
NHC Chair of Excellence	recurring $124,296 (non-recurring reserves) $ 30,000	recurring $124,440 (non-recurring reserves)- $ 32,000	recurring $118,000 (non-recurring reserves)- $ 32,000
NHC Chair of Excellence – State Supplemental Account	$ 7,000	$ 7,000	$7,000
Technology Access Fees	$48,893	$171,173	$36,900
Bradley Fund	$1,007	$707	$707
Nursing Excellence Funds	$5,082	$5,587	$6,287

Table 2.5.3. Endowed Scholarships Specifically for Nursing Students

Account	Scholarship Name	Date established	Principal 2/2003	Criteria, Award specified in agreement, renewable, notes
94039 93039	Helen Miles Scholarship	8-14-79	$18,517.59	-Likelihood of completing Nursing program -2.6 GPA, financial need
94102 93102	Harry Nunn and Marie Gott Gannaway Scholarship	9-15-84	$11,027.76	-Nursing major -Preference to Rutherford County resident -High moral character, academic achievement, potential for outstanding service
94208 93208	Mary Iles Nursing Scholarship	4-18-91	$111,983.60	-Nursing major -Financial need -Good moral character -Carry at least 75% of the usual full-time class load
94073 93073	Eileen Marie Mahan Memorial Scholarship	12-28-92	$16,010.24	-Female Nursing major from Cannon County -Acceptable score on Nursing entrance exam -2.5 GPA, financial need
94247 93247	Mrs. H. Russell (Winnie Walton) Mabry Scholarship	12-14-93	$39,060.86	-Junior or senior nursing major -2.5 GPA, financial need -Preference to Lawrence County resident or other middle-TN rural county
94650 93650	Estate of Eileen Marie Mahan	7-22-99	$49,419.72	-Nursing major -Achievement, need, and recommendation of teachers to be considered
94668 93668	Nellie Tribble Nursing Scholarship Fund	4-13-00	$217,896.50	-Scholarships and financial assistance to deserving students in Nursing

Account	Scholarship Name	Date established	Principal 2/2003	Criteria, Award specified in agreement, renewable, notes
94678 93678	Murfreesboro Medical Clinic/Rachel Jerving Scholarship	8-22-00	$4,928.80	-Junior or Senior nursing majors -Rutherford County residents -3.0 GPA and full time student -Strong preference to students who are employed by MMC or intend to work at MMC
94712 93712	James R. Arnhart Endowed Scholarship in Nursing	12-17-01	$145,570.07	-Incoming freshman from Rutherford County -ACT of 21, 3.0 GPA -Full time student, Nursing major -Preference to students planning to work in Rutherford County at least two years after graduation
92770	Katie Lovett Scholarship Fund	5-10-01	$1,700 (not yet endowed)	
94729 93729	LaRoche-Murray Endowed Scholarship	1-13-03	$21,256.04	-Student must be accepted into the School of Nursing -Full-time -Must be from Rutherford County -Financial need

Faculty Salaries

Faculty salaries and salary compression are significant problems for nursing faculty as well as all faculty, staff, and administrators across MTSU and in all public institutions of higher education in Tennessee. Salary increases, which must be legislatively approved, occur sporadically as either across the board raises, merit raises, or equity adjustments. The one constant factor is that after three years of service, all university employees do receive longevity pay of $100/year for each year of service. Adjunct faculty are paid $25.00 per contact hour when supervising clinical rotations. Adjunct faculty teaching didactic courses receive $600.00/credit hour at the Assistant Professor rank, $650.00/credit hour at the Associate Professor rank, and $700.00/credit hour at the Professor rank.

In AY 2002-2003 all university employees received a 2.5% across the board raise. The President added an additional 2.5% for faculty and 1.5% for staff from University funds. **Table 2.5.4** compares mean nursing faculty salaries with others at the university and with AACN means for the southern region.

Table 2.5.4. Mean Salaries by Rank across Schools/Colleges/University

Rank	University	College	Education	Computer Science	Nursing	AACN Southern Region
Professor	$73,147.84	$72,684.37	$69,534.76	$89,692.33	$66,372.78	$73,703.00
Associate Professor Doctoral	$54,859.28	$54,395.23	$51,980.84	$75,397.70	$55,358.64	$60,828.00
Associate Professor Non -doctoral	$55,862.94	$58,144.06	N/A	$76,522.00	$55,808.40	$50,147.00
Assistant Professor Doctoral	$46,513.46	$46,803.46	$42,281.47	$65,793.83	N/A	$51,128.00
Assistant Professor Non-doctoral	$44,156.09	$43,262.20	$40,338.30	N/A	$43,053.95	$46,204.00
Instructor	$32,799.34	$29,915.22	$30,680.20	N/A	N/A	$41,285.00

AACN - 2001-2002 data
MTSU – 2002-2003 data
MTSU Notes:
> Excludes department chair stipends
> Fiscal year salaries converted to academic year salaries in computations.
> Excludes Chairs of Excellence
> Education includes Departments of Elementary Education and Educational Leadership
> Doctoral includes PhD, DSN, EdD, JD, MLS, and MFA

Criterion 16: Program support services are sufficient for the operation of the nursing education unit.

Academic Support Services

The baccalaureate nursing program at MTSU is committed to preparing practitioners to assume professional level nursing roles in the delivery of health care. The university actively assists the School of Nursing in achieving this purpose through the provision of a variety of support services.

Staff Support

The School of Nursing has an executive aide and two full-time secretaries to support administration and faculty needs. One secretary serves as the faculty secretary. The second position provides secretarial support to the Office of the Director. The position is currently 10 months and needs to be 12 months. A half-time secretary is provided for the Chair of Excellence in Nursing. Additionally, the SON has a grant-supported secretary. .Job descriptions are available in the School of Nursing.

The School of Nursing recently received approval to hire a full-time Information Technology Specialist; however, the position has not been filled due to budget constraints. The job-function questionnaire has been completed and is currently under review by Human Resource Services. The recent budget crisis in the State of Tennessee has delayed approval to advertise and fill this position. A graduate assistant (GA), with a major in computer science, provides part-time support for the computer lab (20 hours a week).

