

**Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program
MASTER PLAN OF EVALUATION
“W”orking Toward Excellence
August 2022 – 2023**

Mississippi University for Women (MUW), a public institution since 1884, provides high quality undergraduate and graduate education for women and men in a variety of liberal arts and professional programs while maintaining its historic commitment to academic and leadership development for women. Emphasizing a personalized learning experience, the University engages in a variety of instructional methodologies to provide educational opportunities in a diverse and inclusive environment. The institution promotes research, scholarship, and creativity to enhance student development and achievement as a platform for lifelong education and growth.

Reviewed May 2022

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**Mississippi University for Women
College of Nursing and Health Sciences*
Baccalaureate Nursing Program**

Introduction to the Baccalaureate Program Master Plan of Evaluation (Section 1)

The College's strategic plan utilizes a multi-faceted approach when evaluating data to evidence program effectiveness. This multi-faceted approach incorporates qualitative and quantitative data, from the Department of Nursing (DON), which includes three nursing departments: Associate of Science, Bachelor of Science, and Graduate Nursing. Information is obtained from a wide variety of sources, including students, alumni, faculty, and other communities of interest.

In previous years, the DON created a strategic plan in which initiatives drove policy for three to five years. Recognizing that the present health care environment is forcing change more rapidly than ever before, the DON elected to look at strategic planning initiatives yearly, rather than every three to five years.

With this thought in mind, the BSN program completed a four-year review of data collected through the "Master Plan of Evaluation" in 2003. In January of 2004, the "Master Plan of Evaluation" was revised to create a more comprehensive plan that ascribes to two theoretical bases: Total Quality Management and "The Balanced Score Card".

The BSN Program provides input into the College's Strategic Plan utilizing ongoing, systematic evaluation guided by the BSN Master Plan of Evaluation. R. S. Kaplan and D. P. Norton (1992) introduced the concept of "The Balanced Scorecard- Measures that Drive Performance". Drawing from this theory and AACN, ANA Guidelines, and IHL Guidelines the faculty divided the Master Plan of Evaluation into four categories: Mission and Governance, Institutional Commitment and Resources, Program Quality, and Program Effectiveness. The faculty believes that each of the four categories is of equal importance, thus each category is given a 25% ranking. In each category CCNE key elements (standards) were utilized. For each key element (standard), the faculty developed outcome benchmarks utilizing CCNE and IHL standards. The outcome benchmarks are qualitative, quantitative, internal, external, and process in nature thus providing an overall program performance evaluation

Evaluation data are collected on a planned, periodic basis according to the Master Calendar for Evaluation. For the purposes of evaluation, the faculty is subdivided into four Ad-Hoc committees: Mission and Governance, Institutional Commitment and Resources, Program Quality and Program Effectiveness. These committees correlate with the categories within the Master Plan of Evaluation. Each committee gathers aggregate data from a wide variety of sources. The aggregate data are compiled utilizing committee worksheets, which organize the data to better facilitate data analysis. After data are collected by a faculty committee, the entire BSN faculty analyzes the data utilizing TQM tools and techniques. Once the data are analyzed, the faculty scores each of the four areas thus obtaining scorecard results. The scorecard results assist the faculty in prioritizing strategic planning initiatives for the following year.

A Total Quality Management approach is utilized when opportunities for program improvement are identified within one of the four categories based on scorecard results. These opportunities for improvement allow the faculty to work toward a 100% score card result in each category. To this end, the faculty envisions this process as "Working Toward Excellence" in meeting the ascribed AACN's *The Essentials of Baccalaureate Education for Professional Nursing Practice*, and *ANA Standards* as guiding standards.

Revised: 1/97

Reviewed: 3/04

Reviewed 9/05

Reviewed 5/8/06

* effective July 1, 2017 College name became College of Nursing and Health Sciences

Reviewed 11/07

Reviewed 9/19/08; Revised: 4/6/09; Reviewed 5/2010, 5/2011, Reviewed 8/27/2012; reviewed 5/2013; reviewed 5/2014; reviewed 5/2015; Reviewed 5/2016; Revised 5/2017; Reviewed 5/2018; Reviewed 1/19; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2021

**Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program**

Program Purpose/Mission

The purpose of the Bachelor of Science in Nursing Department is to prepare a nurse generalist who is a leader in the promotion and maintenance of health and the improvement of health care outcomes across all settings at the local, state, national, and global levels. This purpose relates to the mission of the university by providing strong academic and leadership preparation to both women and men. Utilizing AACN's *The Essentials of Baccalaureate Education for Professional Nursing Practice*, and ANA Standards as guiding standards, the graduate is able to function as a provider of care, designer/manager/coordinator of care and a member of the profession. Graduates from the Baccalaureate nursing program are prepared with a liberal arts core which contributes to the acquisition of professional knowledge. In-depth preparation in the application of critical thinking skills, communication skills, knowledge acquisition, and standards of professional nursing practice enables the graduate to become a life-long learner.

Revised 3/22/04; Reviewed 9/05; Reviewed 5/8/06; Reviewed 11/07; Reviewed 9/19/08; Revised: 4/6/09; 5/2010; 5/2011; Reviewed: 8/27/2012; 5/2013; 5/2014; 5/2015; 5/2016; 5/2017; Reviewed 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

**Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program- Philosophy**

The Bachelor of Science in Nursing Faculty at Mississippi University for Women is committed to the learning process and to the professional development of students by providing programs of academic excellence. In accordance with the mission/purpose of MUW and the College of Nursing and Health Sciences, the faculty has developed a philosophy based on the concepts of person, environment, health, and nursing.

PERSON

Person constitutes a biopsychosocial, spiritual system constantly interacting with and adapting to the environment to achieve and maintain a homeodynamic state. Person is valuable, holistic and worthy of respect and concern. Person may be defined as an individual, family, community, or society and has varying capabilities for independently meeting universal needs. These capabilities are dynamically influenced by structures, gender, value systems, culture, and environments. Person is responsible for meeting health needs and has the right to make necessary decisions and to receive professional assistance in achieving health goals.

ENVIRONMENT

Environment includes all conditions, circumstances, and influences encountered by and affecting person. Environment may be intrapersonal, interpersonal, or extra personal in nature. The intrapersonal environment is concerned with forces or interactive influences contained within the person. The interpersonal environment is concerned with forces or interactive influences between persons. The extra personal environment is concerned with forces or interacting influences existing outside the person. Environment affects the continuous process of becoming, evolving, and changing. Person and environment are complementary systems so that the relationship between the two is reciprocal. Change in one system elicits response in the other.

HEALTH

Health is defined by person in accordance with gender, culture, values, and capabilities. Health is a constantly changing state and exists on an illness to wellness continuum. Promotion and facilitation of optimal health is developed in collaboration with person, when possible, and is based on resources available to both the person and the nurse.

NURSING

Nursing, as a profession, combines concepts from the sciences and liberal arts into an applied science and a creative art which focuses on health needs. The science of nursing is an organized body of knowledge derived through scientific research and theory development and applied through critical thinking skills. The art of nursing is the creative and caring application of this knowledge. The scope of nursing practice deals with diverse populations and includes dependent, independent, and interdependent functioning of the nurse within primary, secondary, and tertiary settings. The faculty believes that the scope of nursing practice changes as health care continually evolves, thus the professional nurse must possess the core competencies and scientific knowledge to provide care across all health care settings. Ascribing to the AACN's *The Essentials of Baccalaureate Education for Professional Nursing Practice*, ANA Standards, and the professional nurse utilizes core knowledge skills to provide quality and safe patient care.

TEACHING/LEARNING

Learning is considered to be a complex lifelong developmental process involving the interaction of the person with the environment. The teacher and learner share in the challenge of creating an atmosphere which stimulates intellectual curiosity, critical thinking, and individual creativity. The teaching-learning process is augmented when the learner actively participates in defining outcomes and assumes responsibility for achieving these outcomes. The teacher serves as a facilitator, counselor, and resource person.

MUW University Strategic Planning Goals	College of Nursing and Health Sciences Goals*	BSN Department Goals	Curriculum Outcomes
<p style="text-align: center;">The W Priority I: Academic Excellence</p> <p>Academics are at the heart of a W education. Our dedicated faculty, respected in their fields, champion a commitment to teaching shaped by their research, scholarship, and creative expressions. Partnered with an equally committed staff, they foster a learning environment that is both broad and highly personalized. For the W, academic excellence results in graduates who are equipped for the competitive and diverse global economy.</p> <p>A: Provide a Comprehensive Academic Experience</p> <p>B: Prepare Students to be Life-Long Learners & Contributing Members of Today's Global Economy</p> <p>C: Provide Resources to Foster Excellence in Teaching</p>	<p>A. Utilize admissions and athletics as well as faculty, staff, alumni and other constituent groups to recruit new students and retain current students.</p> <p>B. Provide strong academic programs that connect students in each program with real-world outcomes and viable workforce skills that meet the needs of employers in a global economy.</p> <p>C. Effectively use current technologies/smart classrooms to provide optimal learning benefits for</p>	<ol style="list-style-type: none"> 1. Maintain a high quality, student centered academic program in a personalized learning environment that promotes the success of baccalaureate graduates. 2. Ensure high quality academic and leadership preparation for all baccalaureate nursing students, with a special focus on women and gender related issues. 3. Provide opportunities that promote professional and personal growth for baccalaureate nursing students. 4. Maintain the maximum enrollment of high quality students in the Baccalaureate Department through effective recruitment and retention strategies. 5. Promote effective organizational principles within the Baccalaureate Nursing Department. 6. Provide an educational nursing program that produces graduates prepared to meet the healthcare needs in the state, region, and nation. 7. Promote diversity among baccalaureate nursing students, faculty, and staff. 8. Support research, scholarship, and creative endeavors that enhance instruction and professional development of baccalaureate faculty, staff, and students. 9. Provide appropriate physical resources, infrastructure, and technology to ensure an environment that supports the learning needs of the Baccalaureate Department. 10. Build partnerships and public awareness to support the University and College mission and development. 	<p>The Bachelor of Science in Nursing Program is designed to prepare a nurse generalist who will:</p> <ol style="list-style-type: none"> 1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions. 2. Utilize organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care. 3. Integrate nursing research and evidence-based practice into professional nursing practice. 4. Utilize information management and patient care technology in professional nursing practice to improve patient care outcomes and create a safe care environment. 5. Apply knowledge of healthcare policies, finance, and regulatory environments to professional nursing practice. 6. Collaborate with healthcare providers and consumers for the improvement of patient health outcomes. 7. Provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings. 8. Demonstrates responsibility and accountability for professional nursing values and role development. 9. Utilize research and theory based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession. <p><i>Revised 11/17/08</i> <i>Effective Summer 2009 Admission Class</i></p>

<p>D: Recruit and Retain a Diverse Faculty and Staff</p> <p>The W Priority II: Advancement Excellence</p> <p>A strength of any institution is the level of engagement with those it serves. At The W, that includes a diversity of constituents: students, faculty, staff, alumni, friends, the community, and elected officials. By cultivating these relationships, we build support critical to the future of The W. One important outcome of valued relationships is the continued generosity of our larger W family, providing resources that allow us to improve quality across all aspects of the institution.</p> <p>A: Continue a Culture of Giving</p> <p>B: Foster Pride in the University and its Programs</p>	<p>CNHS face-to-face, online, and hybrid students.</p> <p>D. Provide inviting atmosphere to encourage diversity of faculty and staff.</p> <p>A. Continue a culture of giving within the College that encourages participation through gifts of time, resources, and talents to strengthen and improve The W, the College, and each program.</p> <p>B. Develop and implement a plan to connect students and graduates (alumni) to their program, the College, and the university.</p>		
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<p>C: Offer More Programming Representative of Diverse Alumni Base</p> <p>D: Provide Resources to Assist Students Financially</p> <p>E: Enhance Services to Shape Career-Ready Graduates</p> <p style="text-align: center;">The W Priority III: Community Connections</p> <p>The W's unique niche is not confined by geographic boundaries. By serving its communities through programs and partnerships, both locally and globally, the university will continue to communicate its value and explore ways to create significant impact through its areas of strength. It should also identify innovative and diverse approaches that enhance health, quality of life, cultural enrichment, and society's overall economic potential.</p> <p>A: Cultivate Collaborations to Create Healthy and Vibrant Communities</p> <p>B: Provide Outreach to Underserved & Diverse Populations of Our Communities</p>	<p>C. Offer programming with diverse alumni base</p> <p>D. Establish ongoing relationships with external bodies to bring resources into the university and College to aid in assisting students financially.</p> <p>E. Continue to provide an environment that will enhance classroom experiences and assist students and alumni with career goals.</p> <p>A. Continue to offer accessible programming and services to enhance holistic well-being for a diverse variety of community members.</p> <p>B. Continue outreach activities for College students and faculty to meet the health needs of underserved and diverse populations.</p>		
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<p>C: Forge Meaningful & Engaged Partnerships that Provide Real-Life Experiences for Students</p> <p>D: Contribute to the Cultural Enrichment of Our Communities</p> <p style="text-align: center;">The W Priority IV: Degree Completion</p> <p>The W recognizes that Degree Completion requires recruitment, retention, and support through graduation and into a career. We aim to provide wholistic support for all students throughout their time at the university.</p> <p>A: Recruit a Diverse Student Body to Ensure a Vital University Community</p> <p>B: Provide Equal Access to Advising, Mentoring, and Support Services to All Students</p> <p>C: Assist Students to Maintain Financial, Physical, Emotional, and Mental Well-being</p>	<p>C1. Continue outreach activities for the College students and faculty to strengthen and expand partnerships including P-12, Healthcare agencies, nonprofit.</p> <p>C2. Enhance relevant College and program partnerships with P-12, healthcare agency, non-profit partnerships.</p> <p>D. None at this time.</p> <p>A. Utilize the College faculty, staff, and students as well as other constituent groups to recruit a diverse group of new students.</p> <p>B. Enhance the promotion of students support services and advising.</p> <p>C. Continue ongoing relationships with external bodies to bring external resources into the university and</p>		
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<p>D: Support Students Through Degree Completion and Into Their Careers</p> <p style="text-align: center;">The W Priority V: Diversity, Equity & Inclusion</p> <p>The W is on a mission to create a welcoming, diverse, equitable, and inclusive campus climate for all. As the university strives to reach the highest levels of academic excellence, it's also essential that the university foster an environment where all members of the campus community can flourish. Diversity recognizes the value of varied perspectives which helps drive innovative solutions to an ever-changing world.</p> <p>A. Create an Inclusive & Equitable Campus Climate Reflective of the Growing Diversity in Our Communities, State and Nation</p> <p>B. Communicate Mission and or Vision Statement on Inclusive Values</p> <p>C. Connect Internal and External Constituencies to Opportunities at</p>	<p>College to aid in maintaining scholarships along with other resources for students.</p> <p>D. Develop and implement successful comprehensive approaches to increase retention and degree completion.</p> <p>A. Create a welcoming environment for ALL campus community members.</p> <p>B. Continue commitment to diversity, equity, and inclusion.</p> <p>C. Connect students with alumni.</p>		
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<p>the University</p> <p>D. Capture, Promote and Enhance Overall Curriculum & Programming that Enhances Multicultural Awareness and Understanding</p> <p style="text-align: center;">The W Priority VI: Financial Sustainability</p> <p>A financial model supports the efforts and goals of academics, student services, and the campus as a whole. The W's mission-driven approach involves clear strategic planning and actions that ensure the ongoing financial health of the University.</p> <p>A. Develop a Strategic Budget Model</p> <p>B. Enhance and Maintain Campus Infrastructure & Facilities</p> <p>C. Invest in Faculty and Staff Hiring & Development Revised at university in 2021; Finalized Spring 2022</p>	<p>D. Provide opportunities for multicultural awareness for College students in each program by providing interactions and activities with students at The W, in the community, or at other universities.</p> <p>A. Create opportunities for dialogue in university budget planning. Priorities, and expenditures.</p> <p>B. None at this time.</p> <p>C. Focus on educational opportunities and training to develop an outstanding and innovative faculty and staff.</p>		
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**Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program
MASTER CALENDAR FOR EVALUATION**

EVALUATION EVENT	J	F	M	A	M	J	J	A	S	O	N	D
Alumni Survey (Online)/ Community of Interest Survey(Online)	x	x	x	x	x	X	x	x	x	x	x	x
Alumni Survey (Alumni Newsletter,)			x									
Alumni Survey (University Graduate Survey)					x			X (APO)				X (APO)
Clinical Facilities Evaluation by Faculty	x				x			x				
Clinical Facilities Evaluation by Students			x		x			x				x
Course Evaluations by Students					x			x				x
End of Course Report by Faculty					x			x				x
End of Program Satisfaction Survey by Students					x			x (APO)				
Employment Rate Survey		x (APO)			x			x			x	
Employer Survey								x				
Facilities, Services, and Resources Survey by Students and Faculty					x					x report		
Faculty Evaluations by Students			x		x			x				x
Faculty Performance Self-Evaluation due to Department Chair		x										
Faculty Evaluations by Department Chair			x									
Faculty Evaluate Department Chair and Dean			x									
IHL Report Submitted (Graduation Rates)										x		
MUW BSN Portfolio by Student					x			x			x	
Preceptor Final Evaluation of Student					x							
Textbook Evaluation by Faculty (On End of Course Reports)					x			x				x
Textbook Evaluation by Student					x							
Evaluation Analysis and Strategic Planning Initiatives												
Mission and Governance Worksheets to BSN Faculty									x			
Institutional Commitment/ Resources Worksheet to BSN Faculty										x		
Program Quality Worksheet to BSN Faculty											x	
Program Effectiveness Worksheet to BSN Faculty											x	
Master Plan Score Card Balanced											x	
College (SLP) Strategic Planning Retreat (BSN input to Dean)					x							
Yearly Strategic Plan Submitted to university administration by Dean.						X						
Dean returns approved Strategic Plan to Dept. Chair/Faculty									x			

*The four worksheets require additional evaluation data that is not included in the overall timetable. See specific worksheets for additional evaluation data.

Section 2 Evaluation Blueprints

I. MISSION AND GOVERNANCE EVALUATION BLUEPRINT (25%)

Key Elements	Qualitative, Quantitative, Internal, External and Process Evaluation Benchmarks	Measurements/Tools and Aggregate Data Sources Compiled on Standard I-Mission and Governance Worksheet	Timeline	Strategic Planning/ Budget Flow
<p>I-A: The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> • Congruent with those of the parent institution; and • Reviewed periodically and revised as appropriate. 	<p>Program Mission, Goals and Program Outcomes are:</p> <ul style="list-style-type: none"> • Written • Consistent with the university goals, and university assessment • Consistent with the College of Nursing and Health Sciences • Consistent with AACN's <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i>, ANA Scope and Standards of Nursing Practice, ANA Nursing's Social Policy Statement, ANA Code of Ethics for Nurses, CCNE, SACSCOC (distance education) and IHL Standards • Reviewed yearly • Revised as necessary to <ul style="list-style-type: none"> ○ meet the expectations of the required standards ○ meet the expectations of the community of interest ○ meet the expectations of the University assessment requirements <p>BSN Program maintains accreditation by:</p> <ul style="list-style-type: none"> • IHL • CCNE • SACSCOC 	<p>MUW Bulletin, BSN Policies and RN to BSN Policies, University assessment requirements, MUW Web Site, Student Handbook, Memo's/E-Mails</p> <p>Department Chair maintains the coordination of publication to various sites.</p> <p>IHL Standards posted in Nursing Course management system.</p> <p>Department Chair maintains:</p> <ul style="list-style-type: none"> • IHL Reports/Surveys • Accreditation Criteria • Accreditation Reports 	<p>September</p> <p>Completed M & G Worksheet reported to BSN Faculty</p>	<p>May</p> <p>College Strategic Planning Retreat</p> <p>August/September</p> <p>Dean returns completed College Strategic Plan to BSN Department Chair and shares Strategic Plan with BSN Faculty</p>
<p>I-B: The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<p>The BSN Program utilizes the Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008]</p>	<p>BSN Policy Packet</p> <p>MUW Bulletin</p> <p>BSN Master Plan of Evaluation (Introduction Section)</p> <p>Course Overviews</p>		
<p>I-C: The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.</p>	<p>The community of interests is defined as:</p> <ul style="list-style-type: none"> • Internal Customers <ul style="list-style-type: none"> ○ BSN Students ○ BSN Faculty/Staff 	<p>Community of Interests, Input sought with formal and informal pathways, E-Mail Link on Tupelo and Columbus Homepage for input.</p>		