The School of Nursing requested approval to hire a full-time academic advisor for the undergraduate nursing students. There are 907 declared nursing majors, therefore excessive faculty time was needed for advising. A temporary position was created to overcome the immediate crisis. The nursing advisor position is ranked number one on the Dean, Basic and Applied Sciences priority list for permanent funding. The person who is temporarily serving in this capacity is a clerical support person. At this time considerable faculty time and support is still required to meet advising needs.

Criterion 17: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

In keeping with its mission, Middle Tennessee State University, the College of Basic and Applied Sciences, and the School of Nursing provide an environment that promotes teaching, scholarship, service, and practice. A number of resources exist within the SON and throughout the University to provide support for faculty development in the areas of teaching and scholarship, as well as support systems to facilitate service and practice activities.

Support for Teaching

Teaching is the primary mission of the University, College and School. A variety of resources are available to support faculty teaching activities. These include on-campus resources, consultants, classes, conferences and workshops, as well as off campus faculty development opportunities.

Each MTSU SON faculty and staff has a desktop computer less than three years old with fiber Internet connections and printers in his/her office. Software packages on each desktop include Microsoft Office 98 or higher, Netscape and/or Internet Explorer, and Bonnie for access to the Student Information System (SIS) for advisement purposes. Other software packages are available upon request.

Instructional Technology Support

The University takes pride in providing quality educational programs that incorporate the most recent technologies to meet the changing needs of the students. The addition of "Smart Classrooms" which provide state of the art technology and Internet access for classroom instruction is evidence of this commitment. Faculty are provided support in developing their skills in using these classrooms by the University's Information Technology Division (ITD). ITD also provides consultation on the following:

- usage of all supported desktop and host-based software
- usage of administrative application systems (i.e. SIS, HRS, FRS, LMS, ADS, Resource 25, FOCUS, etc.)
- selection of hardware and software for departmental and master classroom usage
- guidance and interpretation of University computing policies
- development of web-enhanced/web-based courses, multimedia presentations, and instructional technology tools
- design of departmental web sites
- placement of network connections and

- selection of communication equipment and telecommunication services to fit departmental needs

ITD staff assist faculty with the creation of technology-based instructional materials for their courses, including:

- WebCT

- web-enhanced or web-based course activities

- multimedia presentations

- creating and editing digital video clips

- animating digital images

- producing digital, 360° images of objects and landscapes using QuickTime VR

- digitizing and editing images and sounds

- authoring presentations and computer-based training modules

- "burning" recordable (CD-R) and rewritable (CD-RW) CDs
- creating instructional technology-related Web pages

ITD provides a curriculum for faculty development that includes a wide-array of classes. The current schedule of classes can be accessed at http://www.mtsu.edu/~itd . ITD's workshops are free and are available to faculty, staff (classified, professional, and administrative), and graduate assistants. Additionally, the Division subscribes to SmartForce™ Web, an intranet-based courseware deployment system from SmartForce—the e-Learning company. This system was designed to provide a simple interface for browsing, taking a course online, and downloading SmartCourses over a company intranet. Faculty and staff have access to these courses free of charge. A list of

courses available at this site may be viewed at

http://www.mtsu.edu:674/cbtweb/english/cbtweb/curicula/custom.htm

Other opportunities offered by ITD include Graduate Assistantships, Grants, Internships, and positions for student workers. Also, ITD sponsors the Mid-South Instructional Technology Conference each spring on the MTSU campus. This conference was originally a local, then regional endeavor. In recent years, it has drawn a national audience.

Instructional Media Resources

Instructional Media Resources (IMR) serves the educational technology and audio-visual needs of the faculty and students. IMR is a resource center for utilizing multimedia materials in the collection and on reserve. It maintains a single-campus closed circuit cable system that feeds most classrooms, study rooms and viewing stations for videocassettes and other media, electric typewriters, and both Macintosh and Pentium computers with laser printers. All equipment needed to use the materials housed in IMR is available on site. The facility is available to patrons approximately 72 hours per week during fall and spring semesters and approximately 50 hours per week during summer semesters.

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. The videocassettes and DVD's (with some exceptions) can be cabled into most classrooms. All visual formats are available for faculty on-campus loan and student in-house use. Audio materials may be checked out by faculty, students, and staff.

Faculty Development Opportunities

Continuing education and development opportunities are provided by the SON, the College, and the University. During the past year, the NHC Chair of Excellence in Nursing has provided continuing education workshops on Writing for Publication, Poster Presentations, and Grant-Writing for nursing faculty. At the beginning of Fall 2002 semester, a 6 hour workshop was presented by guest speaker, Dr. Linda Caputi. Topics included: Humor in the Nursing Classroom, Coaching Students to NCLEX Success, Examining the Nursing Curriculum, and Get Them Thinking Instead of Sleeping. In December, 2002, a two-day workshop on test construction, taught by Sylvia Rayfield and Associates, was provided for nursing faculty through a $7500 grant from the College. During the past academic year, the College has hosted monthly Teaching-Learning Seminars. Faculty presenters have been invited to share "best practices" in teaching excellence with faculty from across the College. Drs. Edmisson, Prevost, Ward, and Ms. Marquart have represented the SON in this series. During February 2003, the College of Business is sponsoring a university-wide faculty development workshop featuring guest speaker, Dr. Harvey Brightman, who will speak on: Effective Teaching Attributes, Writing Learning Objectives, Designing Effective Presentations, Delivering Clear presentations, and Testing and Grading. The TBR provides faculty development

opportunities each semester. In recent semesters, many of these have focused on the use of new technologies and various non-traditional delivery methods.

Nursing faculty also have access to several funding mechanisms to support participation in regional or national workshops and conferences. The SON has a faculty travel budget of approximately $8,000 per year. The NHC Chair of Excellence also provides approximately $6,000 per year to support nursing faculty travel. The Dean of the College has access to additional discretionary travel funds that have been provided to several nursing faculty members; and the University Continuing Education department also offers faculty development grants.

Support for Scholarship

Middle Tennessee State University provides support for scholarly activities consistent with its commitment to research, creative expression, public, and professional services among the faculty. A variety of grants and awards are available through the university to facilitate research, creative expression, and public service. Each year representatives from MTSU faculty are recognized at the annual university faculty meeting with substantial monetary awards for their outstanding achievements in teaching, research, creative activities and public service. Faculty in the SON have received several of these awards over the past five years (See **List 2.2.1**).

A program of start-up funding was recently initiated to support new faculty in launching their programs of research. Grants are available to new tenure track faculty for this purpose. Two nursing faculty received these grants for AY 2002-2003. The NHC Chair of Excellence intramural grants program is limited to nursing faculty and students.

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Grants of up to $600/person/year are available through this mechanism to support faculty research, travel, or continuing education activities. Faculty who give scholarly presentations at regional, national, and international conferences have received full support from the SON and the University. Faculty vitas, and the faculty accomplishments documented in **List 2.2.1** demonstrate the range of expertise and scholarly productivity among the faculty. Additionally, faculty are supported in presenting a "Cultural Awareness Day" each semester and students and nursing faculty attend. This event was supported through funds from the Equal Opportunity and Affirmative Action Office at Middle Tennessee State University, the MTSU School of Nursing, and the National HealthCare (NHC) Chair of Excellence in Nursing.

Computer Lab

The SON has enjoyed a computer lab located on the second floor of the Cason Kennedy Nursing Building. The lab is equipped with 35 computers and 2 printers on open desks or in individual carrels. Students use the lab to type papers, access e-mail, perform Internet searches, access WebCT for course information, and computer assisted instruction. Students take the ATI standardized exams each semester per computer with a faculty member proctoring the exam. TAF funds, requested by the Resource Committee, have been used to update computer software and hardware. Faculty previews new audiovisuals and software forwarding their recommendation to the committee chair. A graduate assistant (GA) staffs the computer lab twenty hours a week and the Assistant Director for the SON has major responsibilities for oversight of the lab. A full-time position has been proposed and this position has not been authorized to be filled due to

the state's budget crisis. For that reason, another GA may be requested to staff the computer learning lab during periods of high usage.

The College sponsors a monthly Research Symposium wherein faculty members from various college departments present their research for an interdisciplinary audience. Drs. Covington and Prevost have represented the SON in this series during the past year. Each Spring, MTSU hosts a University-wide Faculty Research Symposium. Several nursing faculty members have presented at this event, which is open to faculty, students, and the community. Dr. Prevost has served as chair of the symposium planning committee for the past three years.

Criterion 18: Physical facilities are appropriate to support the purposes of the nursing education unit.

Physical Facilities

The School of Nursing is housed in the Cason-Kennedy Nursing Building (CKNB), a modern two-story brick structure located on the northeast side of the campus. On the first floor of the building are two tiered classrooms that have the capacity to seat forty-four students plus two wheelchairs, and one tiered classroom which seats 104 students and four wheelchairs. There are also two classrooms with forty-eight moveable tablet arm chairs and one oversized classroom with movable tables and chairs. All

classrooms in the CKNB, with the exception of one, which is used predominantly by the math department, are classified as "master classrooms" and are equipped with high-technology teaching devices. One has six computers in the classroom for student access.

A nursing center on the first floor has a history-taking area, an observation/filming area, two physical assessment rooms and a 10-cubicle physical assessment laboratory with all of the required accessories.

A student area on the first floor consists of an anteroom for vending machines and telephones, a break room with tables, chairs, a built in kitchen and an outdoor porch with tables and chairs. Directly opposite the student area is a seminar room, which seats twenty.

The administrative offices are located on the second floor. They include a reception area, the executive aide's office, a work room and the director's office. Two Chairs of Excellence and their secretary occupy a suite in the faculty area, which houses 27 offices. There is a large office for the faculty secretary and one for faculty research.

There are two simulation laboratories, one equipped with 12 beds and the second with four beds. The labs contain 16 hospital units with mannequins, hospital medicine and isolation carts, a stretcher, geriatric chair and wheelchair, storage cabinets for supplies and models for learning nursing skills, a birthing bed with fetal and uterine monitoring equipment, a critical care bed with critical care monitoring units and simulators and other audio-visual equipment for instruction. Approval for a SimMan Patient Simulator provides another educational strategy to challenge and test student's clinical and decision-making skills during realistic patient care scenarios. This will be used in each semester in upper division nursing. The funding for the $70,590.00

equipment will come from Technology Access Funding granted during academic year 2002-2003 and faculty inservice is scheduled for December 2003. Other features of "SimMan" are the CathSim Vascular Access Simulator to teach students how to start IVs, Chester Chest to facilitate student competence with three of the most common types of long term vascular access routes, and Life/form Intradermal Injection allowing student practice on a lifelike vinyl skin that provides a realistic feel and appearance.

Because the School of Nursing continues to grow, the need for additional classrooms, offices, and labs has become a priority. Recently, a proposal was submitted to the Christy Houston Foundation, the donor of the current facility, to add a third floor to the building. An award letter for a $1.74 million matching grant was received on December 30, 2002. This funding will increase the existing space in the building by 15,800 square feet. The design includes two master classrooms (specifically designed to accommodate professional development programs/courses), a demonstration lab (equipped with overhead cameras and an examination table), four seminar rooms, two video-conferencing rooms, a research center, five faculty offices, a computer-testing laboratory, and a telehealth (Nightingale) laboratory. The added teaching and study space will accommodate the education of more nursing students and the continuing education of current practicing nurses. The most exciting aspect of the proposed addition is that the technical infrastructure will allow the Nursing program to incorporate future advances in technology.

Library Resources

The MTSU James E. Walker Library is housed in a $32.7 million state-of-the-art facility, which opened in fall 1999. Over 1.5 million items, including books and journals

support the teaching and research programs of MTSU. The 250,000 square foot facility has both individual and group study spaces to accommodate over 2,500 users. One hundred and fifty miles of cable provide students with Internet access.

The new library building was constructed to meet the Americans with Disability Act requirements. The library hours are flexible to meet needs of both day and evening classes. On the average, the library is open 95 hours a week: Monday-Thursday, 7:30 a.m. to 12:00 midnight, Friday, 7:30 a.m. to 5:00 p.m., Saturday, 8:00 a.m. to 6:00 p.m. and Sunday, 1:00 p.m. to 12:00 midnight.