	<ul style="list-style-type: none"> ○ Other university divisions/services/staff ○ University Administration ● External Customers <ul style="list-style-type: none"> ○ Potential Students <ul style="list-style-type: none"> ▪ High School Students, Pre-Nursing Students (generic) ▪ ASN Programs, RN's (RN/BSN Option) ○ Health Care Agencies ○ Employers of graduates ○ Alumni ○ Community Colleges ○ Community at Large 	<p>Input from Recruitment Fairs and Advisory Board All survey data</p>		
<p>I-D: The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.</p>	<p>100% faculty have access to faculty job description, faculty handbooks, promotion and tenure policies, faculty annual professional development plan</p> <p>100% of the BSN faculty members have the opportunity to participate in strategic planning.</p>	<p>Faculty Job Descriptions University Promotion and Tenure Policy Faculty Compilation CEU's Strategic Planning Minutes Faculty Handbooks</p>		
<p>I-E: Faculty and students participate in program governance.</p>	<p>100 % of the full time BSN faculty serve on the following:</p> <ul style="list-style-type: none"> ● BSN Program Committee ● BSN Curriculum Committee <p>100% of the full time BSN faculty members will attend 75% of the BSN and Curriculum Committee meetings as verified by the minutes.</p> <p>The full time BSN faculty members will serve on 75% of the DON committees.</p> <p>Full time BSN faculty will serve on a minimum of 20% of the eligible University committees (will share positions with ASN, MSN/DNP, SLP, and H&K)</p> <p>Student representation will occur 100% of the time on the following committees as evidenced in minutes:</p> <ul style="list-style-type: none"> ● DON Grievance Committee ● DON Recruitment, and Retention Committee ● DON Alumni Committee ● BSN Curriculum Committee (all students are given opportunities to provide formal and informal input into the curriculum) ● Readmission Committee ● Safety Policy & Protocol Committee 	<p>Committee Minutes Program Committee Appointment List by Department Chair DON Committee Appointment List by Dean University Committee Appointment List by VPAA</p>		

<p>I-F: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:</p> <ul style="list-style-type: none"> • Fair and equitable; • published and accessible; and • reviewed and revised as necessary to foster program improvement. 	<p>100 % of the following BSN Policies and Procedures are:</p> <ul style="list-style-type: none"> • Published • Congruent with university policies, • Fair and equitable, • Reviewed and revised as necessary to include: <ul style="list-style-type: none"> ○ Academic Integrity (University)/BSN Honor Code/Duty to Report ○ Admission (APO) ○ *Admission (Generic) ○ Clinical Facilities Evaluation (DON) ○ Course Overview Template (BSN) ○ Course Overview Template (APO) ○ Drug and Alcohol Abuse (DON) ○ Faculty Performance Review (Univ.) ○ General DON Statement (DON) (General Requirements and Responsibilities) ○ Grading Policy (BSN) & (APO) ○ *Graduation Policy (Univ.) ○ Grievance Policy (DON) ○ Program Policies (APO) ○ Program Policies (Generic) ○ *Progression Policy (BSN) ○ Readmission Policy (BSN- generic) ○ Readmission Policy (BSN - APO) ○ Recruitment Plan (BSN) ○ Retention Plan (BSN) ○ Safety (BSN) ○ Nursing Performance Standards (DON) ○ Sharps Exposure Policy (DON) ○ Medical Release Form (DON) ○ *IHL requirement for state <p>100% of the BSN documents are reviewed and found to be consistent with current practices and procedures.</p> <ul style="list-style-type: none"> ○ Alumni Survey (BSN) ○ Course completion rate analysis form (BSN) ○ End of course evaluation (University) ○ Employer survey (BSN) ○ End of course report (BSN) 	<p>Department Chair for BSN Policies Dean for DON Policies</p> <p>Bulletin, Web Sites, Faculty Handbook, Student Handbook, Course Overviews, Master Plan of Evaluation (Policy Procedure and Forms Section) and Orientation Packets for students, Grievance Committee Minutes</p> <p>http://www.ihl.state.ms.us/nursing/downloads/procedure_manual.pdf</p>		
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	<ul style="list-style-type: none"> ○ End of program Satisfaction Survey (BSN) ○ Evaluation of facilities, services, and resources (DON) ○ Faculty evaluation by students (University) ○ Preceptor Final Evaluation of Student (BSN) ○ Textbook Evaluation (Student) ○ Immunization Form ○ MUW Physical Form 			
I-G: The program defines and reviews formal complaints according to established policies.	BSN program utilized the DON Undergraduate Student Grievance Guidelines	Grievance Forms/Documentations Faculty Handbook Student Handbook MUW Bulletin		
I-H: Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<p>The MUW Bulletin, BSN Generic Web Site, RN/BSN Advanced Placement Option Web Sites are:</p> <ul style="list-style-type: none"> ● Accurate ● Congruent with the university ● Congruent with DON and BSN Policy to include: <ul style="list-style-type: none"> ○ Program Description ○ Program Purpose ○ Admission Dates ○ Program Philosophy ○ Curriculum Outcomes ○ Accreditation Status ○ Admission Policies ○ Degree Completion Policies ○ Tuition and Fees 	<p>Department Chair's secretary maintains BSN websites.</p> <p>Recruitment Brochures are approved and maintained by the Dean with input from:</p> <ul style="list-style-type: none"> ● Department Chair-Columbus ● Coordinator- Tupelo <p>Review of published policies in Bulletin, Recruitment Brochures, Student Handbook, and Web Sites.</p>		

Reviewed 9/05, Revised 8/11/06, Reviewed 8/07, Revised: 8/19/08, Revised 9/9/08, Revised: 11/13/08, Reviewed: 3/09; Revised 8/27/2012; 9/17/2012; 5/2013; Revised 5/2014; reviewed 5/2015; Reviewed 5/2016; Revised 5/2017; Revised 5/2018; Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Revised & Reviewed 05/2022

II. INSTITUTIONAL COMMITMENT AND RESOURCES (Fiscal, Physical, and Human) BLUEPRINT (25%)

Key Elements	Qualitative, Quantitative, Internal, External and Process Evaluation Benchmarks	Measurements/Tools and Aggregate Data Sources Compiled on Standard I1- Institutional Commitment and Resources Worksheet	Timeline of BSN Faculty Analysis of Data	Strategic Planning/ Budget Flow
<p>II-A: Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically and resources are modified as needed.</p>	<p>100% of BSN faculty salaries are equal to the</p> <ul style="list-style-type: none"> • AACN Mean • SREB Mean <p>(evaluated as data is available)</p> <p>100% of faculty has the opportunity to provide input into university and college resources.</p> <p>100% of BSN faculty members have opportunity to provide input into yearly strategic planning (budget).</p>	<p>Dean of the College of Nursing and Health Sciences maintains the budget and information on salary means.</p> <p>Faculty credentials worksheet on file in Department Chair's office.</p> <p>Faculty provides input into university and college resources in October utilizing the Institutional Commitment and Resources Worksheet.</p>	<p>October</p> <p>Completed IC & R Worksheet and results reported to BSN Faculty</p>	<p>May College Strategic Planning Retreat</p> <p>August Dean returns College Strategic Plan to BSN Department Chair and shares Strategic Plan with BSN Faculty</p>
<p>II-B: Physical resources and clinical sites enable the program fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.</p>	<p>100% of faculty has the opportunity to provide input into university and college resources.</p> <p>100% of BSN faculty members have opportunity to provide input into yearly strategic planning (budget).</p>	<p>Faculty provides input into university and college resources in October utilizing the Institutional Commitment and Resources Worksheet.</p> <p>Clinical Site Evaluations</p>		
<p>II-C: Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.</p>	<p>90% of students and faculty indicate that the university services and resources are adequate to assist them in meeting the outcomes of the program</p>	<p>"Facilities and Services" Evaluation by students and faculty.</p>		

<p>II-D: The chief administrator of the nursing unit:</p> <ul style="list-style-type: none"> • is a registered nurse (RN); • holds a graduate degree in nursing; • holds a doctoral degree if the nursing unit offers a graduate program in nursing; • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. 	<p>The Dean's Curriculum Vitae is on file.</p> <p>The Dean has a written job description.</p> <p>100% of the BSN faculty have the opportunity to complete Dean Evaluation Yearly.</p> <p>Plenary and advisory board meeting minutes provided after each meeting.</p>	<p>Dean of the College of Nursing and Health Sciences' Job Description and vitae is on file in the College office.</p> <p>Each faculty evaluates the Dean and forwards the evaluation to the VPAA yearly in the spring.</p> <p>Meeting minutes are housed within the College office.</p>		
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<p>II-E: Faculty are:</p> <ul style="list-style-type: none"> • sufficient in number to accomplish the mission, goals and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach. 	<p>The BSN Program maintains a full complement of FTE's.</p> <p>The BSN Program does not exceed the following faculty/student ratios:</p> <p style="padding-left: 40px;">Direct Supervision 1:10 Indirect Supervision 1:15 Overall 1:15</p> <p>Staff is maintained at IHL required standards of:</p> <p style="padding-left: 40px;">Direct Supervision 1:10 Indirect Supervision 1:15 Overall 1:15</p> <p>100% BSN faculty updated curriculum vitas show evidence that faculty are academically and experientially prepared to teach their specified content.</p> <p>100% B.S.N. Faculty have a minimum of a Master's Degree and are academically and experientially prepared for the areas that they teach.</p> <p>Budget information regarding salaries (See Standard II-A)</p>	<p>Dean has the official record of the FTE information with input from the program director. Department Chair calculates yearly FTE information.</p> <p>Faculty Data Sheet yearly revisions maintained by Institutional Commitment and Resources Committee.</p> <p>Faculty Data Sheet (see above)</p> <p>Curriculum Vitae is on file in Dean's Office.</p> <p>RN Licensure on file in Dean's Office</p> <p>Dean of the College of Nursing and Health Sciences maintains the budget and information on salary means.</p>		
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	No faculty without a graduate degree is utilized by the BSN program.			
II-F: Preceptors (e.g. mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	<p>100% preceptors have the approval of the appropriate supervisor – signature for validation for credentials, appropriate nursing degree with years of experience</p> <ul style="list-style-type: none"> • meet expected academic requirements, (Minimum BSN with one year experience) • have the expertise to support student achievement of learning outcomes • have clear performance expectations communicated to them • have a supervisor who approves the preceptor responsibilities and who validates the credentials of the preceptor. 	<p>Preceptor Data Sheets are maintained in the office with the End of Course report.</p> <p>The Tupelo Campus has the <i>Advanced Nursing Concepts for the Professional Nurse</i> course, which does not require a formal preceptor.</p> <p>Preceptor Guidelines and Criteria for Preceptor documents are provided to all preceptorship institutions (Copies in End of Course Report).</p> <p>Preceptor Guidelines and Criteria for Preceptor documents are provided to all preceptorship institutions (Copies in End of Course Report).</p> <p>Preceptor Evaluations are maintained in the office with the End of Course Report.</p> <p>End of Program and Communities of Interest comments kept on file in Program Office.</p>		
II-G: The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	<p>100% of BSN Faculty have opportunity to be provided with yearly continuing education reimbursement.</p> <p>Center for Teaching/Learning APIL Grant HR Policy Statements</p> <p>100% faculty follows MUW policy for scholarship, service, and practice activities.</p> <p>Yearly faculty attrition rate due to perceived lack of fiscal or physical support is 0%.</p>	<p>Dean maintains budget information.</p> <p>The descriptions of these services will be written into the report (No proof needed on this blueprint or worksheet).</p> <p>Refer to MUW Faculty Handbook, College Handbook, and College Policy Statements for details (available online, utilized mostly by NP faculty).</p> <p>Department Chair and Dean obtain and keep record of Faculty Exit Interviews</p>		

III. PROGRAM QUALITY: CURRICULUM/TEACHING-LEARNING PRACTICES BLUEPRINT (25%)

Key Element	Qualitative, Quantitative, Internal, External and Process Evaluation Benchmarks	Measurements/Tools and Aggregate Data Sources Compiled on Standard III-Program Quality Worksheet	Timeline of BSN Faculty Analysis of Data	Strategic Planning/Budget Flow
<p>III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</p> <ul style="list-style-type: none"> • are congruent with the program's mission and goals; • are congruent with the roles for which the program is preparing its graduates; and • consider the needs of the program-identified community of interest. 	<p>90% of students successfully complete each nursing course. (Course Completion Rates)</p> <p>Individual student learning outcomes (content outcomes) are congruent with :</p> <ul style="list-style-type: none"> • BSN Purpose/Mission • BSN Program Goals • BSN Program Philosophy • BSN Program Outcomes • BSN Course Outcomes • BSN Course Content Teaching Learning Practices are mapped. 	<p>MUW Bulletin</p> <p>BSN Master Plan of Evaluation</p> <ul style="list-style-type: none"> • Mission – Introduction Section • Goals – Introduction Section • Program Outcomes- Introduction Section <p>Course Overviews</p> <p>Advisory Board minutes</p>	<p>November</p> <p>Completed Program Quality Worksheet results reported to BSN Faculty</p>	<p>May College Strategic Planning Retreat</p> <p>August Dean returns completed College Strategic Plan to BSN Department Chair and shares College Strategic Plan with BSN Faculty</p>
<p>III-B: Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).</p>	<p>The curriculum incorporates AACN's <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i>, ANA Nursing's Social Policy Statement, ANA Code of Ethics, Mississippi Competency Model, and ANA Scope and Standards of Nursing Practice.</p> <p>100% nursing courses show evidence that the standards are incorporated into:</p> <ul style="list-style-type: none"> • BSN Program Purpose/Mission • BSN Program Goals • BSN Program Philosophy • BSN Program Outcomes • BSN Course Outcomes • BSN Course Descriptions • BSN Course Content Outcomes • MUW BSN Portfolio 	<p>MUW Bulletin</p> <p>BSN Master Plan of Evaluation (Introduction Section)</p> <p>Course Overviews</p> <p>Curriculum teaching learning evaluation practices noted within course overviews</p> <p>BSN Policy Packet</p>		
<p>III-C: Master's curricula III-D: DNP curricula III-E: Post-graduate APRN</p>	<p>MSN, DNP & Post-graduate APRN programs have a separate MPE.</p>			

certificate program															
<p>III-F: The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. 	<ul style="list-style-type: none"> Core curriculum courses and nursing courses will be approximately 50/50 of graduation hours. 100% BSN Program courses utilize the following as a course outcome. 100% BSN Program courses utilize the following sub-outcomes as guides. <table border="1" data-bbox="499 326 1528 678"> <tr> <td>ESSENTIAL I. Integration of Liberal Education into Baccalaureate Education for Generalist Nursing Practice</td> </tr> <tr> <td>PROGRAM OUTCOME 1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions</td> </tr> <tr> <td>1. Integrate theories and concepts from the liberal education into nursing practice.</td> </tr> <tr> <td>2. Synthesize theories and concepts from liberal education to build an understanding of the human experience,</td> </tr> <tr> <td>3. Use skills of inquiry, analysis, and information literacy to address practice issues.</td> </tr> <tr> <td>4. Use written verbal, non-verbal, and emerging technology methods to communicate effectively.</td> </tr> <tr> <td>5. Apply knowledge of social and cultural factors to the care of the diverse populations</td> </tr> <tr> <td>6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.</td> </tr> <tr> <td>7. Integrate the knowledge and methods of a variety of disciplines in informed decision-making.</td> </tr> <tr> <td>8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.</td> </tr> <tr> <td>9. Value the ideal of lifelong learning to support excellence in nursing practice</td> </tr> </table>	ESSENTIAL I. Integration of Liberal Education into Baccalaureate Education for Generalist Nursing Practice	PROGRAM OUTCOME 1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions	1. Integrate theories and concepts from the liberal education into nursing practice.	2. Synthesize theories and concepts from liberal education to build an understanding of the human experience,	3. Use skills of inquiry, analysis, and information literacy to address practice issues.	4. Use written verbal, non-verbal, and emerging technology methods to communicate effectively.	5. Apply knowledge of social and cultural factors to the care of the diverse populations	6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.	7. Integrate the knowledge and methods of a variety of disciplines in informed decision-making.	8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.	9. Value the ideal of lifelong learning to support excellence in nursing practice			
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<p>III-G: Teaching-learning practices:</p> <ul style="list-style-type: none"> support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest; and expose students to individuals with diverse life experiences, perspectives, and backgrounds. 	<p>Teaching Learning practices are identified for each course and are evaluated as being:</p> <ul style="list-style-type: none"> Appropriate for the course level (faculty) Effective when facilitating outcome achievement students and faculty) Teaching Learning Practices are mapped. <p>100% End of Course Reports and Program Quality Worksheets indicates any input from “Community of Interests” Minutes and worksheets document any changes made as a result of the COI input</p> <p>The community of interests is defined as:</p> <ul style="list-style-type: none"> Internal Customers <ul style="list-style-type: none"> BSN Students BSN Faculty/Staff Other university divisions/services/staff University Administration External Customers <ul style="list-style-type: none"> Potential Students (High School Students, Pre-Nursing Students (generic) ASN Programs, RN’s (RN/BSN Option) Health Care Agencies/Employers/Alumni Community Colleges <p>Community at Large</p>	<p>End of Course Reports Student End of Course Evaluations</p> <p>Employer Survey Results</p> <p>Community of Interest Evaluation Results with formal and informal means</p> <p>Input from recruitment events</p>		
<p>III-H: The curriculum includes planned clinical experiences that:</p> <ul style="list-style-type: none"> enable students to integrate new 	<p>Clinical practices are identified for each course and are evaluated as being:</p> <ul style="list-style-type: none"> Appropriate for the course level (faculty) Effective when facilitating outcome achievement students and faculty) 	<p>End of Course Reports Student End of Course Evaluations</p>		

<p>knowledge and demonstrate attainment of program outcomes;</p> <ul style="list-style-type: none"> • foster interprofessional collaborative practice; and • are evaluated by faculty. 	<ul style="list-style-type: none"> • Clinical Learning Practices are mapped 			
<p>III-I: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>100% BSN Program didactic and clinical/laboratory courses utilize the same grading scale according to policy.</p> <p>100% of BSN Nursing Program Course Overviews list:</p> <ul style="list-style-type: none"> ○ Evaluation Methods for theory and clinical ○ Grading scale <p>100% Didactic evaluation tools have written directions and criteria for the satisfactory completion of the project.</p> <p>100% Clinical evaluation tools have written directions and criteria for satisfactory completion of the project.</p> <p>100% of preceptors are allowed input into student's performance.</p>	<p>Students Permanent Record on Information Checklist and Student Verification Form</p> <p>End of Course Reports</p> <p>Course Overviews</p>		
<p>III-J. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>100% End of Course Reports are compiled and reviewed at the end of each semester.</p> <p>100% End of Course Reports evidence that students and faculty have had the opportunity to evaluate the curriculum and teaching/learning practices.</p> <p>Curriculum and teaching learning changes that are made are based on data analysis and are evidenced on a worksheets, team minutes, and BSN Curriculum minutes.</p> <p>Curriculum and teaching learning practices that are made are based on data and communication received from communities of interest.</p>	<p>End of Course Reports Team and Curriculum Minutes Communities of Interest</p>		

Reviewed 9/05, Reviewed 8/06, Reviewed 8/07, Revised: November 13, 2008, Revised 4/09; 5/2010, 5/2011; Revised 8/27/2012; reviewed 5/2013; revised 5/2014; Revised 5/2017; Reviewed 5/2018; Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020 Reviewed 5/2021; Reviewed 5/2022

IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS BLUEPRINT (25%)

Key Elements	Qualitative, Quantitative, Internal, External and Process Evaluation Benchmarks	Measurements/Tools and Aggregate Data Sources Compiled on Standard IV- Program Effectiveness Worksheet	Timeline of BSN Faculty Analysis of Data	Strategic Planning/ Budget Flow
<p>IV-A: A systematic process is used to determine program effectiveness.</p>	<p><u>The BSN Master Evaluation Plan :</u></p> <ul style="list-style-type: none"> • is written and provides appropriate information • faculty committee assignments for each standard • evaluation schema/forms reviewed yearly • worksheets completed according to MPE calendar • reviewed yearly <p><u>The Divisional Strategic Plan:</u></p> <ul style="list-style-type: none"> • is reviewed and completed yearly in May <p><u>Minutes are:</u></p> <ul style="list-style-type: none"> • written according to policy/By-Laws • evidence of follow-up activities needed • written for each Columbus and Tupelo team meeting • written for each BSN/ Curriculum Meeting • written for each BSN Committee Meetings • housed in the office of the Department Chair 	<p>Master Plan of Evaluation</p> <p>Compiled Worksheets for each standard posted in the Nursing course management system</p> <p>College Strategic Plan</p> <p>BSN/Plenary Minutes</p>	<p>November</p> <p>Completed Program Effectiveness worksheet results reported to BSN Faculty</p>	<p>May College Strategic Planning Retreat</p> <p>August Dean returns completed College Strategic Plan to BSN Department Chair and shares College Strategic Plan with BSN Faculty</p>
<p>IV-B: Program completion rates demonstrate program effectiveness.</p>	<p><u>Student Admissions</u></p> <ul style="list-style-type: none"> • 100% of student admitted meet IHL admission requirements • No more than 10% previous years admissions are high risk <p><u>Student Graduation Rates</u></p> <ul style="list-style-type: none"> • 70 % students complete the program within 150% of the time from the first nursing class taken (Generic- 8 semesters, APO- 5 semesters-IHL Standard) <p><u>Data Analysis:</u></p> <ul style="list-style-type: none"> • if MUW BSN pass rate falls below 70% • if MUW BSN pass rate falls below 70% for the most recent calendar year, written explanation/analysis to CCNE 	<p>Admission Data Sheets:</p> <ul style="list-style-type: none"> • Admission Numbers • ACT, GPA <p>IHL Report (Graduation Rate)</p>		
<p>IV-C: Pass rates demonstrate program effectiveness.</p>	<p><u>Student NCLEX –RN Pass Rates</u></p> <ul style="list-style-type: none"> • First write NCLEX results for each calendar year shall be no less than 80%. (IHL Standard) • NCLEX Pass rate is above or equal to the <ul style="list-style-type: none"> ○ state average ○ national average <p><u>Data Analysis:</u></p> <ul style="list-style-type: none"> • if MUW benchmark of 80% of national average not met • if the MUW NCLEX-RN pass rate is less than 80% for first-time takers for the most recent calendar year, a written documentation for the variance and a plan to meet the 80% pass 	<p>NCLEX –RN Report</p>		

	rate for first-time takers provided to CCNE																															
IV-D: Certification pass rates demonstrate program effectiveness.	n/a	n/a																														
IV-E: Employment rates demonstrate program effectiveness.	<p><u>Student Employment Rates</u></p> <ul style="list-style-type: none"> 70 % of graduates who are seeking employment will obtain a job within the first 12 months after graduation or enroll in a program of higher education. <p><u>Data Analysis:</u></p> <ul style="list-style-type: none"> Any program with an employment rate less than 70% provides written documentation for the variance to CCNE 	<p>Exit Interviews, Preceptor Sharing Day (individual follow-up as needed)</p> <p>End of Program Satisfaction Survey</p>																														
IV-F: Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	<p><u>Completed worksheets</u></p> <ul style="list-style-type: none"> Each scorecard results/analysis reviewed and appropriate actions taken as indicated Cumulative Scorecard results for last three years reviewed <p><u>Data Analysis:</u></p> <ul style="list-style-type: none"> actual outcomes compared to expected outcomes areas of improvement identified <p>changes to the program to foster improvement</p>	MPE completed worksheets																														
<p>IV-G: Aggregate faculty outcomes demonstrate program effectiveness.</p> <p>IV-H: Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.</p>	<ul style="list-style-type: none"> 100% Faculty receive a performance appraisal: Faculty Performance Evaluation Evidences (Full time) : <ul style="list-style-type: none"> Curriculum Vitae Updates maintain current practice proficiency in their selected field maintain 10 contact hours in each academic year participate in teaching/advising activities participate in community service activities participate in scholarship activities <table border="1"> <thead> <tr> <th>BSN Faculty Outcomes Performance</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>Curriculum vitae updated with annual self-evaluation</td> <td>100%</td> </tr> <tr> <td>Maintain current practice proficiency in selected field</td> <td>100%</td> </tr> <tr> <td>Maintain 10 contact hours each academic year</td> <td>100%</td> </tr> <tr> <td>Participation in teaching/advising activities</td> <td>100%</td> </tr> <tr> <td>Participation in community service activities</td> <td>100%</td> </tr> <tr> <td>Participation in scholarship activities</td> <td>100%</td> </tr> <tr> <td>Participate in systematic MPE for BSN program</td> <td>100%</td> </tr> <tr> <td>Maintain membership in professional organization</td> <td>100%</td> </tr> <tr> <td>Serve as a member of a college or university committee</td> <td>75%</td> </tr> <tr> <td>Serve as a course coordinator</td> <td>50%</td> </tr> <tr> <td>Serve as an adviser to student group/organization</td> <td>20%</td> </tr> <tr> <td>Professional meeting presentation, exhibit or poster presentation</td> <td>25%</td> </tr> <tr> <td>Participated in research activities</td> <td>25%</td> </tr> </tbody> </table>	BSN Faculty Outcomes Performance	Benchmark	Curriculum vitae updated with annual self-evaluation	100%	Maintain current practice proficiency in selected field	100%	Maintain 10 contact hours each academic year	100%	Participation in teaching/advising activities	100%	Participation in community service activities	100%	Participation in scholarship activities	100%	Participate in systematic MPE for BSN program	100%	Maintain membership in professional organization	100%	Serve as a member of a college or university committee	75%	Serve as a course coordinator	50%	Serve as an adviser to student group/organization	20%	Professional meeting presentation, exhibit or poster presentation	25%	Participated in research activities	25%	<p>Performance evaluations are housed in the office of the Dean.</p> <p>Validation of 10 contact hours housed in office of the Dean</p> <p>Synopsis of aggregated faculty outcomes attached to IV worksheet</p> <p>Evaluation Forms provided to faculty.</p> <p>Course Evaluations</p>		
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Number of recognitions* no benchmark												
<p>IV-I: Program outcomes demonstrate program effectiveness.</p>	<p><u>Student Core Knowledge</u> (critical thinking/clinical reasoning, communication skills, knowledge acquisition, and standards of professional nursing practice (“Essentials of Baccalaureate Education” and ANA Standards)</p> <ul style="list-style-type: none"> • 90% of the students will score 85% or higher on the MUW BSN portfolio <p><u>Alumni</u></p> <ul style="list-style-type: none"> • Satisfaction with the program as evidenced by a benchmark average score of 2.5 or above on the Alumni Survey • 90% indicate professional advancement (as evidenced by continuing formal education, professional affiliations, and job advancement) <p><u>Employers</u></p> <ul style="list-style-type: none"> • Sampled employers express satisfaction with the program as evidenced by an average score of 2.5 or above on the Employer Survey <p><u>Student Program Satisfaction</u></p> <ul style="list-style-type: none"> • Average score of all students is satisfied with the program of learning as evidenced by a benchmark score of 2.5 or above on the End of Program Satisfaction Survey <p>Aggregate program and student outcome data are compiled yearly and analyzed by faculty according to Master Evaluation Calendar:</p> <ul style="list-style-type: none"> ○ Mission and Governance Worksheet ○ Institutional Commitment and Resources Worksheet 	<p>MUW BSN Portfolio</p> <p>MUW IR as available Alumni Survey (Online Survey, Alumni Newsletter, MUW Graduation Exit Survey) Attached to IV worksheet</p> <p>Employer Survey and Advisory Board Attached to IV worksheet</p> <p>End of Program Satisfaction Survey (Nu 457, NU 471) University IR as available Attached to IV worksheet</p> <p>MPE completed worksheets</p>										

	<ul style="list-style-type: none"> ○ Program Quality: Curriculum/Teaching-Learning Practices Worksheet ○ Program Effectiveness: Student Performance and Faculty Accomplishment Worksheet <p>All program improvement plans are documented on worksheets are followed until the issues are resolved: (SEE MPE Calendar for due dates)</p> <ul style="list-style-type: none"> ○ Mission and Governance Worksheet ○ Institutional Commitment and Resources Worksheet ○ Program Quality: Curriculum/Teaching-Learning Practices Worksheet ○ Program Effectiveness: Student Performance and Faculty Accomplishment Worksheet <p><u>Data Analysis:</u> Any program with outcomes lower than expected provides a written explanation for the variance to CCNE.</p>			
<p>IV-J: Program outcome data are used, as appropriate, to foster ongoing program improvement.</p>	<p><u>Completed worksheets</u></p> <ul style="list-style-type: none"> • Each scorecard results/analysis reviewed and appropriate actions taken as indicated • Cumulative Scorecard results for last three years reviewed <p><u>Data Analysis:</u></p> <ul style="list-style-type: none"> • actual outcomes compared to expected outcomes • areas of improvement identified <p>changes to the program to foster improvement</p>	<p>MPE completed worksheets</p>		

Reviewed 9/05, Reviewed 8/06, Reviewed 8/07, Revised: November 13, 2008, Revised 4/09; Reviewed 5/2010, 5/2011; Revised 8/27/2012; Revised 5/2013; revised 5/2014; Revised 5/2016, Revised 4/2017; Revised 5/2017; Revised 5/2018; Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
MASTER PLAN OF EVALUATION**

*“W”*orking Toward Excellence

2022- 2023

Reviewed 1/2019; Reviewed 5/2019; Reviewed 5/2020; reviewed 05/2021; Reviewed 05/2022

**SECTION 3
Standard Worksheets**

Worksheet	Page
Mission And Governance Worksheet	28
Institutional Commitment And Resources Worksheet	33
Program Quality Curriculum Teaching Learning Worksheet	38
Program Effectiveness: Student Performance And Faculty Accomplishments Worksheet	54

MISSION AND GOVERNANCE WORKSHEET

Closing the Loop - COVER PAGE

Complete the following table utilizing the previous year's Score Card data, analysis, and follow-up.

SCORE CARD RESULTS

SCORE CARD RESULTS: Number of benchmarks met ___ out of ___ total benchmarks = ___%

Action Plan To Correct Unmet Benchmark Indicators from previous year

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS Indicators	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Mission/Governance Committee Worksheet

Date Form Completed: _____

Semesters Being Evaluated: Summer _____, Fall _____, Spring _____

*MUW Bulletin Date Utilized for Review: _____

Benchmark			Review Date	Benchmark Evaluation	Comments
Key Element 1-A, 1-B, IC	Yes No	If yes, explain actions taken:		Met Not Met	
1. Has there been a change in the Mission/Purpose of the University for the above evaluation period?	Yes No	If yes, explain actions taken:		Met Not Met	
2. Has there been a change in the Mission and Goals of the DON or BSN Program for the above evaluation period?	Yes No	If yes, explain actions taken:		Met Not Met	
3. Has the program purpose and philosophy been reviewed for the evaluation period?	Yes No	If no, explain. If yes, discuss any changes made a (or attach revisions to this form)		Met Not Met	
4. Has the program mission, goals and student outcomes (Program Outcomes) been assessed for congruency with the university mission and goals?	Yes No	Was congruency found? University: Yes No DON: Yes No ANA Standards: Yes No CCNE: Yes No SREB: Yes No University Assessment Plan Yes No If no, explain actions taken:		Met Not met	
5. Have the mission and goals of the program been reviewed this year?	Yes No			Met Not met	
6. Is the mission, goals, and expected outcomes consistent with the Essentials of Baccalaureate Education for Professional Nursing Practice [AACN, 2008]	Yes No			Met Not met	
7. List the accreditation bodies presently maintained by the BSN program.		CCNE IHL SACSCOC		Met Not met	
8. Are the addresses to the accrediting agencies listed in #7 published?	Yes No	MUW Bulletin? Yes No BSN Program/Academic Affairs website? Yes No		Met Not met	
9. Has the faculty made any changes to the definition of the Community of Interests?	Yes No	If yes, explain:		Met Not met	

10. Does the mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest?	Yes No			Met Not met	
Key Element 1-D 11. Faculty have access to the expected faculty outcomes in teaching, scholarship, service, and practice. Each outcome is congruent with the mission, goals, and expected outcomes of the University.	Yes No	100% faculty have access to: <ul style="list-style-type: none"> • job descriptions • websites • promotion and tenure policies • Each outcome is congruent 		Met Not met	
Key Element 1-E 12. 100% of the BSN full-time faculty attends 75% of the BSN and Curriculum Committee meetings as verified by the minutes (except FMLA)?	Yes No	If no, do not list name. Department Chair will evaluate on annual performance appraisal.		Met Not Met	
13. BSN full time faculty will be represented BSN, DON, and University committees: <ul style="list-style-type: none"> • 100% on BSN Committee • 100% on BSN Curriculum • Serve on 75% of DON Committees • Serve on 20% of the eligible University Committees 	Yes No	<ul style="list-style-type: none"> • 100% on BSN Committee Yes No • 100% on BSN Curriculum Yes No • Serve on 75% of DON Committee Yes No • Serve on 20% of University Committees Yes No 		Met Not Met	
14. Is there student representation on the BSN Curriculum Committee as noted in the By-Laws?	Yes No	All BSN students are emailed for input. Was there participation verified by the minutes? Yes No		Met Not Met	
15. Is there student representation on the DON Grievance Committee as noted in the By-Laws and Grievance Policy?	Yes No	List name: Was there attendance as verified by the minutes? Yes No		Met Not Met	

<p>Key Element 1-F 16. 100% of the BSN Policies and Procedures are published, congruent with university policies, fair and equitable, reviewed and revised as necessary.</p>	<p>Yes No</p>	<p>Generic Website Policies and Procedures for students are available in the BSN Resource Center in the Learning Management System.</p>	<p>APO Website Policies and Procedures for students are available in the RN-BSN Resource Center in the Learning Management System.</p>		<p>Met Not Met</p>	<p>See listing of BSN Policies and Procedures on the MPE</p>
<p>Key Element 1-G 17. 100% of the BSN faculty utilized the DON Undergraduate Student Grievance Guidelines if applicable.</p>	<p>Yes No</p>				<p>Met Not Met</p>	

<p>Key Element 1-H. 18. 100% of publications are accurate?</p>	<p>MUW Bulletin</p>	<p>Generic Website</p>	<p>APO Website</p>	<p>Met Not Met</p>	<p>Comments If any one of the above marked is a “no” that indicates a not met.</p>
	<p>Mission Yes No</p>	<p>Mission Yes No</p>	<p>Mission Yes No</p>		
	<p>Accreditation Status Yes No</p>	<p>A link to Accreditation Status Yes No</p>	<p>A link to Accreditation Status Yes No</p>		
	<p>Academic Calendar Yes No</p>	<p>A link to Academic Calendar Yes No</p>	<p>A link to Academic Calendar Yes No</p>		
	<p>Admission Policy Yes No</p>	<p>Admission Policy Yes No</p>	<p>Admission Policy Yes No</p>		
	<p>Degree Completion Requirements Yes No</p>	<p>Degree Completion Requirements Yes No</p>	<p>Degree Completion Requirements Yes No</p>		
	<p>Tuition/Fees Yes No</p>	<p>A link to tuition/Fees Yes No</p>	<p>A link to tuition/fees Yes No</p>		
<p>Appropriate personnel notified of all changes</p>	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>		
<p>Other sites or materials</p>					

**MISSION AND GOVERNANCE WORKSHEET
SCORE CARD RESULTS**

SCORE CARD RESULTS: Number of benchmarks met ___ out of ___ total benchmarks = ____%

Action Plan To Correct Unmet Benchmark Indicators

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS Indicators	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Note: This data will be transferred to next year's Worksheet Cover Page to provide follow-up documentation (closing the loop).

Date: _____

Signatures of Faculty assisting with completion of worksheet: (Typed in names will serve as signatures): _____

Date: _____

Signature of Department Chair (Typed in name will serve as signature): _____ Revised 6/14 (new CCNE Standards 2013);
Reviewed 9/14; reviewed 5/2016; Revised 5/2017; Revised 5/2018, Revised 1/2019; Reviewed 5/2019; Reviewed 2020; Reviewed 5/2021; Reviewed 5/2022

Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program
II-INSTITUTIONAL COMMITMENT AND RESOURCES WORKSHEET
Closing the Loop - COVER PAGE

Complete the following table utilizing the previous year's IC & R Score Card data, analysis, and follow-up.

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS Indicators	ANALYSIS OF BENCHMARKS FROM WORK-SHEET INFORMATION	ACTIONS THAT HAVE BEEN TAKEN OVER THE PAST YEAR TO IMPROVE BENCHMARK SCORE/S THUS IMPROVING PROGRAM QUALIY/ EFFECTIVENESS
Directions: See Page 5-Section 1, if no changes copy and paste from previous year	List the Key Element that the Benchmark helps define	Copy and paste the Benchmark # from the Worksheet	Copy and Paste the faculty analysis from the previous year	Describe what actions have been taken during the past year toward improving the benchmark score. Note dates.

Previous Year's Scorecard Score (Summer, Fall, Spring):

**INSTITUTIONAL COMMITMENT AND RESOURCES WORKSHEET
(FISCAL, PHYSICAL, AND HUMAN)**

Date Form Completed: October

Semester/Year Being Evaluated: Summer , Fall , Spring

Benchmark	Response		Benchmark Evaluation		COMMENTS
Key Element II-A 1. 100% BSN faculty salaries = AACN Mean.	Yes	No	Met	Not Met	
2. 100% BSN faculty had the opportunity to provide input into strategic plan/budget.	Yes	No	Met	Not Met	
Key Element II-B 3. 100% of faculty had the opportunity to provide input into the program's physical resources.	Yes	No	Met	Not Met	
Key Element II-C 4. Facilities and Services Survey Results University Admission Office & staff Financial Aid Office & staff Student Loan Repayment Program Financial Aid Office (ethical responsibilities) Health Center & staff Health Center resources J.C. Fant Library & staff J.C. Fant Library holdings Registrar's Office & staff Student Success Center (tutoring, study) & staff MUW Writing Center & staff Career Services & staff Counseling Services & staff Community Living (Residence Life) & staff Bookstore & staff Bookstore holdings Police Department (Security) & staff Information Technology Services & staff Public Relations & staff DON Nursing program info consistently applied Classrooms adequate Clinical facilities adequate Classroom temperature Environment of College of Nursing LRC Coordinator LRC holdings Computer & media holdings & equipment Orientation to technology and tech support Skills Lab Coordinator Skills Lab holdings	90% or > Students Respond Positively	90% or > Positive Faculty Comments (Comments from Input)	Met	Not Met	Note Here if any changes are necessary in the Facilities and Services Survey

Skills Lab equipment & models Skills Lab & Simulation Lab Learning resources & tech Instructional & non-instructional areas College of Nursing Building free of pests College of Nursing Administrative Assistant Department Secretary Dean Department Chair Academic Advisor UNIVERSITY MISSION Participation in Prof. Org Participation in Community Service Participation in Women’s Emphasis Activities Participation in Leadership						
5. 90% of students and faculty indicate that the university services and resources are adequate to assist them in meeting the outcomes of the program.	Yes	No		Met	Not Met	Facilities and Services Evaluation by students and faculty.
Key Element II-D 6. The Dean is an RN, has a doctoral degree, is academically and experientially qualified and vested with authority to accomplish outcomes. 7. 100% BSN faculty had the opportunity to evaluate the Dean. 8. The dean consults with faculty and communities of interest regularly.	Yes	No		Met	Not Met	Dean’s curriculum vitae and job description on file in College office.
Key Element II-E 9. The BSN Program has sufficient faculty to accomplish the mission, goals, and expected program outcomes.	Yes	No		Met	Not Met	Plenary faculty meeting minutes and advisory board meeting minutes housed within the College office.
A. How many faculty members are currently budgeted?	FT Columbus: FT Tupelo: PT Tupelo: Adjunct Tupelo:					
B. How many faculty positions are filled?	FT Columbus: FT Tupelo: PT Tupelo: Adjunct Tupelo:					
10. The BSN Program does not exceed the following faculty/student ratio: Direct 1:10 Indirect 1:15 Overall: 1:15	Columbus # Faculty= #Students= Ratio =	Tupelo # Faculty= #Students= Ratio =	Overall # #Faculty = # Students = Ratio =	Met	Not Met	
11. 100% BSN faculty submitted updated Curriculum Vitae with performance evaluation self-evaluation.	Yes	No		Met	Not Met	

12. 100% faculty are academically (minimum Masters in Nursing) and experientially prepared for the areas in which they teach.	Yes	No	*Attached Faculty Data Form	Met	Not Met	
13. 100% faculty have current RN Licensure on file in Dean's office.	Yes	No		Met	Not Met	
Key Element II-F 14. 100% Preceptors utilized are academically and experientially qualified for their role in assisting the student achieve the program outcomes. <ul style="list-style-type: none"> 100% preceptors have the approval of the appropriate supervisor – signature for validation for credentials, appropriate nursing degree with years of experience; meet expected academic requirements, (Minimum BSN with one year experience); have the expertise to support student achievement of learning outcomes; have clear performance expectations communicated to them; have a supervisor who approves the preceptor responsibilities and who validates the credentials of the preceptor. 	Yes	No		Met	Not Met	<p>Preceptor Data Sheets are maintained in the office as part of the End of Course Report in Columbus.</p> <p>Preceptor Guidelines are maintained in the office as part of the End of Course Report in Columbus.</p> <p>Criteria for Preceptor documents are maintained in the office as part of the End of Course Report in Columbus.</p> <p>Preceptor Evaluations are maintained in the office as part of the End of Course Report in Columbus.</p> <p>Tupelo Campus requires no formal preceptors in the <i>Advanced Nursing Concepts for the Professional Nurse</i> course.</p>
Key Element II-G 15. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice.	Yes	No		Met	Not Met	
A. 100% of BSN Faculty has opportunity to be provided with yearly continuing education reimbursement.	Yes	No		Met	Not Met	
B. 100% faculty follows MUW policy for scholarship, service, and practice activities.	Yes	No		Met	Not Met	
C. Faculty comments reflect sufficiency of support.	Yes	No		Met	Not Met	
<ul style="list-style-type: none"> How many faculty positions were vacated during this time? 						
<ul style="list-style-type: none"> What is the faculty attrition rate? 						
D. Faculty attrition rate due to perceived lack of fiscal or physical support is 0%.	Yes	No		Met	Not Met	Exit Interview comments are kept by Department Chair and Dean.
<ul style="list-style-type: none"> Explain reasons for attrition rate - Obtain information from Department Chair (Exit Interview) 						

**INSTITUTIONAL COMMITMENT AND RESOURCES WORKSHEET
SCORE CARD RESULTS Reported Fall**

SCORE CARD RESULTS: Number of benchmarks met ___ out of 10 total benchmarks =							
Action Plan To Correct Unmet Benchmarks							
UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Action Plan To Correct Unmet Benchmarks

Note: This data will be transferred to next year’s Worksheet Cover Page to provide follow-up documentation (closing the loop).

Date: Signatures of Faculty assisting with completion of worksheet: (Typed in names will serve as signatures)

Date: 10/2 /15 Signature of Department Chair (Typed name will serve as signature) _____ Revised: October 04, Reviewed: October 06, Reviewed: October 07, Revised: 10/13/08, Revised 3/09: Revised: September 6, 2012; Revised: 5/2014; Revised 11/2015, Revised 05/2016; Revised 5/2017; Reviewed 5/2018, Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

Mississippi University for Women
 College of Nursing and Health Sciences
 Baccalaureate Nursing Program
III-PROGRAM QUALITY CURRICULUM TEACHING LEARNING WORKSHEET

Closing the Loop - COVER PAGE

**Complete the following table utilizing the previous year's IC & R Score Card data, analysis, and follow-up.
 Previous Year's Scorecard Score:**

SCORE CARD RESULTS: Number of benchmarks met ___ out of 19 total benchmarks =

Action Plan To Correct Unmet Benchmarks

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Note: This data will be transferred to next years Worksheet Cover Page to provide follow-up documentation (closing the loop).