The library offers a variety of resources and services. Voyager, the online catalog provides access to books and journals in the library's collection, as well as audiovisuals in the Instructional Media Resource Center and the Center for Popular Music, and the regional collections of the Gore Research Center. Links to other catalogs provide access to the holdings of other libraries in Middle Tennessee and throughout the world. Subscriptions to more than 100 on-line databases (many of them with full-text capability) allow students to access a broad range of periodicals and primary sources. A collection of electronic books provides access to the full text of thousands of titles. Students may access the electronic resources from anywhere (on or off campus). In addition to bibliographic instruction and traditional reference services, Walker Library provides interlibrary loan, a self-service copy center, and checkout of laptop computers for in-library use. The Adaptive Technology Center (located on the first floor of the library) provides access to a variety of devices and software designed to give assistance and independence to students with special needs. Undergraduate students are no longer required to have a faculty signature for Interlibrary Loan.

Library budget allocations to nursing average $5,000 per year. When expenditures exceed the budget allocation, the balance of library requests is carried over to the following year's budget. If a department does not spend all of its allocation, the librarians will order books from the left over funds for departments, such as nursing, which have excess requests. The library currently houses all suggested nursing texts in the Brandon-Hill List of books for college libraries (nursing related texts/books). The acquisition of quality library holdings and other resource materials continues to be a primary objective for the School of Nursing. Policies for library acquisitions include faculty input as well as input from students and librarians. A request may be submitted by individual faculty members or via the chair of the Resources Committee of the School of Nursing to the coordinator of collection management. The faculty are kept informed of the allocations for each year and are encouraged to order holdings that support their individual areas. The faculty are asked to update holdings based on the Nursing and Allied Health Catalog and the Books for College Libraries report. The chair of the Resources Committee and the Director of the School prioritizes faculty requests, which go beyond yearly allocations.

The Walker Library maintains subscriptions to a wide array of reference materials, such as CINAHL, General Science Abstracts, Medline, Health Reference Center, and Social Science Abstracts. Additionally, students have access to the Tennessee Electronic Library, which includes a number of full-text nursing journals electronically. Library faculty and staff offer a variety of library instruction classes. All students entering the nursing major are required to attend a library orientation as a part of Nursing 3110, Concepts of Nurse Agency.

Support for Service

Service to the community and building collaborative partnerships are a major thrust of the university, the college, and the SON. The university provides funds for Public Service Grants, which can be used to facilitate these efforts. Examples of service activities provided by the SON include: an annual Flu Vaccination Clinic, Blood Drives, annual Health Fairs for the University and the local Senior Citizen's Center, and a monthly phlebotomy service for the University (including CBCs, blood chemistry panels, drug levels, cancer screening tests, etc). Recently, SON faculty have lead an initiative to staff a volunteer team to prepare for emergency administration of smallpox vaccinations.

Support for Practice

The faculty of the MTSU SON considers advanced nursing practice and consultation to be a form of scholarship. 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 per week for clinical practice or consultation. Examples of SON faculty practice activities include the following. Mary Judy Campbell runs a nurse-managed clinic at the St. Claire St. Senior Citizen's Center. Dr. Ken Edmisson serves as a lieutenant and nurse practitioner/primary care provider in the U.S. Naval Hospital in Pensacola, Florida. Dr. Stephen Krau practices part-time in the Coronary Care Unit of Vanderbilt Medical Center. Dr. Krau is currently providing research consultation to Middle Tennessee Medical Center and Dr. Suzanne Prevost provides research consultation and educational programs for National HealthCare Corporation. Dr's Holder, Smith, and Prevost have provided consultation as expert witnesses.

STANDARD VI: INTEGRITY

The program demonstrates integrity in its practices and relationships

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Criteria 19: Information about the program, intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear and consistent.

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The policies governing students and faculty are public, accessible, and nondiscriminatory. The mission, philosophy and program outcomes are published in the MTSU SON Student Handbook (p. 20-22, 33, Student Handbook, revised 8/03) and at the SON website (http://www.mtsu.edu/~nursing). The SON goals and outcomes are published in the Middle Tennessee State University Undergraduate Catalog 2001-2003. The Student Handbook is updated and published each semester by the School and distributed to all incoming students. The University publishes the MTSU Undergraduate Catalog every two years; however, content pertaining to the SON is reviewed and edited by the SON.

Information regarding admission is published in the MTSU SON Student Handbook (p. 20, revised 8/03) and at the SON website http://www.mtsu.edu/~nursing/AdmReq.pdf. Financial Aid/Grants/Scholarships guidelines are published in the MTSU SON Student Handbook (p. 33-36), and at the MTSU website (http://www.mtsu.edu/~financial aid).

The academic policies of the School of Nursing support student performance, achievement and progress. These policies assure the fair and equitable treatment of

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students. They are set forth in the Student Handbook. All students function under the current School of Nursing Student Handbook

(www.mtsu.edu/~nursing/Handbook%201%2003.pdf). 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 grading scale. Other policies related the clinical performance, dismissal from the nursing major and professional conduct is set forth in the Student Handbook (www.mtsu.edu/~nursing/Handbook%201%2003.pdf).

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 ("C-" is not passing) as well as a "pass in each corresponding lab/clinical course" (www.mtsu.edu/~nursing/Handbook%201%2003.pdf). Students are not permitted to progress after receiving less than a "C" in each nursing course.

The Tennessee Board of Regents, Middle Tennessee State University's governing body, has a nondiscrimination policy against any student or applicant for enrollment on the basis of race, sex, color, religion, age, handicap, or national origin (www.mtsu.edu/info/mission.html). Student policies are published and accessible in University and School of Nursing publications.

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Changes in policy are communicated to students in writing by use of the SON website, bulletin boards, WebCT announcements, and in scheduled class meetings. Each semester the SON Student Handbook is reviewed. Policy changes that will adversely affect admission are not enacted until they are published in the University undergraduate catalog. A copy of the SON Student Handbook is provided to incoming students and is electronically available at www.mtsu.edu/~nursing/Handbook%201%2003.pdf .

The nursing unit justifies polices that differ from those of the University organization. Policies relevant to nursing students are reiterated in the department student handbooks. Student policies that differ for nursing students are displayed in **Table 2.1.6.**

A variety of services and learning resources are available to students enrolled at Middle Tennessee State University. These services and resources are identified in the Undergraduate Catalog (2001-2003, pgs. 9-13, 64-70) and also on the University Website (http://www.mtsu.edu). The printed catalog is reviewed and updated biennially. The information on the website is updated as changes occur.