**III-PROGRAM QUALITY: CURRICULUM/TEACHING-LEARNING
PRACTICES COMMITTEE
WORKSHEET**

Semesters/Year Being Evaluated: Summer Fall Spring

Benchmark

Evaluation

<p><u>Key Element III-A</u> The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the BSN Mission/Purpose/Goals, Philosophy, Program Outcomes, Course Outcomes and Content Outcomes; and the roles of the generalist nurse for which the program is preparing its graduates.</p>			
<p>1. 100% courses achieve a 90% or above Course Completion Rate Course Completion Rate Defined:</p> <p>Course Completion Rate = # of students starting* the course compared to the # students making a C or above in the course. Students not completing the course will consist of all W's, WP's, WF's, D's and F's, and "I's" as indicated on the End of Course Report and Banner Grade sheet.</p> <p>*Starting the course =Use first official roll to determine number of students that start the course. Any student whose name does not appear on the permanent roll will not be counted.</p>	<p>Yes No Highlight courses that do not meet 90% completion rate in Table 1</p>	1. MET	NOT MET
<p>2. Did any course(s) fall below 90% for 2 consecutive offerings?</p>	<p>Yes No *If yes to #2, the Course Coordinator must initiate a Course Completion Rate Analysis Form, assisted by all faculty teaching in the course. The form will then be presented with this worksheet or earlier if deemed actionable. Copy and paste from below to create the report. *Attach <i>Course Completion Rate Analysis Form</i> to the worksheet</p>	2. MET	NOT MET

**TABLE 1 COURSE COMPLETION RATES
Summer, Fall, Spring**

Generic Summer					APO Summer						
	2012	2013	2014	2015		2012	2013	2014	2015		
Nu 301	100	95	96.22	100	Nu 464	99	99.5	99	100		
Nu 325	100	95	96.22	100	Nu 469	100	96.7	99.5	100		
					Nu 471	99	98	99.72	99.69		
Generic Fall (Junior)					APO Fall						
	2012	2013	2014	2015		2012	2013	2014	2015		
Nu 300	90.76	86.66	89.39	91.43	Nu 459	100					
Nu 328	100	100	100	100	Nu 465	100					
Nu 329	95.31	84.74	97	92.31	Nu 467	100					
Nu 330	96.88	91.52	100	95.31							
Nu 110	100	100	100	100	APO Spring						
						2013	2014	2015	2016		
Generic Spring (Junior)					Nu 459	98		99.5			
	2013	2014	2015	2016	Nu 465	98.41	98.33	99			
Nu 350	95	93.75	88.88	96.97	Nu 467	99.5	98.33	99.49			
Nu 351	100	100	98.43	98.48	Nu 464	100	99				
Nu 352	100	97.82	95.16	96.83	Nu 469	99.1					
Nu 357	100	100	100	100	Nu 471	99.1					
Nu 355	100	100	100	100							
Generic Fall (Senior)					APO Fall						
	2012	2013	2014	2015		2014	2015				
Nu 425	100	98.38	100	100	Nu 360	95	96.4				
Nu 426	100	98.38	100	100	Nu 361	96.4	96.1				
Nu 428	98	95	77.78	91.94	Nu 362	97	97				
Nu 429	100	98	95.56	100	Nu 363	96	97.6				
Nu 430	100	98.33	100	100							
Generic Spring (Senior)					APO Spring Dual Enrollment						
	2013	2014	2015	2016		2015					
Nu 449	100	100	100	100	Nu 360	87.5					
Nu 454	100	96.66	100	100	APO Summer Dual Enrollment						
Nu 455	100	98.33	100	100		2015					
Nu 456	100	98.33	100	100	NU 361	100					
Nu 457	100	100	100	100							
3. Has there been a change in the BSN Mission/Purpose/Goals, Philosophy, or Program Outcomes that would require a change in the Course Outcomes or Content Outcomes? BSN Master Plan of Evaluation .Mission – Introduction Section, Goals – Introduction Section, Program Outcomes- Introduction Section					If yes, explain what action was taken.					3. MET NOT MET	

*Original rate was 94.4% but "T" converted to a B-

* Last offering of NU 359 was Fall, 2013.

*NU 360, 361, 362, and 363 will begin Fall, 2014.

<p>4. 100% of the courses consider the needs and expectations of the community of interest.</p>	<p>If no, explain.</p>	<p>4. Met NOT MET</p>
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<p><u>Key Element III-B</u> 5. 100% of BSN Courses show evidence that the program is utilizing <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i> and ANA Standards as the prescribed <u>ROLE</u> standards.</p>					<p>Comments: Program Outcomes align with <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i>. Program outcomes align with <i>ANA Standards (2008)</i>. <i>Mississippi Competency Model (2011)</i> is incorporated in our program. Program outcomes align with ANA's Social Policy Statement and with ANA Code of Ethics.</p>	<p>5. MET NOT MET</p>
<ul style="list-style-type: none"> • BSN Department Purpose audited to make sure that prescribed standard terminology is still present. 				<p>Yes No</p>		
<ul style="list-style-type: none"> • BSN Department Philosophy audited to make sure that prescribed standard terminology is still present. 				<p>Yes No</p>		
<ul style="list-style-type: none"> • Program Outcomes audited to make sure prescribed standard terminology are still present 				<p>Yes No</p>		
<ul style="list-style-type: none"> • Have there been any changes to the professional nursing standards or guidelines? 				<p>Yes No</p>		
<ul style="list-style-type: none"> • If yes, were revisions required and completed? 				<p>Yes No</p>		
<ul style="list-style-type: none"> • Four (4) Course Overviews are audited to make sure that the <i>Guidelines for Curriculum Role Flow</i> found in the MPE are being followed: 				<p>N/A</p>		
<p>Write in Course Numbers:</p>	<p>Jr. NU</p>	<p>Sr. NU</p>	<p>APO NU</p>			
<ul style="list-style-type: none"> • Course Overview Template is followed 	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>			
<ul style="list-style-type: none"> • Course Outcomes 	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>			
<ul style="list-style-type: none"> • Course Descriptions 	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>			
<ul style="list-style-type: none"> • Topical Content Outlines 	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>			
<ul style="list-style-type: none"> • Course Content Outcomes 	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>			
<p><u>Key Element III-C, D & E</u> not applicable.</p>						

<p>Key Element III-F The curriculum schema is logically organized with approximately 50% prerequisite and 50% nursing courses.</p> <p>6. The following hours are still current? Nursing Hours = 66 Prerequisite Hours = 62</p> <p>128 Hours to Graduate</p> <p>Yes No</p> <p>7. The Prerequisite Core Checklist is still correct? See Below Yes No</p> <p>8. The curriculum schema listed is still current? Yes No</p>	<p>First Semester Junior (Summer)</p> <p>NU 301 Introduction to Basic Nursing Skills, (3 hrs) NU 325, Concepts Utilized in Professional Nursing I, (3 hrs) TOTAL HOURS = 6</p>	<p>First Semester (Fall)</p> <p>NU 360 Introduction to Scholarly Activity for the Professional Nurse (3 hrs.) NU 361 Comprehensive Health Assessment across the Lifespan (3 hrs.) NU 362 Introduction to Health Promotion (3 hrs.) NU 363 Introduction to Professional Concepts in Leadership and Management (3 hrs.)</p>		
	<p>Second Semester Junior (Fall)</p> <p>NU 300, Pharmacology, (4 hrs) NU 328, Nursing Therapeutic Interventions: Health Assessment Across the Life Span, (3 hrs) NU 329, Nursing Therapeutic Interventions: Care of Individuals, (4 hrs) NU 330, Clinical Practicum for NU 329,(3 hrs) NU 110, or NU 111, Basic Life Support, (1 hr) TOTAL HOURS = 15</p>	<p>Validates 24 hrs from the following courses: NU 301 Introduction to Basic Nursing Skills (3) NU 325 Concepts Utilized in Prof. Nursing I (3) NU 328 Nursing Therapeutic Interventions: Health Assessment Across the Life Span (3) NU 329 Nursing Therapeutic Interventions: Care of Individuals (4) NU 330 Clinical Practicum for NU 329 (3) NU 352 Nursing Therapeutic Interventions: Concepts of Care Concerning Women and Children: Developing Families (4) NU 355 Sociocultural Responsibility in a Global Society (2)</p>		
	<p>Third Semester Junior (Spring)</p> <p>NU 350, Nursing Therapeutic Interventions: Care of Individuals and Families Experiencing Chronic Health Problems, (4 hrs) NU 351, Clinical Practicum for NU 350,(4hrs) NU 352 Nursing Therapeutic Interventions: Concepts of Care Concerning Women and Children: Developing Families, (4 hrs.) NU 357, Leadership and Management for the Professional Nurse II, (2 hrs) NU 355, Sociocultural Responsibility in a Global Society, (2hrs) TOTAL HOURS = 16</p>			
	<p>First Semester Senior (Fall)</p> <p>NU 425, Theory and Research I, 2 hrs NU 426 Nursing Therapeutic Interventions: Dimensions of Community Nursing Practice I: Care of Groups, Aggregates, and Communities, 4 hrs NU 428, Nursing Therapeutic Interventions: Care of Individuals Experiencing Acute Health Alterations, 4 hrs NU 429, Clinical Practicum for NU 428, 4 hrs NU 430, Leadership and Management for the Professional Nurse III, 2 hrs TOTAL HOURS = 16</p>	<p>Second Semester Senior (Spring)</p> <p>Nu 459 Theory and Research I (3 hrs) Nu 465 Professional Perspectives: Dimensions of Community Nursing Practice (6 hrs) NU 467 Professional Perspectives: Leadership and Management in the Health Care System (6 hrs) TOTAL HOURS = 15</p>		
	<p>Second Semester Senior (Spring)</p> <p>NU 449, Theory and Research II, 2 hrs NU 454, Nursing Therapeutic Interventions: Care of Individuals Experiencing Complex Health Alterations, 4 hrs (JC) NU 455, Clinical Practicum for NU 454, 3 hrs NU 456, NCLEX, 1 hr NU 457, Skills for Professional Nursing Transition: Preceptorship, 4 hrs. TOTAL HOURS = 14</p>	<p>Third Semester Senior (Summer)</p> <p>Nu 464 Theory and Research II (3 hrs) Nu 469 Professional Perspectives: Complex Health Alterations or Threats to Health (6 hrs) Nu 471 Advanced Nursing Concepts (6 hrs.) TOTAL HOURS = 15</p>		

Dual Enrollment

**Beginning Spring 2015	Fall	Spring	Summer
ADN - year 1	ADN courses	ADN courses + NU 360	NU 361 (NU 360) and/or patho
ADN - year 2	ADN courses + NU 362	ADN courses + NU 363	Obtain RN license and Patho if not taken
RN to BSN	Ist semester senior yr	2 nd semester senior yr = BSN	

BSN Prerequisite Check List:
Minimum grade of C required in each course

<p>Written and Oral Communication (9 hours required) ___ EN 101 English Composition (3) ___ EN 102 or EN 300 Advanced Composition (3) ___ COM 101 Oral Communication (3)</p>	<p>Critical Thinking (3 hours required) ___ any Philosophy (non-Religion) course ___ PHL 301 Ancient and Medieval Philosophy (3) ___ PHL 302 Modern Philosophy (3) ___ Logic ___ Ethics</p>
<p>Natural Sciences (with lab, 15 hours required) ___ A & P I or Anatomy (4) * ___ A & P II or Physiology (4) * ___ Microbiology (4) * ___ Human Pathophysiology (3) *</p>	<p>Health-Related (3 hour required) ___ Nutrition (3) *</p>
<p>Humanities and Fine Arts (12 hours required) History Survey (3-6) ___ HIS 101 History of Civilization I (3) ___ HIS 102 History of Civilization II (3) ___ HIS 209 History of the United States I (3) ___ HIS 210 History of the United States II (3) Literature Survey (3-6) ___ EN 201 Survey of English Literature I (3) ___ EN 202 Survey of English Literature II (3) ___ EN 203 Survey of American Literature I (3) ___ EN 204 Survey of American Literature II (3) ___ EN 231 Survey of World Literature I (3) ___ EN 232 Survey of World Literature II (3) ___ FLF 311 Survey of French Literature I (3) ___ FLF 312 Survey of French Literature II (3) ___ FLS 311 Survey of Spanish Literature I (3) ___ FLS 312 Survey of Spanish Literature II (3) Fine Arts History / Appreciation (3-6) ___ ART 102 Art Appreciation (3) ___ ART 211 Art History Survey I (3) ___ ART 212 Art History Survey II (3) ___ DAN 110 Dance Appreciation (3) ___ MUS 100 Music Appreciation (3) ___ MUS 105 Introduction to Music Literature (3) ___ MUS 301 History of Music (3) ___ MUS 302 History of Music (3) ___ TH 175 Theatre Appreciation (3) ___ TH 457 History of the Theatre I (3) ___ TH 458 History of the Theatre II (3)</p> <p>Revised 2010; Revised 5/2018</p>	<p>Quantifying Skills (6 hours required) ##One class must be pure mathematics at the 113 level or higher## ___ MA 113 College Algebra or above* ___ MA 123 Statistics** ___ Computer application or programing class (Computer in Healthcare or MIS Info systems) * Recommended for prelicensure students. **Recommended for students wishing to pursue grad studies</p> <p>Social Science (3 hours required) ___ Psychology (3) *</p> <p>General Core Electives (11 hours) _____ (3 hours) _____ (3 hours) _____ (3 hours) _____ (2 hours)</p>

<p>9. <u>Student Core Knowledge</u></p> <ul style="list-style-type: none"> 100% BSN Courses utilize Program Outcome 1 as a Course Outcome <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ESSENTIAL I. Integration of Liberal Education into Baccalaureate Education for Generalist Nursing Practice PROGRAM OUTCOME 1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions</p> </div> <p style="margin-left: 40px;">Yes No</p> <ul style="list-style-type: none"> Does the program still define <u>Student Core Knowledge</u> as critical thinking/clinical reasoning, communication skills, knowledge acquisition, and ascribe to <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i>, ANA Scope and Standards of Nursing Practice, ANA Nursing's Social Policy Statement, ANA Code of Ethics for Nurses, and Mississippi Competency Model? Yes No Is the MUW BSN Portfolio still an effective tool for the End of Program measurement of <u>Student Core Knowledge</u>? Yes No <ul style="list-style-type: none"> Comments 	<p>9. MET</p> <p>NOT MET</p>
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<p>Key Element III-G</p> <p>10. Are the following curriculum teaching/learning maps for the Generic and APO Option</p> <ul style="list-style-type: none"> • Current as mapped. • Listed on End of Course Report • Listed on each Course Overview according to the Teaching/Learning Mapping • Reflects a variety of current teaching learning methods <p>Yes No</p> <p>Highlight in yellow the courses that were audited from Teaching/ Learning Mapping for the APO and Generic Programs Teaching/Learning practices are evaluated yearly for both the Generic/APO and reflect a variety of methods used. Teaching/Learning mapping is audited from Generic/APO to make sure a variety of methods are used.</p>	APO Teaching/Learning Mapping										<p>10. MET</p> <p>NOT MET</p>
	<p>.....All Courses implemented in Learning Management System (LMS)</p>	<p>NU 360</p>	<p>NU 361</p>	<p>NU 362</p>	<p>NU 363</p>	<p>NU 459</p>	<p>NU 465</p>	<p>NU 467</p>	<p>NU 464</p>	<p>NU 469</p>	
Asynchronous Online Discussions (LMS)	x	x	x		x	x	x	X	x	x	
Care Planning						x			x		
Case Studies		x				x	x		x	x	
Classroom Discussion*		x			x	x	x	X	x	x	
Critical Thinking/Reasoning Activities		x	x		x	x	x	X	x	x	
Computer Assisted Instruction (CAI)	x	x	x		x	x	x	X	x	x	
Formal Paperwork	x		x		x	x		X	x		
Group Work			x		x	x	x	X	x	x	
Interviews						x	x			x	
MUW BSN Portfolio		x					x			x	
Online Lecture Notes	x	x	x		x	x	x	X	x	x	
Reflective Journaling							x			x	
Service Learning					x	x	x	X	x	x	
Article Reviews		x	x		x	x	x	X	x	x	
Student Presentations*		x	x			x			x		
Synchronous Online Discussions (Blackboard Chat, Skype, Face time)			x		x	x	x	X	x		
Video Streaming		x	x								
<ul style="list-style-type: none"> • Indicates a method utilized if the student selects to attend class <p>CAI's consist of: Learning Management System (LMS), Article Review Criteria, Information Management Tutorials, Evidenced Based Practice Tutorial, Fant Memorial Library Tutorial, APA Tutorial, Quality/Safety Tutorial, Microsoft Word Online Help, Creating Power Point Tutorials, Writing Guide Online Tutorial and LMS Survival Guide</p>											

Generic Teaching/Learning Mapping

.....	301	325	300	328	329	330	350	351	352	357	355	425	426	428	429	430	449	454	455	456	457	
Assignments/Quizzes		X	X																			
Asynchronous /Synchronous Online Discussions (LMS, Discussion Board, E-mail)	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X			X	X
Audio/Visual Aids	X	X	X	X	X	X		X		X			X	X		X	X	X				
Care Plans															X				X	X		
Case Studies	X		X							X						X	X					
Classroom Discussion/Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X
“Clickers”	X	X			X		X		X					X				X				
Clinical Activities	X					X		X							X					X		
Computer Assisted Instruction (CAI)	X	X	X	X	X	X	X		X	X		X		X	X	X	X	X			X	X
Demonstration/Documentation				X		X		X						X	X					X		
Evidence Based Practice Tutorials	X	X			X							X				X	X					
Field Trips	X																					
Formal papers	X	X		X		X					X	X				X	X					X
Group Work/Discussion	X	X	X	X		X			X	X	X	X	X			X	X	X	X			
Guest Speakers	X				X		X		X	X		X	X	X		X	X	X				X
Interviews											X											
Laboratory Activities	X			X	X	X		X	X				X								X	
Online Learning Activities/Notes	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X				
Reflective Journaling	X																					X
Role Play	X												X								X	
Seminars/Professional meetings						X		X	X	X						X			X	X	X	
Service Learning																						
Simulations (Sim Man)	X							X					X	X	X				X			
Skills Lab/Practice				X				X	X												X	
Student Presentations		X		X		X			X	X	X	X	X			X	X					
Videos/Video Streaming	X			X					X				X	X					X			
Learning Management Systems	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Learning Management Systems - Courses that are enhanced by the use of Learning Management System (LMS). Example is generic option.

<p>11. 90% of teaching-learning practices and environments are evaluated as supporting the achievement of unit and course outcomes.</p> <ul style="list-style-type: none"> Effective as evaluated by students 	<p>Highlight in Yellow the End of Course Reports Audited. Are the following present: (Audit 1 from each option)</p> <ul style="list-style-type: none"> Student Course Evaluations from Learning Management System indicate that teaching/learning 	<p>11. MET NOT MET</p>
---	--	--------------------------------

- Effective as evaluated by faculty
 - These are evaluated on the End of Course Report.
- 12. Textbooks are evaluated yearly by students and faculty and are deemed 90% appropriate.**
- Effective as evaluated by students
 - Effective as evaluated by faculty
 - Faculty evaluate twice a year see minutes from
 - Students (APO/Generic) evaluate textbooks in the Spring only
 - ❖ Attach Textbook Evaluations to worksheet. Textbook Evaluations are found only in Nu 457 and NU 471

practices were effective.

- Faculty Evaluation of T/L Practices as written on End of Course Report was deemed effective.

Generic				
Summer Jr.	Fall Jr.	Spring Jr.	Fall Sr.	Spring Sr.
Nu 301	Nu 300	Nu 350	Nu 425	Nu 449
Nu 325	Nu 328	Nu 351	Nu 426	Nu 454
	Nu 329	Nu 352	Nu 428	Nu 455
	Nu 330	NU 355	Nu 429	Nu 456
	Nu 110	Nu 357	Nu 430	Nu 457

APO		
Summer	Fall	Spring
Nu 464	Nu 360	Nu 459
Nu 469	Nu 361	Nu 465
Nu 471	Nu 362	Nu 467
	Nu 363	

Comment here if any audited End of Course Reports was deemed actionable.

12.
MET

NOT MET

Key Element III-G
13. 100% of the courses consider the needs and expectations of the community of interest.

List any special practices that occurred as a result of a special circumstance (disability of student, second language student, use of distance technology, simulation, etc)
 List any input utilized as a result from input from Communities of Interests. See MPE Introduction for definitions.