Program brochures and the MTSU Faculty Handbook are reviewed annually to insure accuracy. The university undergraduate catalog is reviewed and updated every two years. The SON Student Handbook is reviewed and updated every semester with each newly admitted class. The SON electronic website is reviewed at least monthly to provide the most accurate and up-to-date information to current and prospective students. To insure that students are well notified of nursing requirements, all changes are published in the university bulletin before implementation. Ratio of clock hrs to credit hours, 2:1 is in the workload document and http://www.mtsu.edu/~nursing . Specific

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credit hours for each course are documented in the SON brochures and each course syllabus. Definitions are documented in the workload guidelines for MTSU.

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.

Student satisfaction during the nursing program is determined by faculty and course evaluations at the end of each semester as well as ongoing verbal and written communications from students to faculty and administration throughout the program. Exit Student Opinion Questionnaires are administered each fall and spring semester to graduating students. This questionnaire captures data on the climate of the School through a 20-question four-point Likert scale with additional open-ended questions on helpful aspects of the program and suggestions for improvement. Results reflect moderate to strong agreement for a positive climate for learning and comments generally reflect positive perceptions of faculty, positive influence of technology infusion, and consistent requests for more time in the clinical environment. The forthcoming curriculum revision is responding to this request. This information is located in the Chair's office and available upon request.

Alumni satisfaction is determined by BSN Graduate Questionnaires sent to each alumnus one year after graduation. This questionnaire captures data through a four-point Likert scale, checklist, and short answer formats, on: satisfaction with program

components, educational and community activities since graduation, employment status, and achievement of nursing program outcome objectives. Returns are variable due to numerous address changes following graduation

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. Letters and e-mails from former students, as well as their involvement in school activities following graduation also determine alumni satisfaction. Development of an active alumni chapter for the School of Nursing is a priority. Steering committee members, faculty facilitators, and two alumni co-chairs have been identified. The first meeting yielded an application for formal chapter status and establishment of chapter goals. Alumni gatherings were hosted during the Tennessee Nurses' Association state convention and the MTSU Football Homecoming weekend.

Employer satisfaction is determined by Employer Questionnaires 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 with a five-point Likert scale using the eight program outcome objectives. Open-ended questions evaluating MTSU graduates' performance are used along with demographic items identifying the type of agency and the title of the respondent. A request is also made for suggestions for improvement. Results reflect strong continuing satisfaction with MTSU graduates' performance with the need for even more emphasis on leadership and management skills.

Graduation rates are defined as the percentage of students who enter the major and graduate from the School of Nursing within one year of the predicted time. The number

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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 from the School of Nursing 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%. Our benchmark is 80% of students entering the major will graduate in five semesters. Benchmark graduation rates for comparable nursing programs with the TBR system range from 80-90%. Our graduation rates (MTSU SON) for the past three years exceed 80%.

Because of the success of MTSU nursing graduates, job placement has never been a problem. The University's Placement Office has asked that we have graduating students complete an exit survey to monitor the success of graduates in obtaining employment upon graduation. This data has been collected for the past two years. The benchmark is that 95% of respondents are employed in nursing within six-months of graduation. Job placement rates are thought to be high if not 100% as determined by responses on BSN Graduate Questionnaires and informal communications from employers and alumni. Efforts to capture and quantify this data are ongoing.

Funding from local foundations and private donors continues to indicate the level of community support for the School of Nursing. In 1992, the Christy-Houston Foundation awarded the University $2.8 million to construct the Cason-Kennedy Nursing Building. Just recently (December, 2002) we received notice that this foundation has agreed to provide support to enhance our building space. The most recent award is for $1,740,000. In addition, the number of endowed scholarships awarded to the SON in recent years by

members of the community (see Table II-B.3) indicates continued support for the program and satisfaction with our graduates.

Criteria 20: Complaints about the program are addressed and records are maintained and available for review.

All complaints about the program are referred to the Department Director. An academic grievance is filed according to MTSU Student Appeal of Grades Procedure (http://www.mtsu.edu/ucat/student/acr.txt). A SON policy grievance is submitted according to School guidelines (www.mtsu.edu/~nursing/Handbook%201%2003.pdf). According to University policy (P/P III:00:09, 2/7/95) , 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 appeal process and sets time limitations. The decisions of the grade appeal committees are final.

Any comments or complaints about the program can also be placed anonymously in "Comments to the Chair" boxes located around the building. This structure was initiated this Fall and will be evaluated at the end of the term to determine its effectiveness.

The Research and Scholarly Activities Committee has traditionally assumed responsibility for the 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. New nursing electives are offered based upon student interests.

Criteria 21: Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

 MTSU has guidelines in accordance to Tennessee Board of Regents that determine tuition and fees. Tuition and fee rates are documented on the MTSU web http://www.mtsu.edu/~bursarmt/rate.html. MTSU has a written, comprehensive program to promote student loan repayment addressing the areas of student loan information, counseling, monitoring, and cooperation with lenders (http://www.mtsu.edu/~fin_aid/). The Office of Financial Aid has primary responsibility for all Federal Stafford, federal Direct and all other grants, as well as other loans and economic support programs for students at the University. With a large, full-time professional staff and Director, the Office of Financial Aid systematically oversees the administration of all programs. It has a written document inclusive of the rules, regulations and processes of all financial aid programs (http://www.mtsu.edu/~fin_aid/keepingaid.htm). Entrance and exit interviews are held with all participating students. Schedules for these meetings are emailed and delivered by standard mailed to the individual student. At midterm, faculty is required to complete a form in accordance with federal guidelines to document student participation in courses.

Entrance interviews are required for all first time student borrowers at MTSU. The interviews include ethical responsibilities of the students, as well as, the step-by-step

processes of the financial aid agreements. Disbursements on these loans can not be made until the entrance interview is completed.

Federal regulations require all student loan borrowers to participate in Stafford Exit Loan Counseling whenever you drop below half-time enrollment status, withdraw, or graduate (http://www.mtsu.edu/~fin_aid/loancounseling.htm). Failure to complete the interview processes has several consequences for students including, loan cancellations for new students, ineligibility for future registration or inability to obtain release of grades and transcripts. Cooperation of faculty is expected in order for delivery of aid funds to student accounts can be facilitated in a timely manner each term.