<p>The community of interests is defined as:</p> <ul style="list-style-type: none"> • Internal Customers <ul style="list-style-type: none"> ○ BSN Students ○ BSN Faculty/Staff ○ Other university divisions/services/staff ○ University Administration 	<ul style="list-style-type: none"> • External Customers <ul style="list-style-type: none"> ○ Potential Students <ul style="list-style-type: none"> ▪ High School Students, Pre-Nursing Students (generic) ▪ ASN Programs, RN's (RN/BSN Option) ○ Health Care Agencies ○ Employers of graduates ○ Alumni ○ Community Colleges ○ Community at Large
--	--

13.MET NOT MET

Key Element III-H

14. 90% of clinical practices and environments are evaluated as supporting the achievement of unit and course outcomes. Clinical practice experiences enable students to integrate new knowledge and demonstrate attainment of program outcome; foster interprofessional collaborative practice; and are evaluated by faculty.

Effective as evaluated by students

- Effective as evaluated by faculty
- These are evaluated on the End of Course Report.
- Clinical evaluation tools have written directions and criteria for the satisfactory student evaluations
- Laboratory evaluation tools have written directions and check-off criteria for the satisfactory completion. (Skills Check Off)

Highlight in Yellow the End of Course Reports Audited. Are the following present: (Audit all clinical courses from each semester)

- Student Course Evaluations from Learning Management System indicate that clinical practices were effective.
- Faculty Evaluation of Clinical Practices as written on End of Course Report was deemed effective.

Generic

Summer Jr.	Fall Jr.	Spring Jr.	Fall Sr.	Spring Sr.
Nu 301	Nu 330	Nu 351	Nu 429	Nu 455

APO

Summer	Fall	Spring
NU 469	NU 361	NU 465

APO Clinical Mapping

.....	361	465	469
Asynchronous /Synchronous Online Discussions (Blackboard Discussion Board, E-mail)	X	X	X
Case Studies	X	X	X
Community Assessment		X	
Community Implementation		X	
Demonstration/Documentation	X	X	X
Family Assessment		X	
Physical Assessment	X		

14. MET

NOT MET

Comment here if any audited End of Course Reports was deemed actionable.

Generic Clinical Mapping					
	301	330	351	429	455
ATI exam/Modules	x	x	x		x
Clinical Discussion		x			
Clinical/Evaluation Tool		x	x	x	x
Clinical Assessment Tool					
Cohort Checkoffs	x				
Community/Eco Assessment				x	
Critiques					
Disaster Management Activity				x	
Ecomap/Genogram				x	
Exams/Quiz	x	x	x	x	x
Formal Paper					
Health Assessment Exam/Video					
Health Promotion Activity				x	
Home Care Activity				x	
Home visit/Family Assessment				x	
Interview/Discussion				x	
Journal			x		
Laboratory Skills Checkoff	x	x	x		
Online Learning Activities/Testing	x				
Portfolio					
Presentation/Project		x		x	
Professional Meetings		x			
Service Learning	x	x			

Key Element III-I
15. 100% student performance is evaluated by faculty and reflects achievements of expected individual student learning outcomes.

- Current
- Listed on the End of Course Report
- Consistent
- Listed on each Course Overview according to the Evaluation Mapping
- Reflect a variety of ongoing best practice evaluation methods
 Yes No

Highlight in yellow the courses that were audited from the Evaluation Mapping for the APO and Generic Programs

Also genetic mapping across the curriculum

APO Evaluation Mapping.....										
Note: Anytime a student is given a grade, an evaluation tool must be listed on the Course Overview										
.....	NU 360	NU 361	NU 362	NU 363	NU 459	NU 465	NU 467	NU 464	NU 469	NU 471
.....										
Note: All are submitted in Learning Management System										
Case Management Assignment*							x			x
Clinical Activities *		x				x	x		x	x
Critical Thinking /Reasoning Activities	x		x		x	x	x	x	x	x
Community Assessment*						x				
Family Assessment*						x				
Formal Papers	x				x	x		x	x	
Group Project	x				x	x		x		
Genogram						x				
Health Assessment History and Physical Form*		x								
Quiz		x	x						x	
MUW BSN Portfolio		x					x			x
Presentations		x				x			x	

15. MET NOT MET

is attached.	Reflective Journaling															X					X
	Article Reviews					X					X	X	X		X	X	X				X
	Classroom*											X						X			
	Video Taped					X						X						X			
	Evidence Based Practice Assignments/Exercises	X	X								X	X					X	X			
<p>* Assignments (depending on the topic) may include but are not limited to: definitions, short answer questions, discussion questions, care planning, Evidenced Based Practice Meta-Analysis Reviews, Peer Review Article Reviews, “WWW” Data Searches, Formal Papers, . All Assignments are submitted in the Learning Management System Package.</p> <p>*Denotes methodology if student chooses to attend class.</p>																					

Generic Evaluation Mapping-																					
	301	325	300	328	329	330	350	351	352	357	355	425	426	428	429	430	449	454	455	456	457
ATI exam/Modules	x	x	x		x	x	x	x	x				x		x	x		x	x	x	
Class Discussion		x																			
Clinical/Evaluation Tool						x		x							x					x	
Clinical Assessment Tool															x						
Cohort Checkoffs	x																				
Community/Eco Assessment															x						
Critiques										x											
Disaster Management Activity													x								
Ecomap/Genogram																					
Exams/Quiz	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Formal Paper”		x						x			x	x									x
Health Assessment Exam/Video				x																	
Health Promotion Activity													x								
Home Care Activity													x								
Home visit/Family Assessment																					
Interview/Discussion											x										
Journal								x													x
Laboratory Skills Checkoff	x				x	x		x													
Online Learning Activities/Testing	x		x		x				x	x											
Portfolio		x								x											x
Presentation/Project		x				x					x					x	x				x
Professional Meetings						x				x						x					
Service Learning															x						

<p>Key Element III-J</p> <p>16. Evaluation practices are evaluated:</p> <ul style="list-style-type: none"> • 100% of the students are given the opportunity to effectively evaluate the courses • 100% of the faculty is given the opportunity to effectively evaluate the courses. <p>17. 100% of the Evaluation tools are defined and consistently applied:</p> <ul style="list-style-type: none"> • Didactic tools have written directions and criteria for the satisfactory completion for every evaluation in the course? (Rubrics, Grading Criteria, Checklist, etc) • Clinical evaluation tools have written directions and criteria for the satisfactory student evaluations? • Laboratory evaluation tools have written directions and check-off criteria for the satisfactory completion. (Skills Check Off) <p>18. 100% BSN Program didactic and clinical/laboratory courses:</p> <ul style="list-style-type: none"> • List the grading scale on the course overview. • Utilize the same grading scale according to policy. 	<p>15. Student evaluations are attached to the End of Course Report</p> <ul style="list-style-type: none"> ❖ Student Evaluations from Learning Management System are present Yes No ❖ Write in the number of Student Evaluations obtained. Does the faculty believe the response rate is valid or does action need to be taken? ❖ Faculty Evaluation of T/L Practices are written on End of Course Report Yes No ❖ Faculty evaluates each course at the end of each semester. ❖ Sample Evaluation Tools have written directions and criteria and are audited. ❖ Additional Audit Comments: <p>Yearly the following must be audited:</p> <ul style="list-style-type: none"> • 1 theory course designated by a T • 1 clinical course designated by a C • 1 laboratory course designated by a L <p>The following courses in RED have been audited for Summer, Fall, Spring</p> <p style="text-align: center;">Generic</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Summer ' Jr.</th> <th>Fall ' Jr.</th> <th>Spring ' Jr.</th> <th>Fall ' Sr.</th> <th>Spring ' Sr.</th> </tr> </thead> <tbody> <tr> <td>Nu 301</td> <td>Nu 300</td> <td>Nu 350</td> <td>Nu 425</td> <td>Nu 449</td> </tr> <tr> <td>Nu 325</td> <td>Nu 328</td> <td>Nu 351</td> <td>Nu 426</td> <td>Nu 454</td> </tr> <tr> <td></td> <td>Nu 329</td> <td>Nu 352</td> <td>Nu 428</td> <td>Nu 455</td> </tr> <tr> <td></td> <td>Nu 330</td> <td>Nu 355</td> <td>Nu 429</td> <td>Nu 456</td> </tr> <tr> <td></td> <td>Nu 110</td> <td>Nu 357</td> <td>Nu 430</td> <td>Nu 457</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">APO</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Summer</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>NU 464</td> <td>NU 360</td> <td>NU 459</td> </tr> <tr> <td>NU 469</td> <td>NU 361</td> <td>NU 465</td> </tr> <tr> <td>NU 471</td> <td>NU 362</td> <td>NU 467</td> </tr> <tr> <td></td> <td>NU 363</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Comment on any evaluation tools changed during this evaluation cycle:</p>	Summer ' Jr.	Fall ' Jr.	Spring ' Jr.	Fall ' Sr.	Spring ' Sr.	Nu 301	Nu 300	Nu 350	Nu 425	Nu 449	Nu 325	Nu 328	Nu 351	Nu 426	Nu 454		Nu 329	Nu 352	Nu 428	Nu 455		Nu 330	Nu 355	Nu 429	Nu 456		Nu 110	Nu 357	Nu 430	Nu 457						Summer	Fall	Spring	NU 464	NU 360	NU 459	NU 469	NU 361	NU 465	NU 471	NU 362	NU 467		NU 363					<p>16.</p> <p>MET</p> <p>NOT MET</p> <p>Course coordinator to validate information for end of course documentation in LMS.</p> <p>17.</p> <p>MET</p> <p>NOT MET</p> <p>18.</p> <p>MET</p> <p>NOT MET</p>
Summer ' Jr.	Fall ' Jr.	Spring ' Jr.	Fall ' Sr.	Spring ' Sr.																																																			
Nu 301	Nu 300	Nu 350	Nu 425	Nu 449																																																			
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NU 469	NU 361	NU 465																																																					
NU 471	NU 362	NU 467																																																					
	NU 363																																																						
<p>19. Clinical sites are evaluated according to the Master Calendar of Evaluation. All contracts and affiliation agreements with clinical agencies are in place and up to date.</p> <p style="text-align: center;">Yes No</p> <p>Clinical sites are evaluated in August, May, and January of each year.</p>		<p>19.</p> <p>MET</p> <p>NOT MET</p>																																																					

**PROGRAM QUALITY: CURRICULUM/TEACHING-LEARNING
COMMITTEE WORKSHEET
SCORE CARD RESULTS**

SCORE CARD RESULTS: Number of benchmarks met ___ out of 20 total benchmarks = %

Action Plan to Correct Unmet Benchmarks

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Note: This data will be transferred to next year’s Worksheet Cover Page to provide follow-up documentation (closing the loop).

Date: _____

Signatures of Faculty assisting with completion of worksheet: (Typed names will serve as signatures.)

Signature of Department Chair (Typed in name will serve as signature) _____

Reviewed: October 04; Reviewed: October 0; Reviewed: October 07, Revised 11/07, Reviewed 11/08, Revised 4/6/09, 08/27/12, 05/12/14; Revised 5/2017; Revised 5/2018, Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

**Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program**

**IV-PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS
WORKSHEET**

Closing the Loop - COVER PAGE

Complete the following table utilizing the previous year’s Program Effectiveness Score Card data, analysis, and follow-up.

Previous Year’s Scorecard Score: Summer ---- Fall ---- Spring ---- (completed --/-- Benchmarks=100%)

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS Indicators	ANALYSIS OF BENCHMARKS FROM WORK-SHEET INFORMATION	ACTIONS THAT HAVE BEEN TAKEN OVER THE PAST YEAR TO IMPROVE BENCHMARK SCORE/S THUS IMPROVING PROGRAM QUALITY/ EFFECTIVENESS
Directions: See Page 5- Section 1, if no changes copy and paste from previous year	List the Key Element that the Benchmark helps define	Copy and paste the Benchmark # from the Worksheet	Copy and Paste the faculty analysis from the previous year	Describe what actions have been taken during the past year toward improving the benchmark score. Note dates.

IV-PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS WORKSHEET

Semesters/ Year Being Evaluated:

IV-A				
A systematic process is used to determine program effectiveness.				
Master Evaluation Plan	Yes No			Met Not Met
1. The BSN Master Evaluation Plan is reviewed and revised according to the MPE Calendar and as needed.	All worksheets meet revised CCNE Accreditation Standards.			
o Committee Assignments	I. M & G	II. Facilities	III. Program Quality	IV. Program Effectiveness
Evaluation Schema/Evaluation Forms are reviewed yearly and revised when needed:	Note: Revision dates noted on survey form.			
• Master Calendar for Evaluation	Yes No	• Evaluation of Services and Resources	Yes No	
• Alumni Survey	Yes No	• Faculty Performance Review	Yes No	
• Course Evaluations	Yes No	• Information Checklist (Student)	Yes No	
• Faculty Evaluations	Yes No	• Preceptor Final Evaluation	Yes No	
• Employer Surveys	Yes No	• Student Textbook Evaluation	Yes No	
• End of Course Report	Yes No	• Policy Packet	Yes No	
• End of Program Evaluation	Yes No			
2. Committee Worksheets were completed and submitted according to Master Calendar:	Mission and Governance: Yes No Institutional Commitment and Resources: Yes No Program Quality: Teaching/Learning: Yes No Program Effectiveness: Student Performance and Faculty Accomplishments: Yes No			Met Not Met
3. The Divisional Strategic Plan was reviewed and completed in May.	Yes No			Met Not Met
4. Minutes are:	Yes No			Met Not Met
• Written according to policy/By-Laws	Yes No			All uploaded into Course Management System.
• Evidence Follow-Up Activities Needed	Yes No			
• Written for each team meeting	Yes No			
• Written for each Curriculum Meeting	Yes No			
• Written for each BSN Meeting	Yes No			
• Written for each BSN Committee Meeting	Yes No (Data included in BSN Meeting Minutes)			
• Housed in the office of the Department Chair	Yes No			

IV-B Program completion rates demonstrate program effectiveness.					
BENCHMARK	Columbus Campus		Tupelo Campus		Comments
Student Admissions: 5. 100% Student admission data are compiled yearly to include:					Met Not Met Generic
					RN/BSN
o Admission Numbers	Yes	No	Yes	No	
o # high risk students (does not exceed 10% of the previous year's total admission)	Yes	No	Yes	No	
o ACT	Yes	No	Yes	No	
o GPA (Overall based on 4.0 scale)	Yes	No	Yes	No	

BENCHMARK	Columbus Campus			Tupelo Campus			Met Not Met COMBINED GENERIC/APO DATA:
	Graduated in Spring- Generic			Graduated in Summer RN/BSN			
Student Graduation Rates 6. 70% students complete the program within 150% of the time from admission. (Graduation Rates) Generic = 8 semesters APO = 5 semesters Normal Program Length: Generic = 5 semesters APO = 3 semesters	Admission Date: Admitted #			Admission Date: Fall Admitted #			
Previous 3 years rates:	2014	2015	2016	2013	2014	2015	
	92.98%	92.7%	88%	94.30%	98.00%	95.42%	
Analysis of data if rate falls below 70%:	Analysis:						
CCNE Documentation: If the completion rate is less than	Analysis/Documentation:						

70% for the most recent calendar year, a written explanation/analysis with documentation for the Variance is provided to CCNE.	
--	--

IV-C Licensure pass rates demonstrate program effectiveness.					
Current year's results and previous past three years of data:					
BENCHMARK Student NCLEX—RN Pass Rates	Columbus Campus Spring -First Write	Benchmark Results Met Not Met	Columbus Campus	Columbus Campus	Columbus Campus
7. First write of NCLEX-RN results shall be no less than 80 % of that year's national average (IHL). ❖ Generic Program only	Spring ____ -Second Write	2009 October IHL established that the standard for the NCLEX pass rate will be 80% or higher trended over three Years.			
8. NCLEX-RN pass rate is above or equal to other nursing schools in the state and nation.		MUW pass rate first write- State mean pass rate- National Average-		Met Not Met	
CCNE Documentation: If the MUW NCLEX-RN pass rate is less than 80% for first-time takers for the most recent calendar year, a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN pass rate for first-time takers is provided to CCNE.			Analysis: NA <ul style="list-style-type: none"> • Were any changes made in NCLEX this past year? • What areas of weakness were identified on NCLEX report? • Were any curriculum changes made? • For each generic student not successful on second write, complete a full analysis. (attach table for each student here) 		

IV-D Certification pass rates demonstrate program effectiveness.	Not applicable
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IV-E Employment rates demonstrate program effectiveness. The program demonstrates achievement of required outcomes regarding employment rates.		
BENCHMARK		
Student Employment Rates 9. 70 % of graduates who are seeking employment obtain a job within 12 months after graduation or enroll in a program of higher education.	Generic BSN- RN/BSN-	Met Not Met COMBINED GENERIC/APO DATA:

<p>CCNE Documentation: Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance to CCNE.</p>	
--	--

Key Element IV-F – Data analysis regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

<p>10. Identify any discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, employment rates 70%)</p>	<p>Generic BSN -</p>	
<p>11. 100% of changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.</p>	<p>Generic BSN- RN/BSN-</p>	
<p>12. 100% Faculty are engaged in the program improvement process.</p>	<p>Generic BSN- RN/BSN –</p>	

**IV-G
Aggregate faculty outcomes demonstrate program effectiveness. The program demonstrates achievement of expected faculty outcomes.
IV-H
Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.**

BENCHMARK	BSN Faculty	Results	Met Not Met
<p>Faculty Outcomes 13. 100% Faculty show evidence academic assignments, scholarship/research, and university and community involvement. <ul style="list-style-type: none"> • Faculty Performance Evaluations Evidence: </p>	<p>Department Chair Completes:</p>		<p>Faculty Accomplishments Survey.</p>
<ul style="list-style-type: none"> ○ 100% Curriculum Vitae Updated with self-evaluation 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 100% maintain current practice proficiency in their selected field 	<p>Yes No</p>	<p>%</p>	<p>Faculty Accomplishment surveys filed in BSN office</p>
<ul style="list-style-type: none"> ○ 100% maintain 10 contact hours each academic year 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 100% participation in teaching/advising activities 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 100% participation in community service activities 	<p>Yes No</p>	<p>%</p>	<p>See Attachment 5 Faculty Accomplishment Survey</p>
<ul style="list-style-type: none"> ○ 100% participation in scholarship activities 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 100% participate in systematic MPE for BSN program 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 100% maintain membership in professional organization 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 75% serve as a member of a college or university committee 	<p>Yes No</p>	<p>%</p>	
<ul style="list-style-type: none"> ○ 50% serve as course coordinator 	<p>Yes No</p>	<p>%</p>	

o 20% serve as an adviser to student group/organization	Yes No	%	
o 25% professional meeting presentation, exhibit or poster presentation	Yes No	%	
o 25% participated in research activities	Yes No	%	
MUW is primarily a teaching institution, and faculty are encouraged to publish and write grants, but this is not required and no benchmarks are set: o Number of publications o Number of article and book reviews o Number of grants o Number of recognitions		% % %	
14. The cascade of evaluation events was completed: • 100 % faculty is evaluated by Department Chair (as validated by Department Chair). • 100% of the faculty have the opportunity to evaluate the Department Chair • The Dean evaluates the Department Chair • Faculty have the opportunity to evaluate the Dean	Yes No Yes No Yes No Yes No		Met Not Met
Recruitment Plan 15. The BSN Recruitment Plan is implemented and reported yearly.	❖ Attach copy of recruitment events- Done Attachment 6		Met Not Met
The program defines and reviews formal complaints according to established policies. The program defines what constitutes a formal complaint and maintains a record of formal complaints received.			
16. Information from formal complaints is used as appropriate to foster ongoing program improvement.	100% of grievances are handled according to DON Grievance Policy 100% grievances are reviewed to identify any need for program changes. # of grievances filed against the BSN Program:		Met Not Met Met Not Met
Additional Comments			

IV-I Program outcomes demonstrate program effectiveness. The program demonstrates achievement of outcomes other than those related to completion rates, licensure, and employment. Program outcomes are defined by the program and incorporate expected levels of achievement.		
BENCHMARKS		
Student Core Knowledge 17. 90% of the students will score 85% or higher on the Senior MUW BSN Portfolio.	Generic BSN – APO –	Met Not Met
Alumni 18. Alumni satisfied with the program as evidenced by a benchmark score of 2.5 or above on the Alumni survey	Satisfaction Score = # Survey's Obtained= ❖ Attach compiled surveys- Attachment 1 (file copies/documentation in BSN office)	Met Not Met Comments:
19. 90% alumni indicate professional advancement		Met Not Met

Employers 20. Sampled employers' express satisfaction with the program as evidenced by a benchmark score of 2.5 or above on the Employer Survey	Satisfaction Score = # Survey's Obtained = ❖ Attach compiled survey results- <i>Attachment 2 (file copies/documentation in BSN office)</i> ❖ See Attachment 3 – Minutes from Advisory Council						Met Not Met			
Student Program Satisfaction: 21. Average score of all students is satisfied with the program of learning as evidenced by a benchmark score of 2.5 or above on the End of Program Satisfaction Survey.	Columbus Campus (Generic)		Tupelo Campus (APO)		Met Not Met COMBINED GENERIC/APO DATA: overall satisfaction <i>Attach copy of Generic and APO compiled results and student comments in Attachment 4</i>					
		# responses		# responses =		Tupelo Campus (APO) Spring (2013 Spring last spring graduating class)				
Date (Year)		Spring		Summer		xxx				
Results						xxx				
		Previous 3 years data:			Previous 3 years data:			Previous 3 years data:		
		2014	2015	2016	2013	2014	2015	2012	2013	2014
		3.76	3.75	3.50	3.82	3.82	3.77	3.86	3.44	NA
CCNE Documentation: Any program with outcomes lower than expected provides a written explanation/analysis for the variance to CCNE.		Analysis/Documentation: NA								

IV-J Program outcome data are used, as appropriate, to foster ongoing program improvement.						
22. Each scorecard results/analysis from each Standard has been reviewed and appropriate actions were initiated as indicated on each scorecard.	Standard I - Standard II - Standard III - Standard IV -	Yes Yes Yes Yes	No No No No			Met Not Met
23. The Cumulative Scorecard for the last three years has been reviewed.	Cumulative Scorecard Results Standard I Standard II Standard III Standard IV	Current Year 201	Previous Year 201	Previous Year 201	Previous Year 201	Met Not Met

<p>Synopsis of data:</p> <ul style="list-style-type: none">-actual outcomes compared to expected outcomes-areas of improvement identified-changes to the program to foster improvement	<p>Synopsis: See Scorecard Results for Standard I, II, III, and IV Worksheets.</p>	
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**College of Nursing and Health Sciences
BSN DEPARTMENT
PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS WORKSHEET
SCORE CARD RESULTS**

SCORE CARD RESULTS: Number of benchmarks: / 20 = %
--

Action Plan to Correct Unmet Benchmarks

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS	ANALYSIS OF BENCHMARKS FROM WORK-SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Note: This data will be transferred to next year’s Worksheet Cover Page to provide follow-up documentation (closing the loop).

Date:

Signatures of Faculty assisting with completion of worksheet: (Typed names will serve as signatures:

Signature of Department Chair (Typed in name will serve as signature)

Revised December 04, Reviewed 9/05, Reviewed 8/06, Revised 1/05/07, Revised: November 13, 2008, Revised 4/09; Revised 8/12; Revised 6/14 (new CCNE Standards 2013); revised 12-5-16, 4-2017; Revised 5/2017; Reviewed 5/2018; Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
MASTER EVALUATION PLAN**

“W”orking Toward Excellence

2022-2023

Revised 5/6/2022

**SECTION 4
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MISSISSIPPI UNIVERSITY FOR WOMEN THE HONOR CODE

Mississippi University for Women is known for high academic standards, ideals and traditions. Each student who enrolls as a student at MUW is expected to uphold this code.

“I pledge myself to uphold the highest standards of honesty in all phases of university life both alone and with many and accept my responsibility for helping others to live up to such standards. All this I will do that my University may become greater, better and more beautiful than when I entered it.” (MUW Student Handbook)

ACADEMIC INTEGRITY POLICY

Academic Integrity is engaging honestly and responsibly in academic work. Students enrolled at Mississippi University for Women agree to abide by the MUW Honor Code, which is “to uphold the highest standards of honesty in all phases of university life,” and, therefore, they agree to refrain from any dishonest academic behavior. Violations of Academic Integrity can lead to severe penalties, from a zero grade for a test or assignment to expulsion from the University. Violations of Academic Integrity include cheating, plagiarism, fabrication, falsification, or other actions that violate commonly accepted intellectual and ethical standards within academic and scientific communities. Academic Integrity applies to work in progress as well as completed work.

Cheating is taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to, the following:

1. giving or using prohibited written and/or oral information during tests, quizzes, or examinations;
2. stealing, buying, selling or in any way distributing an examination before it has been administered;
3. copying ideas or facts from another’s paper during an examination or quiz;
4. submitting the same paper multiple times in different classes, even if the paper is the student’s original work;
5. **obtaining or providing previously undisclosed test questions or information pertinent to an exam that has not yet been administered;**
6. willfully altering any assignments or any of the instructor’s markings in order to obtain a higher grade;
7. copying from or writing computer programs for another student;
8. substituting for another person during an examination or allowing such substitution for oneself;
9. engaging in an unauthorized collaboration with another student on tests or assignments;
10. misappropriating privileged information or making use of information in breach of confidentiality;
11. interfering in any way with the research or academic performance of another student;
12. violating any federal, state, university, or program policy or regulation governing research and academic procedures, integrity, and conduct;
13. obstructing the investigation into academic dishonesty.

Plagiarism is defined as the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless such material is considered general knowledge. The rules against plagiarism extend to work completed in online courses in addition to those offered in a traditional format. *Students who are unsure whether they have used and documented source material correctly should consult with their instructor before submitting the assignment.*

Fabrication and falsification include the following:

1. fabricating and/or falsifying laboratory and clinical experiences, internship records, attendance records, research data, survey results, research methods, research results, research conclusions, or any other information and/or process used in the collection and presentation of academic, scientific, or professional materials.
2. misrepresenting, falsifying, or withholding information concerning admission requirements, university enrollment or status, financial aid applications, health records, or other materials required by the university.

Consequences of Academic Dishonesty:

1. A student who violates university, college, program, and/or course policies regarding academic integrity will receive one or more penalties selected by the course instructor from the following list:
 - a. an oral reprimand
 - b. a written reprimand
 - c. an assignment to repeat the work, to be graded on its merits, for full or partial credit
 - d. a lower or 0 grade on the test, project, or assignment
 - e. a lower grade in the course
 - f. a failing grade in the course
 - g. referral to academic and/or behavioral counseling
 - h. the successful completion of an online course on academic integrity
 - i. other options as called for by special circumstances (e.g. lab, internship, travel, etc.), with the department chair's approval.

Faculty members will publish on their course syllabi a statement of the consequences for academic dishonesty, as well as the link to the full Academic Integrity Policy.

2. When a faculty member determines that academic dishonesty has occurred, the faculty member will request a meeting with the student to discuss the incident and proposed penalty and to give the student the right to defend or explain the student's actions. The faculty member will contact the student using the university's email system, the university's official means of communication. The meeting may take place in person, by phone, or over video conference. If the student does not respond to the faculty member's request for a meeting within three working days, then the faculty member will note the student's failure to respond. The student maintains the right to appeal to the chair and/or dean whether or not a meeting with the instructor takes place.
3. For sanctions beyond an oral or writing reprimand, the faculty member will file an Academic Integrity Incident Report online describing the event and the sanctions to be imposed, and uploading any supporting documentation necessary. This report will be sent to the student, department chair, dean, and Office of the Chief Academic Officer (CAO) for their records. This notification will remain confidential in compliance with policies protecting student privacy.
4. For instances of Academic Dishonesty that are especially egregious, such as purchasing essays that are submitted as the student's own work, cheating with other students on an exam, or falsifying or misrepresenting student records, the faculty member, department chair, and/or dean may ask the CAO to review the case to refer it to the Academic Standards Board to consider additional sanctions, such as 1) placement on disciplinary probation; 2) removal of the student from the course; 3) suspension from the university; 4) expulsion from the university. A student dismissed for this reason will not be eligible for readmission to the University.
5. The student has the right to appeal the allegations of academic dishonesty and/or the suggested penalties before they are imposed. The student may only appeal for the following reasons: 1) failure to follow proper procedure; 2) the assigned penalties are unreasonably harsh; or 3) new evidence

comes to light. The student may appeal a faculty member's decision to the department chair, in writing, within five working days of the date of the faculty member's Academic Integrity Incident Report. The student's rights are as follows:

- a. During the course of the appeal process, the student shall maintain full academic and student standing in the course.
 - b. If a student is given the sanction of an "F" grade or "no credit" for the paper/assignment, the student has the option to withdraw from the course if it is done by the published withdrawal deadline. The faculty member may choose to assign the grade of WF, if applicable.
 - c. If a student is given the sanction of a failing grade for the course, the student may not withdraw from the course in order to avoid the sanction.
 - d. If the student is not satisfied with the decision of the dean, the student may appeal to the CAO for a hearing before the Academic Grievances Committee. Policy #3523 governs the appeals process to the Academic Grievances Committee.
6. The Office of the Chief Academic Officer will maintain records of Academic Integrity Incident Reports and the sanctions imposed. If a student receives a third incident report, the CAO will review the cases and may refer the student to the Academic Standards Board to consider additional penalties, such as 1) placement on disciplinary probation; 2) suspension from the university; 3) expulsion from the university.
 7. For any case that the CAO sends to the Academic Standards Board for review, the CAO will notify the student that the case has been submitted to the Board and will notify the student of the results of the review. The student may appeal the decision of the Academic Standards Board to the Academic Grievances Committee. Policy #3523 governs the appeals process to the Academic Grievances Committee.

Note Selling: Various online commercial services exist which encourage students to sell or trade class notes, study guides, or other course materials to their classmates. Selling or trading the instructor's notes, study guides, or other class materials in this course is not permitted. Violations of this policy will be reported as violations of the university's Academic Integrity policy. Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
Obligation to Report**

A student who has direct knowledge of a potential case of academic dishonesty, unethical behavior or unprofessional behavior (this can include but is not limited to: lying, cheating, stealing, disclosure of confidential patient information/assignment or test item disclosure) is required to:

1. Provide a signed written statement of the observed behavior to the appropriate faculty member, advisor, or Department chair as close to the event as possible and
2. Provide the name or identity of the person(s) alleged to have committed the violation(s).

The observing student is encouraged first to confront the person(s) alleged to have committed the violation(s) for at least two reasons:

1. To correct any misassumption about the alleged act(s), and
2. To let the accused student(s) know that the situation is being reported so that the accused student(s) might choose to self-report as well.

Failure to report can result in the consequences listed above for plagiarism and cheating. The name of the person reporting the dishonesty will remain confidential. False accusations will not be tolerated.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
Obligation to Report
Academic Integrity/Obligation to Report**

I have reviewed the Honor Code, Academic Integrity Policy, and the Obligation to Report Policy. I am aware that failure to abide to these policies may serve as grounds for dismissal from the University.

Signature: _____

Date: _____

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
RN/BSN ADVANCED PLACEMENT OPTION
ADMISSION CRITERIA**

To be considered for the RN/BSN Advanced Placement Option, nursing major students must:

1. Meet all admission requirements of the University.
2. Meet admission requirements to the RN/BSN Advanced Placement Option:
 - a. Submit official transcripts on all prior college work and documentation of successful completion of a prior ASN or Diploma in Nursing from an accredited school of nursing.
 - b. Submit transcripts that document successful completion of 50 hours of the BSN prerequisite course requirements. Pathophysiology can be taken during the first semester in the program for APO students.
 - c. Students must have an ACT composite score of 18 if taken before October 1989, or 21 if taken in October 1989, or after. Students with the required ACT composite score also must have at least a C in each prerequisite course and an overall 2.0 GPA.

OR

- d. RN Students without an ACT or with less than the required ACT composite score must complete all the course prerequisites to the nursing major with at least a C and have an overall 2.0 GPA. Note: Under certain circumstances a student not meeting the above criteria can be admitted as “High Risk” with the approval of the Admission Committee and Chair of the Baccalaureate Nursing Department.
- e. Submit a copy of an unencumbered current license to practice as a Registered Nurse in Mississippi or a Compact State.
- f. Verify present employment, if applicable.
- g. Provide documented proof of:
 - Annual health examination
 - Two MMR’s (Measles, Mumps and Rubella)
 - Varicella injections (2) or proof of serological immunity
 - Annual TB test with 2 Step required if last TB skin test over 365 days ago
 - Proof of Tetanus Toxoid within the last 10 years
 - Proof of Tdap
 - Hepatitis B Vaccine Series (3)
 - Flu Vaccine: All students must have for clinical experiences between October 1 and March 30 annually. If a student is unable to take the flu shot, then the individual clinical agency policy must be followed ie wear mask upon entry into the building.
- h. Submit proof of CPR Certification, health insurance, car insurance and drug screen. Malpractice insurance is covered by a blanket policy obtained through MUW.
- i. Proof of having passed a criminal background check through the MUW Police Department.
- j. Submit copy of official photo ID

Decisions regarding admission to the junior year of the RN/BSN Advanced Placement Option are based on the candidate's cumulative quality point average and number of BSN prerequisites completed. Priority selection is given to students who have completed all prerequisite courses and meet admission requirements. There is a limit on the number of students admitted to the RN/BSN Advanced Placement Option dependent on the capabilities of the resources available.

Admission Dates

Admission to the RN/BSN Advanced Placement Option nursing major is competitive. **Classes will be admitted each fall.** The deadline for priority applications into the fall term will be May 1st of that year with all accompanying required documents due in the Tupelo office by July 9th. Applicants applying for financial aid should submit applications to the University by early March to be considered eligible for financial aid.

Revised: January, 2004; May 8, 2006; March 19, 2007; January 10, 2008; February 8, 2008; Reviewed: May 13, 2009, Revised May 10, 2010; May 9, 2011, May 7, 2012; May 2013; May 2014; reviewed May 2015; Revised 5/2016; Revised 5/2017; Revised 5/2018, 05/19

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

GENERIC OPTION

ADMISSION CRITERIA

Admission to the generic baccalaureate nursing major is competitive. Admission of applicants for the summer terms will be determined in January of that year. The admission criteria for the generic Department of Baccalaureate Nursing follow IHL standards and are as follows:

- a. Students must meet the admission requirements of the University.
- b. Students must have:

A *National* ACT composite score of 18 if taken before October 1989, or 21 if taken in October 1989, or after. Students with the required *National* ACT composite score must also have at least a “C” in each prerequisite course and a 2.75 grade point average.

- c. All students meeting the required *National* ACT composite score will have priority consideration for admission.
- d. Generic students must successfully complete all nursing prerequisites designated for the first four semesters of the curriculum.
- e. Physical and biological science courses may be repeated only once. There is a six-year limit on science courses. After the second failure to make a C or better in a physical or biological science course, the student is ineligible of admission to the program.
- f. Students must complete an application for summer placement by January 20th.

Decisions regarding admission to the junior year for the Generic Option are based on the candidate’s ACT and overall grade point average as calculated by the department and including each college course taken.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING
Advisory Board Committee**

Facilitate communication among stakeholders, communities of interest, and the Department of Nursing by:

1. Reporting programs' evaluation findings;
2. Eliciting feedback from members for program decision making;
3. Discussing mutual concerns regarding clinical sites, general education courses, RN-BSN articulation, and community perception;
4. Discussing new policies and proposed changes in clinical agencies, general education departments, RN-BSN option; and
5. Exchanging ideas to assist each other in meeting healthcare needs in the community.

Advisory Board Committee membership on the Mission and Governance Council shall be four (4): Dean, ASN Department Chair, BSN Department Chair, and Graduate Nursing Department Chair. Additional Advisory Board Committee membership shall be as follows: Selected faculty from each program (appointed), selected MUW faculty representing general education courses in the nursing curricula (appointed), representatives from clinical facilities used in each program (appointed), one graduate from each program (appointed), and area community representatives (appointed).

Advisory Board meetings shall be hosted annually by the Department of Nursing.

Reestablished Spring 2012; reviewed May 2015; Reviewed 5/2016; Revised 2016.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES**

Civility Policy

The purpose of the Civility Policy is to provide guidelines for the expected behavior of students enrolled in nursing programs at Mississippi University for Women (MUW). MUW nursing students are expected to maintain standards of professionalism and personal integrity and act in a manner that demonstrates civility and respect for others' welfare, both inside and outside the classroom.

The American Nurses Association's Code of Ethics (2001) states that a nurse "practices compassion and respect for the inherent dignity, worth, and uniqueness of each individual." Nurses are also expected to collaborate and communicate with peers and patients effectively (ANA, 2010). The Mississippi Board of Nursing Administrative Code also outlines unprofessional conduct that could require sanction or punishment (2012). Therefore, our nursing students are held to the same standard of professionalism and personal conduct.

Students are not to engage in disruptive behaviors. Disruptive behavior is defined as any disrespectful or uncivil conduct that interferes with teaching, learning, or classroom/clinical activities. This type of behavior makes teaching and learning difficult for others.

Such behavior can result in disciplinary warning, being removed from the classroom/building by the MUW campus police, dismissal from the program, and/or other appropriate authorized penalty in accordance with local, state, and federal law. **The instructor has the authority to determine which behaviors are disruptive to the learning environment.**

Types of disruptive behavior in the learning environment may include, but are not limited to, the following:

- Making distracting noises
- Persistent speaking without being recognized
- Repeated interruption
- Personal insults
- Physical threats
- Sarcasm
- Rudeness
- Taunting
- Profane, disrespectful, or threatening language
- Harassing, demeaning, or degrading behavior (name calling, eye rolling, heavy sighing, slurs)
- Inappropriate physical contact (pushing/shoving, finger pointing, bumping into an individual)
- Outbursts of anger, yelling, bullying
- Throwing objects
- Refusal to answer questions
- Leaving class early without justification
- Leaving and re-entering the classroom once class has begun
- Studying or working on an assignment for another class during class time
- Sleeping in class
- Passing notes

Inattention

Apathy

Talking while others are talking

Use of cell phone or other electronic device not approved for use during class time

Refusal to comply with faculty or staff direction

Persistent and unreasonable demands for time and attention both in and out of class

Unwillingness to cooperate when a solution is being sought

Use of laptop computer during class for reasons other than classroom related activities
(Facebook, e-mail, surfing the Internet, etc.)

Inappropriate/unprofessional dress (tight or revealing clothing, etc.)

No-Show for scheduled appointment and failure to notify instructor

Coming to class under the influence of alcohol or illicit substances

Refusal to participate in class activities (group work, games, clicker use, etc.)

Challenging faculty knowledge and/or credibility

Arguing

*The above behaviors apply to not only face-to-face contact, but they also refer to phone calls, email or electronic dialogue.

Failure to comply with the Civility Policy will jeopardize continuation within the nursing program.

By signing this document, you acknowledge that you are held to the above mentioned standard and may be subject to penalty if violations occur.

Student Signature: _____

Date: _____

Approved March 2014; Revised August 2015; Reviewed 5/2017; Reviewed 5/2018; Reviewed 5/2019; Reviewed 5/2020; Reviewed 4/2021; Reviewed 5/2022

Procedure for Handling Violations of the Civility Policy

Major Violations (i.e. violations in accordance with the unprofessional conduct outlined in the Mississippi Board of Nursing Administrative Code, violations in accordance with the university Academic Integrity Policy, or any other repeated minor disruptive behavior violations) may be documented by the instructor on the “Documentation of Uncivil/Disruptive Behavior” form. This documentation will be discussed with the student and signed by persons involved. This documentation will become a permanent part of the student’s file.

The documentation of the event will then be reviewed by the program director for the program in which the violating student is enrolled. The program director will review the documentation and decide the appropriate course of action. Action may range from verbal discussion to dismissal from the program.

**Mississippi University for Women
College of Nursing**

Documentation of Uncivil/Disruptive Behavior Form

Student Name _____

Instructor Name: _____

Nursing Course: _____ Date: _____

Description of Incident (to include specific behaviors noted): _____

By signing below, I acknowledge that I have been informed of this documentation, and I realize the potential implications for my continuation in the nursing program.