There are two separate relationships existing for MTSU and lenders. The first is with the organization EDUCAID. When the agreement for the loan is made, MTSU forwards all of the students' files to EDUCAID. EDUCAID, in turn, accepts full responsibility for administration of the loan, repayment, and follow-up. MTSU Financial Aid Office considers all aid sources based upon the Free Application Federal Student Aid (FAFSA) file (updated every January). Guidelines for grants, scholarships, work-study and loans are located on the financial aid office website (http://www.mtsu.edu/~fin_aid/keepingaid.htm).

The second is an in-house Direct Loan program. With the Direct Loan program, MTSU offers a select group of loans using institutional funds. MTSU has in place, mechanisms for agreement development and loan repayment follow up and collection.

Nursing students with incomes falling below poverty level may also be eligible for grant monies as available within the SON. Only students who have current FAFSA files are eligible for review by the Student Services Committee for specific grants and

scholarships. Guidelines are documented in the SON Student Handbook, (p. 33) and are

electronically available at (www.mtsu.edu/~nursing/Handbook%201%2003.pdf).

STANDARD 7: EDUCATIONAL EFFECTIVENESS

There is an identified plan for systematic evaluation including assessment of student academic achievement.

Criterion 22: There is a written plan for systematic program evaluation that is used for continuous program improvement.

The program is effective in fulfilling its mission, philosophy, goals/objectives and expected results. 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.

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 for grade attainment, such as tests, papers, presentations, and special projects **(See Student Work Resource File** 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 faculty adopted a universal plus/minus grading scale for the SON on September 22, 2000 (See Faculty Organization Minutes). The SON has adopted 75% as the minimum passing grade in all nursing theory courses. Most courses use an online grade book through WebCT 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. Students are evaluated weekly in 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 at midterm of any deficiencies in either classroom or clinical courses so that remedial action may be implemented to correct deficiencies.

The NLN Diagnostic Readiness Test was administered for several years to students in the final semester of their senior year. Results of these tests were shared with students to enhance their awareness of weaknesses and needs for additional study and review. The Research and Scholarly Activity Committee also analyzed the data and presented the findings to the entire faculty so appropriate changes could be made to enhance the curriculum. The faculty group was dissatisfied with receiving this data so close to the end of the program and decided to move to a process that would allow for earlier and ongoing feedback for both faculty and students.

The Research and Scholarly Activity Committee obtained information about testing services that could provide the needed information. The faculty voted to engage Assessment Technologies Incorporated (ATI) for this service. Testing was initiated in spring semester 2001 in each course where a relevant ATI test was available. 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.

Since ATI has a comprehensive test to assess overall competency of students and predict NCLEX readiness, the faculty voted to halt utilization of the NLN Diagnostic Readiness Test and initiate usage of the ATI GN Comprehensive Predictor test for final semester students. 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. Deficiencies of the curriculum are identified and corrected.

In the spring 2001 semester, faculty members voted to incorporate the results of individual ATI course tests into course grades, valued at approximately 5% of the overall course grade. This encourages students to perform to their best ability on the tests. Please refer to individual course syllabi for additional information regarding grading for each course. Students evaluate each of their courses each semester. Faculty compile the results of these evaluations and place the findings with resulting revisions in the appropriate course books.

Criterion 23: Student academic achievements by program type is evaluated by: graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

A systematic plan for program evaluation is employed to monitor program effectiveness (see **Table 7.3.1**). 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.

Table 3.7.2. Educational Effectiveness Component of the Systematic Plan for Program Evaluation and Outcome Assessment

Component:

Critical Thinking

Definition: The cognitive process that underlies independent and interdependent decision-making.

Benchmark	Assessment Method	Validity/Reliability of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: CCTST National Average	California Critical Thinking Skills Test (CCTST) Used until spring 2001	As reported by technical reports prepared by the company: CCTST: "construct validity established by national expert consensus statement, 1990" Reliability: "Alpha Forms A & B - .70-.71"	First and last semester of program; reported each semester	CCTST: Workroom Director's office	Faculty teaching first and 4th semester students.	CCTST |	Entry		Exit
---	---	---	---
S'98	17.14	F'99	17.68
F'98	17.47	S'00	17.82
S'99	17.80	F'00	17.83
F'99	17.43	S'01	17.90
S'00	17.80	F'01	16.63
F'00	18.52	S'02	ATI
S'01	17.88	F'02	ATI		*Benchmark met with all Assessments CCTST was used prior to adopting the ATI testing package. ATI entry and exit scores will provide longitudinal data over time*
Benchmark: 75% score at or >40th percentile (ATI)	ATI Critical Thinking Exam Began using Fall 2001	ATI: construct validity by national expert panel. Reliability reported	First and last semester of program; reported each semester	ATI: Director's office	Assistant Director proctors and reports scores.	ATI: %>40 percentile |	Entry		Exit
---	---	---	---
F'00		S'02	93.7
S'01		F'02	90.6
F'01	77.5		
S'02	87.2		
F'02	89.7				
Benchmark: >University mean (Academic Profile)	Academic Profile administered to all graduating students by Office of Institutional Effectiveness, Planning and Research	Construct validity by national expert panel. Reliability reported	All students: graduation; reported annually	Academic Profile Scores: Office of Institutional Effectiveness, Planning and Research with results distributed to campus. Available in Director's Office	Office of Institutional Effectiveness, Planning and Research	Academic Profile: |	NSG	CBAS	MTSU
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99-00	113	114	113
00-01	112	114	113
01-02	113	113	113		

Communication							
Definition: The complex, ongoing, interactive process that forms the basis of interpersonal interactions.							
Benchmark	Assessment Method	Validity/Reliability of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: >University mean on enrolled student survey of students responding that communication skills were enhanced "somewhat" or "very much"	MTSU Enrolled Student Survey administered every 4 years in tandem with performance funding cycle.	Student reported ratings (1 = very little; 2=somewhat; 3=very much) of "how skills were enhanced" in the areas of: speaking effectively; writing effectively; under-standing written information; self-confidence in expressing ideas; understanding the arts; understanding graphic information; working cooperatively in a group.	Random selection of sophomore, junior and senior level students every 4 years.	Office of Institutional Effectiveness, Planning and Research with results distributed to campus. Available in Director's office.	Office of Institutional Effectiveness, Planning and Research	% of students responding "somewhat" or "very much" <table><tr><td></td><td>NSG</td><td>CBAS</td><td>Univ</td></tr><tr><td>97</td><td>87</td><td>85</td><td>86</td></tr><tr><td>01</td><td>88</td><td>84</td><td>84</td></tr></table>	*Benchmark met* Comparison of standards led to development competencies integrated across nursing curriculum: Paper requirements each semester; Poster presentation 2nd semester; Seminar and scholarly presentations (4th semester) Computing skills integrated throughout each semester.