Student Signature: _____

Instructor Signature: _____

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

CLINICAL FACILITIES EVALUATION POLICY

1. The Dean of the College of Nursing and Health Sciences will be responsible for the maintenance of current clinical contracts and Letters of Agreement.
2. Clinical Facility Contracts and Letters of Agreement will be housed in the Office of the Dean of the College of Nursing and Health Sciences.
3. All clinical facilities will be evaluated yearly by the faculty on the End of Course Reports.
4. All students will be provided with the opportunity to evaluate clinical facilities on the End of Course Evaluations.
5. All new facilities will be approved by the Curriculum Committee following an evaluation of the facility site:
 - A. Site Name:
 - B. Type of Facility:
 - C. Size of Facility:
 - D. Currently Licensure /Accredited By:
 - E. List requirements of the facility prior to students attending clinical (ex. orientation, HIPAA, etc.)
 - F. Approximate travel expense to facility (from main campus).
 - G. Environment:
 1. Describe experiences available that will assist the student in meeting clinical outcomes
 2. Is there available pre and post conference space?
 3. Are there any other schools scheduled at the same time for clinical experience?
 4. What days/times are available for clinical experience?
 5. Is there sufficient parking space to accommodate students?
 6. Speak in general to willingness of staff, potential safety hazards, cafeteria or other observations made as a result of first visit.
 - H. Are there any special contract considerations required by this facility?
6. The Chair of the Baccalaureate Nursing Department and Dean of the College of Nursing and Health Sciences may approve facilities if needed as an emergency contingency without approval of the Curriculum Committee.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
COURSE OVERVIEW TEMPLATE**

COURSE NUMBER AND TITLE—DATE:

PLACEMENT IN CURRICULUM:

CREDIT HOURS:

Credit hours are calculated utilizing the following formula:

750 x theory course hour = ____divided by 50 minutes = ____ class hours
{clinical = class hours x 3 (3:1); lab = class hours x 2 (2:1)}

COURSE COORDINATOR:

FACULTY:

PREREQUISITE:

COREQUISITE:

COURSE DESCRIPTION:

REQUIRED TEXTBOOKS:

COURSE OUTCOMES:

TEACHING STRATEGIES:

STUDENT AUTHENTICATION PROCEDURE (FOR ONLINE COURSES):

COMMUNICATION:

See APO and generic policies for specifics

EVALUATION: (Theory or Clinical):

- **The student must achieve an 74% or higher in the clinical course in order to receive a PASSING GRADE for the clinical and will not progress without fulfilling the requirements of both the didactic (theory) and clinical course. To achieve a “Passing Grade” in the clinical course, the student must achieve at least 74% of the score “YES” on the course requirements. IF a student is unsuccessful in either a clinical or theory course, both the theory and clinical courses must be retaken together.**
- **Required Skills: In order to successfully complete clinical, the student must complete all required skills designated for this course. Students must also complete a designated number of desired skills. Required skills are posted in The Learning Management System for each clinical course under Clinical Forms.**
- **The student must achieve a "Pass" in the clinical portion of the course in order to receive a passing grade in the course. A grade of F will be assigned for the course, if the clinical component is not completed successfully. (RN/BSN)**
- **See level calendar (junior, senior, APO) for specific due dates.**

CHANGE OF SYLLABUS: Verify each semester with University statement

GRADING SCALE:

INSTITUTIONAL CREDIT: (Applies only to NU 359 or NU 360, NU361, NU 362, NU 363)

Title IX Syllabi Statement: Verify each semester with University statement

Disability Syllabi Statement: Verify each semester with University statement

DROP DATES:

TOPICAL OUTLINE:

CONCEPTUAL OUTLINE:

Revision Dates: 3/ 22/04, Revised: 3/1/05, Revised: 5/8/06, Reviewed 4/7/08, Revised May 13, 2009, 2010; Revised May 9, 2011; revised 5/2013; 5/2014.; revised May 2015; Revised 5/2016; Revised 5/2017; Revised 5/2018

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
RN TO BSN ADVANCED PLACEMENT OPTION (APO)
COURSE OVERVIEW TEMPLATE
SEMESTER, YEAR**

COURSE NUMBER AND TITLE:
PLACEMENT IN CURRICULUM:
CREDIT HOURS:
COURSE COORDINATOR:
CO-COORDINATOR:
FACULTY:
PREREQUISITES:
COURSE DESCRIPTION:
REQUIRED TEXTBOOKS:
COURSE OUTCOMES:
ASYNCHRONOUS ONLINE COUSE:
TECHNOLOGY REQUIREMENTS:
COMMUNICATION:

See APO and generic policies for specifics

TEACHING STRATEGIES:
EVALUATION:

GRADING SCALE:

COMMUNITY SERVICE:
Leadership courses only

STUDENT AUTHENTICATION:

ATTENDANCE:

Title IX Syllabi Statement: Verify each semester with University statement
Disability Syllabi Statement: Verify each semester with University statement

ACADEMIC INTEGRITY STATEMENT:
NOTE SELLING:
CHANGE OF SYLLABUS:
ACADEMIC CALENDAR: Verify each semester with university academic calendar

TOPICAL OUTLINE:
CONCEPTUAL OUTLINE:

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
STUDENT BACKGROUND CHECK POLICY**

I. Applicability

The College of Nursing and Health Sciences (CON&HS) Student Background Check Policy applies to all students admitted to the programs in CON&HS at Mississippi University for Women (MUW) that includes, or may include at a future date, assignment to a clinical healthcare facility. MUW CON&HS programs that require a criminal background check include:

- Associate of Science in Nursing
- Bachelor of Science in Nursing
- Masters of Science in Nursing
- Doctorate of Nursing Practice
- Masters of Science in Speech-Language Pathology

II. Policy Statement

All CON&HS students must submit to and satisfactorily complete a criminal background check after selection and prior to enrollment into a nursing or speech-language pathology program. Admission may be rescinded and reversed based on the findings of the student's criminal background check.

Students who refuse to submit to a criminal background check or do not provide satisfactory findings will be dismissed from the program.

III. Rationale

- A. Healthcare providers are entrusted with health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require good judgment and ethical behavior. An assessment of a student's suitability to function in such a setting is necessary to promote the highest level of integrity in healthcare services.
- B. Clinical facilities are increasingly required by accreditation agencies, such as "The Joint Commission", to conduct background checks for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment. To meet this requirement, MUW will conduct criminal background checks for students and faculty.
- C. Clinical rotations are an essential element in nursing and speech-language pathology programs. Students who cannot participate in clinical rotations due to criminal or other "disqualifying events as defined in state law" revealed in a background check are unable to fulfill program requirements. Additionally, most healthcare licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment.
- D. MUW is obligated to meet contractual requirements contained in affiliation agreements between the University and various healthcare facilities.

- E. MUW is obligated to meet Mississippi State Law as stated in § 43-11-13, Mississippi Code Annotated:

“If the fingerprinting or criminal history record checks disclose a felony conviction, guilty plea or plea of nolo contendere to a felony of possession or sale of drugs, murder, manslaughter, armed robbery, rape, sexual battery, sex offense listed in Section § 45-33-23(g), child abuse, arson, grand larceny, burglary, gratification of lust or aggravated or felonious abuse and/or battery of a vulnerable adult that has not been reversed on appeal or for which a pardon has not been granted, the student shall not be eligible to be admitted to the healthcare professional/vocational technical academic program of study.”

- F. Based on the above rationale and if any clinical agency refuses to accept a student for clinical experience, the student will be excluded from the program.

IV. Background Check Report

- A. Obtaining a Background Check Report **(All background checks must be obtained from MUW Nursing Department)**

MUW Nursing Department will conduct criminal background checks through the Mississippi State Department of Health (MSDH). Students complete all required paperwork and pay the designated fee through University Accounting. Students will present in person for fingerprints and will provide valid ID(s) according to the nursing department’s requirements. The MSDH will mail a letter to the student with details on the background check findings. The student is responsible for submitting a copy of the letter to the program office according to the program requirement. The letter will state either “No disqualifying events” or “The student may have a disqualifying event.”

- Students who complete the criminal background check with no disqualifying event(s) or exclusion(s) identified by contracted clinical affiliates will receive a two-year, notarized letter from the MUW Nursing Department.
- If a student’s letter states that a “disqualifying event” is apparent, the student must submit a “rap sheet” report to the program chair and to each contracted or assigned clinical site with full explanation of the conviction(s) or disposition of charge(s). The Department of Human Resources from each facility will notify the program’s department chair in writing if the student may or may not attend the facility for clinical experience. If a student is denied clinical experience at any one facility the student will be informed by the program department chair that he/she is excluded from the program.

Background check results from an agency other than MSDH will not be accepted. All students will be required to have a criminal background check, including students currently employed in local and regional clinical affiliates. “Employer Letter” from human resource

managers, clinical affiliates, etc., will not be accepted in lieu of a current background check. Students are responsible for payment of all fees charged for the background check prior to the finger printing.

B. Scope for Criminal Background Check

A comprehensive criminal history search will be conducted of all state and federal databases. Noted will be all convictions, deferred adjudications or judgments, expunged criminal records, and pending criminal charges. The student will be responsible for providing any necessary documentation showing disposition of charges.

V. Confidentiality and Recordkeeping

- A. Background check reports and other submitted information are confidential and may only be reviewed by University officials and contracted clinical facilities in accordance with the Family Education Records and Privacy Act (FERPA).
- B. Background check reports and other submitted information of students will be maintained in program offices until graduation. Graduate files are maintained in the Dean's office or other designated areas.

VI. Other Provisions

- A. A background check will be honored for two years of enrollment if the student is continuously enrolled. A student who has a break in enrollment is required to complete a new background check. A break in enrollment is defined as non-enrollment of at least one semester in the approved curriculum of the degree program. Retention/repeating students will be required to submit another background check once readmitted in the program.
- B. After admission into any program in the CON&HS, students must report any arrests or disqualifying events that occur after their initial criminal background check. The student must report such events to the appropriate department chair. Failure to report is grounds for dismissal from the degree program.
- C. In the event a clinical site requires an additional background check, students are required to comply. Payment is the responsibility of the student.
- D. Falsification of information, including omission of relevant information concerning a criminal background check will result in dismissal from the degree program.

Mississippi University for Women
College of Nursing and Health Sciences
Attestation Form

I _____ attest to the following (select one):

_____ I have not been charged with, or convicted of, a criminal offense nor have I become the subject of any criminal proceedings in any manner whatsoever.

_____ I have disclosed in writing to the Program Director any charges or convictions that I have been the subject of, and any instance in which I have been the subject of any criminal proceeding.

Furthermore, I attest that I am a student in good standing at Mississippi University for Women. I understand that I must inform the Program Director in writing within 48 hours if at any time I am convicted/charged with a criminal offense, have become the subject of any criminal proceedings or if I am no longer considered a student in good standing at Mississippi University for Women. I understand agencies and clinical facilities may refuse my access to patients based on information obtained in my background screening reports or my status as a student at Mississippi University for Women. The agencies and clinical facilities' criteria for students may differ from the criteria of the College of Nursing and Health Sciences.

I release Mississippi University for Women, the Institutions of Higher Learning Board of Trustees, and their officers, directors, employees and agents from any liability or damage in connection with the release of a criminal background check.

If at any time during the course of my participation in the Nursing program, I am either arrested, charged, or convicted, I must disclose such event to the Program Director in writing regardless of the nature or the seriousness of the offense for which I am arrested, charged, or convicted no later than 48 hours after such an event. Failure to do so may result in my dismissal from the program.

Student Signature

Student Name (Print)

Date

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING
DRUG & ALCOHOL ABUSE POLICY**

Department of Nursing Drug and Alcohol Abuse Policy
Policy Statement regarding the chemically impaired student.

1. In compliance with Mississippi Statute 43-11-13, the Department of Nursing requires that all applicants must submit to a criminal background check and drug/alcohol screen prior to entering or returning to the nursing program. Failure by the applicant to indicate suitability on the background check or to present a clear finding on the drug/alcohol screen will result in prohibition from entering the nursing program. There is a zero tolerance for illegal substance use/abuse and misuse of legal substances.
2. Any current student who exhibits signs of impaired thinking or behavior that indicates the student may be under the influence of mind altering substances will be required to have a drug or alcohol “Test Panel to Screen and Confirm” performance immediately at our screening affiliate. The student will assume charges for the drug screening. If the student refuses to have a screening, he/she is immediately excluded from the program. Lab results must be submitted to the Mississippi University for Women Department of Nursing. If the test is positive, the student will be initially evaluated by the appropriate Department Chair, who will determine the need for further evaluation. The student will be subject to disciplinary action, including possible dismissal from the program. The office of the Provost/Vice President for Academic Affairs will be notified. Normal university procedures for student misconduct will be followed if the student decides to continue enrollment in the university. Failure to provide a specimen or deliberately interfering with the substance testing procedure also results in immediate program exclusion.
3. Once admitted to the nursing program any student who exhibits signs of impaired thinking or behavior during a campus or clinical laboratory session, will be relieved of further program activities until a decision is made regarding the drug screening.
4. Students are required to pay for all substance testing. The program assumes no liability for transportation of the student.
5. Students enrolled in prelicensure registered nursing courses are required to submit to drug and alcohol testing prior to clinical experiences each semester/summer term. Students agree for

any drug/alcohol test results by a participating clinical agency be released to Department of Nursing officials. All postlicensure students (RN-BSN, MSN, and DNP) are required to submit to testing upon admission to their respective program.

6. If excluded from the Department of Nursing, the student may apply for a probationary readmission to the Program of Nursing upon completion of a chemical dependency program listed as approved by the Mississippi Board of Nursing. The Program of Nursing will require any such applicant for readmission to the Department of Nursing to meet the same standards as any current applicant for initial admission to the Program of Nursing, as well as any additional standards and conditions the Program may impose related to assurance that the applicant is not chemically dependent, a chemical abuser, or in violation of any law.
7. If probationary readmission is granted, after-care monitoring will be required for the duration of the student's course of study. This should involve periodic (unpredictable, random) testing as defined by the Mississippi Board of Nursing.
8. Failure to abide by after-care monitoring requirements and/or evidence of continued chemical abuse or dependency shall be grounds for permanent dismissal from the Department of Nursing.

The student should refer to the "Drug and Alcohol Policy" and the Code of Student Conduct in the online Student Handbook (<http://www.muw.edu/handbook/handbook>) for the current academic year for information on University policies and procedures that are in addition to those of the Department of Nursing.

Student Signature:

Printed Name:

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

FACULTY PERFORMANCE REVIEW POLICY

1. All faculty, having worked in the Department of Baccalaureate Nursing for one complete year, will complete a yearly self-assessment that is due as indicated on the yearly “Master Calendar of Evaluation Events.”

2. The yearly self-appraisal will consist of the following:
 - Cover Page (see page 2 of policy)

 - Outcome evidence of previous years goals in the following categories:
 - Academic Assignment
 - Scholarly and Professional Activity
 - University and Community Service

 - Need for Improvement

 - Goals for the following year which should correlate to the following:
 - University Goals
 - College Goals
 - BSN Department Goals

 - Proof of receiving 10 contact hours of continuing education

 - Updated curriculum vita

3. Individual Conferences:
 - The Chair of the Baccalaureate Nursing Department will complete the faculty evaluation and conference individually with all faculty on the Columbus Campus and the Advanced Placement Option Coordinator.

 - The Advanced Placement Option Coordinator will complete the faculty evaluations on all RN/BSN Faculty and conference with all faculty on the Tupelo Campus. The completed evaluations will be forwarded to the Chair of the Baccalaureate Nursing Department.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

**ANNUAL FACULTY PERFORMANCE REVIEW
Year _____**

NAME _____ DEGREE _____ RANK _____

YEARS AT MUW _____ COLLEGE _____

DEAN _____

CHAIR OF THE BACCALAUREATE NURSING DEPARTMENT

SIGNATURE _____ DATE _____

DEAN OF THE COLLEGE OF NURSING AND HEALTH SCIENCES

SIGNATURE _____ DATE _____

FACULTY SIGNATURE _____ DATE _____

PART I—PERFORMANCE: Address the following set of three criteria for evaluating the effectiveness of faculty performance this year.

- A. Academic Assignment
 - 1. Teaching Effectiveness
 - 2. Effectiveness of Student Advising
 - 3. Effectiveness of Non-Teaching Assignment
 - 4. Goal Attainment

- B. Scholarly and Professional Activity
 - 1. Professional Scholarship
 - 2. Other Professional Contributions
 - 3. Professional Development
 - 4. Goal Attainment

- C. University and Community Service
 - 1. Department and University Committee Participation
 - 2. Community Service Activities
 - 3. Assistance to student groups, recruitment, or retention
 - 4. Goal Attainment

- D. Need for Improvement



Adjunct Performance Appraisal
Updated November 2012

Adjunct Faculty Member: _____

Course(s) Taught: _____

(specify if courses are online or hybrid)

Semester Courses Taught: _____

Adjunct faculty members at MUW are evaluated on the **teaching responsibilities** associated with the course(s) to which the faculty member was assigned. The evaluation is based on review of student evaluations, observations by the department chair or his/her designee, conversations with the adjunct faculty or other factors as appropriate.

1. The adjunct faculty member distributes and reviews the course syllabus during the first class meeting. Yes No N/A

2. The adjunct faculty member utilizes active learning methods and uses a variety of instructional strategies appropriate to the method of delivery that are designed to assist the learner in meeting the objectives of the course. Yes No N/A

3. The adjunct faculty member uses either a standard departmental syllabus or, when necessary, creates one following the prescribed institutional format. Yes No N/A

4. The adjunct faculty member arranges for the acquisition and preparation of appropriate materials and equipment in a timely manner necessary to meet course objectives. Yes
 No N/A

5. The adjunct faculty member is prompt and accurate in recording midterm and final grades.
 Yes No N/A

6. The adjunct faculty member is supportive of students' learning goals by:
 - a. Focusing on student learning outcomes Yes No
 - b. Taking into account the needs and abilities of students Yes No
 - c. Becoming familiar with academic and social support Yes No
 - d. Making reasonable provisions to accommodate individual differences
 Yes No
 - e. Maintaining the academic integrity of the College Yes No
 - f. Making him/herself available for assisting students in achieving their learning goals _____
Yes No

7. The adjunct faculty member consistently demonstrates:
- Commitment to excellence as expressed in the College mission, vision and values _____
Yes _____ No
 - A positive, cooperative and supportive attitude toward others _____ Yes _____ No
 - Commitment to excellence by meeting course(s) for scheduled class time
_____ Yes _____ No _____ N/A
 - Punctuality by meeting course(s) on time _____ Yes _____ No _____ N/A
8. The adjunct faculty member follows prescribed procedures for inviting guest speakers to class and /or arranging for field trips. _____ Yes _____ No _____ N/A
9. The adjunct faculty member follows appropriate procedures for missing classes by notifying the supervisor or the supervisor's designee and by providing an alternate assignment.
_____ Yes _____ No _____ N/A
10. The adjunct faculty member is aware of and recommends campus/online services to students as needed. (e.g. library services, financial aid, counseling, Center for Academic Excellence, The Writing Center, etc.)
_____ Yes _____ No _____ N/A

Strengths/Areas for Improvement:

Additional Comments:

Evaluator's Signature/date

Adjunct Faculty Member's Signature/date

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

GENERAL REQUIREMENTS/RESPONSIBILITIES

The following apply to all undergraduate nursing programs at MUW.

Health

All students in clinical nursing courses are required to:

- have **annual** health examinations.
- provide documentation of having had two MMRs (Measles, Mumps, and Rubella) and varicella or proof of serological immunities.
- provide documentation of having had Annual TB test with 2 Step required if last TB skin test over 365 days ago for APO students
- QuantiFERON TB Gold testing for prelicensure students **annually**
- provide documentation of having a Tetanus Toxoid within the last 10 years.
- provide documentation of Tdap immunization
- provide documentation of having taken the Hepatitis B Vaccine Series (3)
- have a cleared drug screen and criminal background check
- have annual Flu Vaccine: All students must have for clinical experiences between October 1 and March 30. If a student is unable to take the flu shot, then the individual clinical agency policy must be followed ie wear mask upon entry into the building.
- COVID Vaccination (I understand that I can apply for a medical and/or religious exemption with the university, but that an exemption application does not guarantee that I will be eligible to complete the clinical requirements of the BSN program as set forth by the university's clinical partners. Clinical agencies ultimately will determine whether a student exemption to the COVID-19 may be accepted. I further understand that a clinical agency may change its requirements at any time with or without notice.

All students admitted to the Department of Nursing are subject to the Department of Nursing Drug and Alcohol Abuse Policy.

Insurance

All students in clinical nursing courses must provide proof of automobile and health (major medical) insurance. Malpractice insurance is provided through a MUW College of Nursing blanket policy.

Other

All students in clinical nursing courses must have current American Heart CPR certification, and instruction in OSHA requirements related to universal precautions and HIPAA guidelines. Students are required to have a criminal background record check in accordance with Mississippi Statue 43-11-13 regarding health care workers. If a student has any felonies or disqualifying events, he/she will be subject to exclusion from the Department of Nursing.

Reviewed May 8, 2006; Renamed: September, 2007; Reviewed: April 7, 2008; Reviewed: May 13, 2009, 2010; Revised May 9, 2011; reviewed May, 2012; revised May, 2013; revised 5/2014, Revised May 2015; Reviewed 5/2016; Reviewed 5/2017; Reviewed 5/2018; Revised 5/2019, 04/2021; Revised 5/2022

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

**Generic Option
GRADING POLICY**

1. Grading scales must be present in all nursing course overviews.
2. The following scale will be utilized in **all** nursing courses. Certain courses may utilize grading schemas of 100 points or 500 points. Regardless of the schema utilized, the following scale will apply:

92-100 A
83 - 91 B
74 - 82 C
65-73 D
64 or below F

During the semester, students will receive grades taken to the 100th place without rounding. **For the final grade calculation**, the final computed grade for each student will be rounded to the next whole number. 73.49 = 73 and will result in failure in the course; however, 73.50 = 74 and will result in passing the course.

3. All *clinical* courses are graded according to the following guidelines:
 - The student must achieve an 74% or higher in the clinical course in order to receive a PASSING GRADE for the clinical and will not progress without fulfilling the requirements of both the didactic (theory) and clinical course. To achieve a “Passing Grade” in the clinical course, the student must achieve at least 74% of the score “**YES**” on the course requirements. IF a student is unsuccessful in either a clinical or theory course, both the theory and clinical courses must be retaken together.
 - All clinical criteria will have specific directions and grading criteria.
 - MUW BSN Faculty constantly monitor student progress in each academic theory and clinical courses. A student who is in jeopardy of academic failure in a course will be evaluated by averaging the individual student’s course grades. At any point, if a student becomes academically unable to pass a theory course the student will be unable to attend the corresponding clinical course. The result will be a score of “**No**” in each applicable category on the clinical tool for the remainder of the semester.
 - If a student fails a clinical course, the student is encouraged to continue in the co- requisite didactic course with the understanding that both courses must be repeated together. The purpose of continuing in the didactic course is twofold: to continue the student in the process of learning and to maximize the cumulative GPA. The grade obtained during the second attempt on either course will count as the final grade for that course per university policy.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
RN/BSN ADVANCED PLACEMENT OPTION**

GRADING POLICY

1. Grading scales must be present in all nursing course overviews.

2. Refer to the course syllabus for the grading schema for the specific course. The grading scale located on the course syllabus will be utilized to calculate the final grade for that course.
 - **If the course is based on a 500 point schema, the following grading schema will be utilized to calculate the final grade for the course. 370 POINTS ARE REQUIRED TO PASS. A .50 or above will be rounded up to the next whole number for the final grade only.**
 - 460 - 500 = A
 - 415 - 459 = B
 - 370 - 414 = C
 - 325 - 369 = D
 - 324 or below = F

 - **If the course is based on a 100 point schema, the following grading schema will be utilized to calculate the final grade for the course. 74 POINTS ARE REQUIRED TO PASS. A .50 or above will be rounded up to the next whole number for the final grade only.**
 - 92-100 A
 - 91-83 B
 - 74-82 C
 - 65- 73 D
 - 64 or below F

3. The student must achieve a "Pass" in the clinical portion of the course in order to receive a passing grade in the course. A grade of F will be assigned for the course, if the clinical component is not completed successfully. (RN/BSN)

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

GRADUATION POLICY

GENERAL DEGREE REQUIREMENTS:

1. A minimum of 128 semester credit hours earned.

TOTAL UNIVERSITY CORE HOURS	62
TOTAL NURSING HOURS	66
TOTAL HOURS FOR GRADUATION	128

2. Satisfaction of University core with a “C” or better (62-65 hours)
3. Satisfaction of Nursing courses with a “C” or better (66 hours).
4. Transfer students of accredited junior colleges that transfer to MUW will be required to earn at least 50% of the semester hours required for a specific degree at a senior institution (including 25% of the semester hours at MUW) before becoming eligible for any degree.
5. Satisfactorily meet general academic policies and procedures.