Therapeutic Interventions

Definition: Strategies and interventions used to maximize a client's health potential

Benchmark	Assessment Method	Validity/Relia-bility of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: % of students predicted to pass NCLEX-RN >85%	NLN Diagnostic Exam	Standardized Exam	Every semester to graduating seniors			% predicted to pass NCLEX-RN F'99 84.6% S'00 86.6% F'00 61.7% S'01 75.0%	Benchmark not met F'00 and, F'01. NLN Diagnostic and ATI GN Comprehensive Predictor Scores have been used effectively for remediation and preparation for NCLEX-RN.
Benchmark: % of students predicted to pass NCLEX-RN >85%	ATI Comprehensive Predictor Exam (Beginning F'01)	Standardized Exam	Every semester to graduating seniors	ATI: Director's office	Assistant Director proctors and reports scores.	ATI GN Comprehensive Predictor: % scoring >40th percentile rank F'01 48.6% S'02 81.8% F'02 78.0%	
Benchmark: 75% score at or >40th percentile (ATI)	ATI Content mastery exams at the end of each semester	Standardized Exam	At the end of each semester for corresponding course			See ATI Content Mastery Exam Scores over time (below).	To improve validity of testing Content Mastery Exams = 5% of course grade

ATI Content Exam Scores over Time: % of students score 40th Percentile Rank and higher

	Fundamentals	Pharm.	Maternal-Infant	Mental Health	Community	Medical-Surgical	Pediatrics	Leadership
Spring 2001	53	6	89	72	86	75 (4th semester)	71	64
Fall 2001	79	34	81	59	76	89 (4th semester)	94	40
Spring 2002	87	65	72	87	79	85 (4th semester)	86	84
Fall 2002	90	44	55	82	54	60 (3rd semester) 91 (4th semester)	75	91

NCLEX-RN Pass Rates

Definition: Annual percentage of first-time takers passing NCLEX-RN

Benchmark	Assessment Method	Validity/Reliability of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: >85%	NCLEX-RN Performance Reports	Reliability and Validity per National Council of State Boards Licensure Exam via CAT (Computerized Adaptive Testing)	Every semester Upon graduation Quarterly and annual (calendar year) reports	Director's Office	Director receives reports and communicates to faculty Major field test reports submitted to the Office of Institutional Effectiveness, Planning and Research as requested.	Pass rates per graduating class See table below.	*Benchmark was not met 2000 and 2001.* Aggressive plan for improvement developed and implemented.

Pass rates per graduating class

Semester	Rate	Semester	Rate
S'90	100		
S'91	100	F'91	67
S'92	100	F'92	80
S'93	100	F'93	91
S'94	90	F'94	91
S'95	90	F'95	97
S'96	100	F'96	94
S'97	93	F'97	94
S'98	89	F'98	89
S'99	97	F'99	83
S'00	94	F'00	88
S'01	83	F'01	94
S'02	88	F'02	85

Annual Percentage Pass Rate of 1st time takers

Year	Rate
1995	90.4
1996	98.4
1997	93.6
1998	91.8
1999	95.0
2000	83.9
2001	84.5
2002	89.9

Patterns & Rates of Employment

Definition: % of graduates employed in nursing

Benchmark	Assessment Method	Validity/Reli ability of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: 90% of graduates seeking employment have secured positions at the time of graduation.	University Career and Employment Center Survey SON Exit Survey	Student reported data	Each semester to graduating class.	University Career and Employment Center (a Division of Student Affairs) with reports distributed to campus. available in the Director's Office.	Student Services Committee conducts survey and forwards to Career and Employment Center.	% of graduates reporting secured positions with average starting salary |	% Offers	Avg. salary
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S'02	100	$35,487*
F'02	100	$34,862
S'03	100	$33,465	 * = incl. differentials	*Benchmark met with all Assessments*
Benchmark: >95% of licensed alumni will be employed within 6 months of graduation.	SON Alumni Survey		At one year post graduation	Director's Office	Research & Scholarly Activities Committee distributes, collects & analyzes data.	100% graduates report employment 6 months post graduation	
Benchmark: >95% of alumni will be employed in nursing within 2 years of graduation	University Alumni Survey		Two years post graduation	Office of Institutional Effectiveness, Planning and Research with results distributed to campus. available in Director's office.	Office of Institutional Effectiveness, Planning and Research	Alumni Survey % employed in major field NSG CBAS MTSU S'00 100 72 60 (97-98 Alumni) S'02 94 66 58 (99-00 Alumni)	

Program Satisfaction

Definition: Ratings of degree program and faculty. Satisfaction with degree program includes clarity of degree requirements, clarity of course objectives, usefulness of information learned, opportunity to express ideas, and quality of courses in career preparation. Satisfaction with faculty includes availability of faculty advisor, quality of information provided by advisor, quality of instruction, faculty availability outside of class, and evaluation of instruction.

Benchmark	Assessment Method	Validity /Reliabil-ity of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: Nursing mean for satisfaction with major course will > University mean.	University Alumni Survey	Student reported data	Two years post graduation.	Office of Institutional Effectiveness, Planning and Research with results distrib-uted to campus. Available in Director's office.	Office of Institutional Effectiveness Planning and Research	Alumni Survey % satisfied or very satisfied |	NSG	CBAS	MTSU
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S'00	100	91	90
(97-98 Alumni)			
S'02	100	97	94
(99-00 Alumni)					*Benchmark met with all Assessments*
Benchmark: 90% of grads report moderately or strongly agree with statement "Overall, I am satisfied with my learning exper-iences in the program".	SON Exit Student Opinion Questionna ire	Student reported ratings	At graduation	Reports available in Director's office.	SON Faculty Research & Scholarly Activities Committee distributes, collects and analyzes data.	Exit Survey % moderately or strongly agree F'00 100% S'01 96% F'01 93% S'02 96% F'02 78% S'03 100%	*Graduates report overall satisfaction, however consistent recommendat ions for increasing clinical hours have been noted.*

Benchmark: 90% of alumni returning survey's report overall satisfaction with BSN program.	SON Alumni Survey		One year post graduation.	Reports available in Director's office	SON Faculty Research & Scholarly Activities Committee distributes, collects and analyzes data	SON Alumni Survey While return rate has consistently been inadequate, data available suggests overall satisfaction with BSN program.	*Alumni report overall satisfaction, however consistent recommendations for increasing clinical hours have been noted.*
Benchmark: 90% of employers report overall satisfaction with BSN graduates two years post graduation.	Employer Survey		Two years post graduation		SON Faculty Research & Scholarly Activities Committee distributes, collects and analyzes data	Employer Survey Survey return rate has been consistently inadequate. However, the most reliable measure is the employers' interest in hiring our graduates. MTSU graduates are hired above all others in the area.	*Employers report overall satisfaction, however consistent recommendations for increasing clinical hours have been noted.*

Graduation Rates

Definition: % of students entering the major (1st semester juniors) who complete degree requirements in 5 semesters.

Benchmark	Assessment Method	Validity/Reliability of test	Time/Frequency of Assessment	Location of Documentation	Person Responsible	Report of the Data: Including Actual level of Achievement	Results
Benchmark: 80% of students entering the major (1st semester juniors) complete degree requirements in 5 semesters.	Report from Office of Institutional Research	Report of quantitative data	Annually	Office of Institutional Research with report to Director's Office	Director requests report and shares with faculty	% who graduate in 5 semesters and % graduate by admission class |	5 sem	graduate
---	---	---
F'99	78.9	89.5
S'00	89.2	94.2
F'00	88.6	96.0
S'01	*	*
				Benchmark met

Student satisfaction during the nursing program is determined by faculty and course evaluations at the end of each semester as well as ongoing verbal and written communications from students to faculty and administration throughout the program. Exit Student Opinion Questionnaires are administered each fall and spring semester to graduating students. This questionnaire captures data on the climate of the School through a 20-question four-point Likert scale with additional open-ended questions on helpful aspects of the program and suggestions for improvement. Results reflect moderate to strong agreement for a positive climate for learning and comments generally reflect positive perceptions of faculty, positive influence of technology infusion, and consistent requests for more time in the clinical environment. The forthcoming curriculum revision is responding to this request.

Alumni satisfaction is determined by BSN Graduate Questionnaires sent to each alumnus one year after graduation. This questionnaire captures data through a four-point Likert scale, checklist, and short answer formats, on: satisfaction with program components, educational and community activities since graduation, employment status, and achievement of nursing program outcome objectives. Returns are variable due to numerous address changes following graduation.

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. Letters and e-mails from former students, as well as their involvement in school activities following graduation also determine alumni satisfaction. Development of an active alumni chapter for the School of Nursing is a priority. Steering committee members, faculty facilitators, and two alumni co-chairs have been identified

during the past year. The first meeting yielded an application for formal chapter status and establishment of chapter goals. Alumni gatherings were hosted during the Tennessee Nurses' Association state convention and the MTSU Football Homecoming weekend.

Employer satisfaction is determined by Employer Questionnaires 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 with a five-point Likert scale using the eight program outcome objectives. Open-ended questions evaluating MTSU graduates' performance are used along with demographic items identifying the type of agency and the title of the respondent. A request is also made for suggestions for improvement. Results reflect strong continuing satisfaction with MTSU graduates' performance with the need for even more emphasis on leadership and management skills.

Graduation rates are defined as the percentage of students who enter the major and graduate from the School of Nursing within one year of the predicted time. 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 from the School of Nursing 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%. Our benchmark is 80% of students entering the major will graduate in five semesters. 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 3.7.1**).

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 3.7.1**, we have met this standard since 1990, with the exception of two calendar years. The first graduates of MTSU's BSN program wrote the NCLEX-RN at the end of the spring 1990 term. For a decade our annual NCLEX-RN pass rates exceeded 90%. Like many other SONs, after the revision of the NCLEX, our pass rate dropped to 83.9% in 2000; and then improved slightly to 84.4% in 2001. Subsequent testing periods have shown improvement to rates above 85%. The faculty of the MTSU School of Nursing initiated a plan for improvement with the first identified testing period below 85% (12/1/99-3/31/00). Activities to address NCLEX-RN results were identified and implemented beginning Fall 2000. A faculty task force was formulated to conduct an in-depth review of factors positively and negatively impacting NCLEX-RN performance. This review included faculty surveys, literature searches and student/graduate interviews, as well as retrospective analysis of various academic performance indicators. The task force was given the charge to (1) identify factors that increase and decrease the NCLEX-RN pass rates for first-time test takers, and (2) describe factors that improve the potential for graduates to pass the NCLEX-RN exam on the first attempt. Subsequent to data analyses a detailed plan for improvement was developed. It is important to note that the School of Nursing has received our university's performance funding awards for successful major field testing for the past 5 years; because our NCLEX-RN performance scores for each academic year have exceeded the national mean.

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Because of the success of MTSU nursing graduates, job placement has never been a problem. The University's Placement Office has asked that we have graduating students complete an exit survey to monitor the success of graduates in obtaining employment upon graduation. This data has been collected for the past two years. The benchmark is that 95% of respondents are employed in nursing within six-months of graduation. Job placement rates are thought to be high if not 100% as determined by responses on BSN Graduate Questionnaires and informal communications from employers and alumni. Efforts to capture and quantify this data are ongoing.

Funding from local foundations and private donors continues to indicate the level of community support for the School of Nursing. In 1992, the Christy-Houston Foundation awarded the University $2.8 million to construct the Cason-Kennedy Nursing Building. Just recently (December, 2002) we received notice that this foundation has agreed to provide support to enhance our building space. The most recent award is for $1,740,000. In addition, the number of endowed scholarships awarded to the SON in recent years by members of the community (see **Table 2.5.3**) indicates continued support for the program and satisfaction with our graduates.