Mississippi University for Women

Department of Nursing Undergraduate Student Grievance Committee Guidelines

- Membership: Five (5) faculty members appointed by the Dean
- Two (2) from the ASN Program
 - Two (2) from the BSN Program
 - One (1) additional member from the program of the appointed chair.
- Two (2) students selected by the department chair
- One (1) ASN Sophomore
 - One (1) BSN Senior
- Chairperson: Appointed by the Dean from the selected faculty committee members.
According to Robert's Rules of Order, the chair votes only in the event of a tie vote.
- Purpose:
1. To consider student academic grievances concerning possible violations of due process which have not been resolved to student satisfaction at the program level. An academic grievance is defined as a written statement submitted by a student claiming that a specific academic action or decision applied to the student is perceived as unfair or inequitable in comparison to similar treatment of peers related to current policies or practices governing nursing students.
 2. To make recommendations regarding the student's written complaint.
 3. To annually review this policy and submit recommendations to the Department of Nursing when changes are indicated.
- Procedure:
- A. The student must begin the process for resolution of the problem within five (5) working days of the faculty written notification of the incident so the student's academic progress is not hindered. In order to receive due process in relation to his/her grievance, the student must proceed through all proper channels of communication in sequence as outlined below.
 1. **Faculty** - The student must initiate an appointment with the specific faculty involved in the grievance. The student and involved faculty will complete and sign the form "Student Documentation of Channels of Grievance Procedure." This form must be completed prior to any further grievance proceedings by the student.
 2. **Department chair** - The student must initiate an appointment with the department chair if the student was unable to resolve the grievance to his/her satisfaction with the involved faculty. The involved faculty will be allowed to respond to the grievance at this meeting with the department chair. The student, involved faculty and department chair will complete and sign a second "Student Documentation of Channels of Grievance Procedure" form. This form will be filed in the student's private folder. This form must be completed prior to any further grievance proceedings by the student.
 3. **Student Grievance Committee** - The student must submit a written letter to this committee requesting a hearing. The student must also submit copies of the "Student Documentation of Channels of Grievance Procedure" forms that were completed during the student's meetings with

the involved faculty and department chair respectively. This petition for a hearing **must** be submitted within five (5) working days following an unsatisfactory resolution at the program level.

- A. If the grievance involves any member of the Committee, that member will abstain from participation on the Committee while that particular grievance is being considered. The Dean will then appoint another person to take the member's place.
- B. The Committee Chairperson will send written notification to the involved department chair and faculty within three (3) working days after receipt of the student's letter requesting a hearing.
- C. Evidence and background material concerning a grievance should be submitted to the Committee Chairperson by the department chair and faculty within three (3) class days after notification of a request for a grievance hearing.
- D. The Committee Chairperson will set the earliest hearing date that does not conflict with the class schedules of any Committee member, student or faculty involved. All persons involved shall be notified prior to the hearing date. The petitioning student will be notified in writing by registered mail or another written means of communication acceptable to the student at least three (3) days prior to the date of the hearing. The student will validate receiving notification.
- E. On the day of the hearing, the Committee will meet at least one (1) hour prior to the time of the student hearing to review all submitted evidence and documents concerning the grievance.
- F. At the time of the hearing the student and involved faculty will be present. The committee may request to have the faculty and student present separately or together. The student and faculty each will be given full and equal opportunity to present evidence and witnesses who are relevant to the grievance. Only the involved faculty, student, witnesses, and Committee members are permitted to speak during the hearing. All discussion and evidence introduced at the hearing must be confined to the student's grievance that was written on the "Student Documentation of Channels of Grievance Procedure" form. The Buckley Amendment of 1974, protecting student privacy, prohibits any discussion of other students during a grievance hearing.
- G. If the student introduces another grievance issue at this hearing,

he/she must take this new grievance through all the proper channels of communication in sequence as outlined in “Section A.”

- H. The decision of the Committee must be based on sufficient and credible evidence. The decision will be made by the Committee in closed session per written ballot. All persons involved in the grievance will be notified in writing of the decision of the Committee within one (1) week of the hearing. The involved student will be notified in writing. A copy of this letter will be placed in the student’s permanent file.
- I. Decisions made by the Committee must be complied with immediately by both faculty and student; however, both student and faculty have the “right of appeal.” The next level of appeal in the grievance process is a written appeal to the Dean, initiated by the student or the faculty within 5 working days of notification of the decision.

*all underlined words are the essential elements of due process (Fiehe v. R.E. Houselholder Co. 125 So.2, 7 (FL 1929) & Black’s Law Dictionary 6th ed.) lw

**Mississippi University for Women
Department of Nursing
Student Documentation of Channels of Grievance Procedure**

I, _____, have attempted to resolve the following
(Student)

grievance with _____.
(Faculty/Department chair)

(Give details of grievance below. May continue on back if needed.)

We have been able/unable to resolve the issue to my satisfaction at this time.

Signed,

Date

Student

Faculty

Department chair

Lockdown Plan for BSN Program

Definition – A lockdown is designed to prevent people from entering or leaving a building. Additionally, movement inside the building is restricted. The term “lockdown” will be used to indicate a possible or imminent threat from an armed or dangerous person(s) on campus or in Martin Hall.

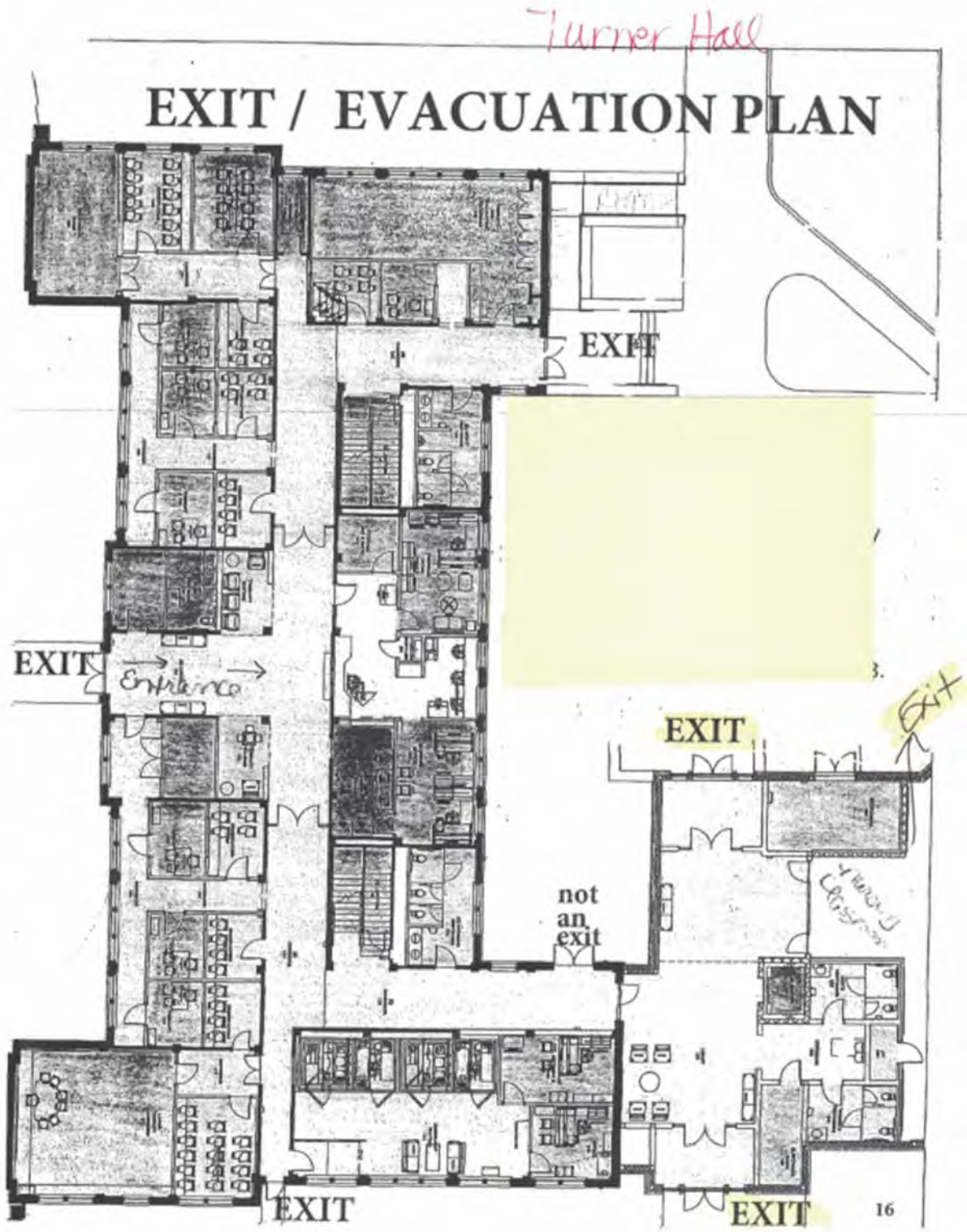
Shooter on Campus

1. Lock all outside doors – First floor staff
2. If class is occurring, faculty are to lock classroom doors, turn out lights, close blinds, silence all cell phones and have all students go to the front of the classroom and huddle on the floor. If there is not enough room students are to get under first row of desks. Faculty should do the same.
3. If faculty are not in a classroom with students, faculty and staff are to go to the safe room (work room in the program office). The program office door and the safe room door should be locked. All lights should be turned off.
4. If possible faculty should shut off office lights in their offices and close the doors before going to the safe room.
5. If students are in the halls they should go to the classroom or find a place to hide, preferably in a room that can be locked and out of plain sight. Blinds should be closed and all should stay close to the floor away from the window.
6. Faculty, staff and students should move quickly; don't wait for others to validate your decision. Leave your belongings behind.
7. Once everyone is in the safe room or classroom, call or text Executive Assistant or Dean of your status and notify 911.
8. Faculty and staff are to stay in the safe room until notified all clear.

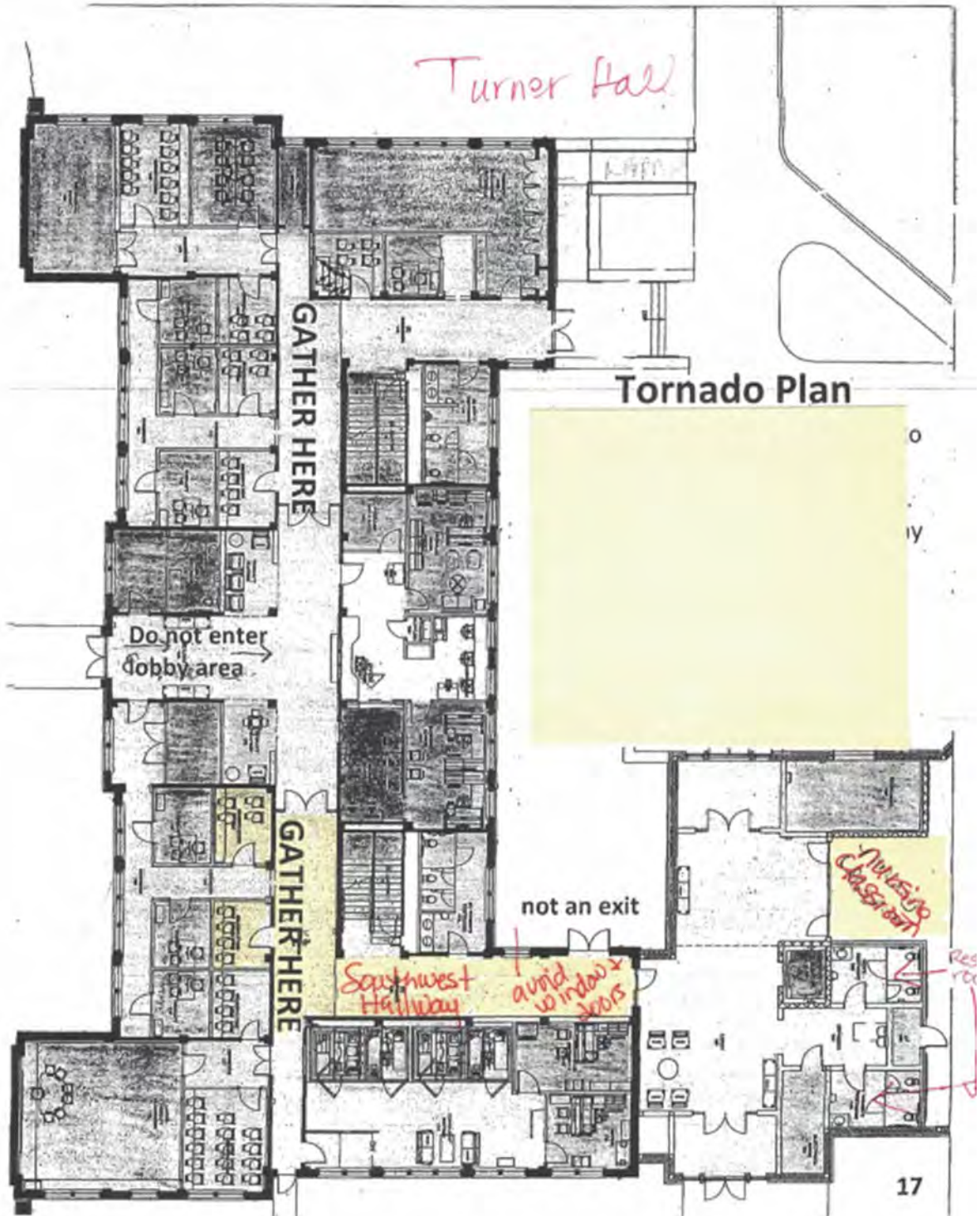
Shooter in Martin Hall

1. Once the lockdown is declared, all doors leading to the outside should be locked.
2. Immediately find a safe place. If students are in class lock and barricade doors, close blinds and get students close to the floor, away from the doors and silence all cell phones. Use desks and chairs for protection.
3. If faculty are in their offices, immediately lock and barricade the door, turn out the lights, close blinds, silence cell phones, and get under the desk.
4. If faculty and students are in the hall, immediately move out of the hall to the nearest safe place, preferably a room that can be locked and barricaded, close blinds and get behind furniture or equipment.
5. If you are in a room that cannot be locked try to barricade or block the door with a table or other heavy object. Turn out the lights, close blinds and silence cell phones.
6. Be as quiet as possible.
7. Notify 911 if possible.
8. Remain calm.
9. If shooter's intentions are lethal, develop survival mindset. Do whatever it takes to stay alive.
10. Stay in safe area until notified all clear.

Turner Hall Exit/Evacuation Plan



Turner Hall Inclement Weather Plan



**Mississippi University for Women
College of Nursing and Health Sciences
Department of Baccalaureate Nursing
RN to BSN Advance Placement Option
On-Line Student Authentication Policy**

The Mississippi University for Women RN to BSN Advanced Placement Option authenticates each student.

Student authentication will be achieved in two ways in accordance with the MUW policy:

1. Through each student's unique Student ID and Password in the MUW Learning Management System **and**
2. Through one additional student identification technique within the course that has been determined and approved by the academic program.

Secondary methods approved by the BSN Department and utilized within BSN courses include:

1. A criminal background check required prior to entering the program.
2. Government Issued Photo ID (Driver's License)
3. Class photo identification
4. Live or videotaped performance activity
5. Skype/FaceTime/video identification once per semester with advisor/faculty, as appropriate
6. Nursing license validation
7. Attendance at live orientation sessions.

Faculty must provide evidence of documentation to validate student identification in course participation.

Revised 1/2013, 5/2015; Reviewed 5/2016, 6/2017; Revised 5/2018; Reviewed 5/2019, 04/2021

College of Nursing and Health Sciences
Department of Nursing
Knowledge and Skills of a Registered Nursing Student
Nursing Program Performance Standards

Standard	Examples	
Mobility	Physical abilities sufficient to move independently from room to room, walk in hallways, maneuver in small places such as patient rooms, and medication rooms. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Moves independently with patients from department to department, around the patient room, down the corridor, from one patient room to another, to take care of all patients on a team, and to assist in the transport of all patients from bed to bed, bed to chair. Walking, standing, sitting for long periods of time, stooping, lifting patients weighing over 40 pounds, squatting, reaching, twisting, bending, pushing, pulling, dragging, and climbing. Any other necessary mobility skills necessary to adequately perform safe nursing care.
Motor Skills	Gross and fine motor skills to practice safe and efficient patient care. Sufficient manual dexterity to manipulate equipment in the patient care setting. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Manual dexterity to start a patient's intravenous line, set alarms on monitors, draw up and give injections to patients without extraneous movements. Any other necessary motor skills necessary to adequately perform safe nursing care.
Hearing	Auditory ability sufficient to monitor and assess health needs. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Auscultation of breath sounds, heart sounds, blood pressure, bowel sounds, hearing alarms, call bells, telephones in patient care, converse with patients, family and staff from varying distances with varying audible sounds. Any other necessary hearing skills necessary to adequately perform safe nursing care.
Visual	Visual ability sufficient for observation and assessment necessary to provide safe patient care. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Reading patient charts/flow sheets/monitors, drawing up and administering medications, assessing patient skin tones, reading thermometers, assessing wound status, non-verbal behaviors. Any other necessary visual skills necessary to adequately perform safe nursing care.
Tactile	Tactile ability sufficient for physical assessment and to provide safe patient care. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Perform palpation, giving injections, starting IV's, sterile and non-sterile dressing changes, urinary catheterization, assess skin temperature and texture, and assist with patient care activities. Any other necessary tactile skills necessary to adequately perform safe nursing care.
Communication	Communication abilities sufficient for interaction with others in coherent and concise oral and written form. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Follow spontaneous verbal and/or written instructions, able to effectively communicate when teaching patients and/or families. Communicate the patient's response to therapy to other members of the health care team, document patient responses to therapy on health care forms utilizing various forms of media, consult with health care team members

		in a professional manner. Any other necessary communication skills necessary to adequately perform safe nursing care.
Interpersonal	Interpersonal skills sufficient for interaction with patients, families and groups from diverse backgrounds (cultural, emotional, intellectual) in a variety of health care settings. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Converse effectively in stressful situations with patients, families and groups (codes, emergencies). Discharge teaching. Must be amendable to change behavior and be situationally adaptable upon faculty, staff, patient, or coworker recommendations. Be able to positively respond to constructive criticism. Any other necessary interpersonal skills necessary to adequately perform safe nursing care.
Critical Thinking	Critical thinking sufficient for clinical decision making. <i>List any devices or accommodations which assist student in meeting this standard:</i>	Competent assessment of a patient in a timely manner, correct interpretation of assessment, readily respond with appropriate nursing interventions, treatment plans, works in isolation independently and with groups for positive patient outcome. Any other necessary critical thinking skills necessary to adequately perform safe nursing care.

Knowledge and Skills Required of a Nursing Student
Nursing Performance Standards

I understand these are some of the skills required to successfully fulfill the role of a nursing student and therefore are required of me to successfully complete this nursing program.

Signature

Date

If a student is not able to meet these standards, he/she may initiate meetings with the personnel in the Student Success Center for review of his/her case to see if reasonable accommodations are possible as per the university procedures. If reasonable accommodations are made and the student continues to be unable to meet the standards, the student will not be able to successfully complete the requirements of the program.

MISSISSIPPI UNIVERSITY FOR WOMEN
Baccalaureate Nursing Program
MUW GENERIC BSN PORTFOLIO
Requirements and Rubrics

Tab Requirements:

- 1. Title Page**
- 2. Table of Contents**
- 3. Resume**
- 4. MUW Transcript**
- 5. Immunizations**
- 6. Background Check**
- 7. Drug Screen**
- 8. Insurance**
- 9. BSN Policies**
- 10. Skills List**
- 11. Service Learning Points**
- 12. Professional Papers**
- 13. NU 457 Reflective Journal**
- 14. NU 457 Program Outcomes Assignment**
- 15. ATI**
- 16. Student Outcomes Self-Evaluation**

MUW BSN Professional Portfolio Rubric: NU 325-Summer Semester Junior Year

Criteria	Complete (full credit)	Incomplete (half credit)	Absent (no credit)
Title Page (2 pts)			
Table of Contents (10 pts) <i>*Labeled correctly – see BSN Resource Center</i>			
Current MUW transcript (8 pts)			
Copies of all Immunizations: (8 pts) 1. Quantiferon TB Gold results 2. Evidence of two Hepatitis immunizations 3. Two varicella immunizations or + titer 4. Proof of Tetanus Toxoid within 10 years 5. Proof of Tdap 6. Two MMR injections 7. COVID vaccination/Exemption Letter			
Copy of Background Check (8 pts)			
Copy of Drug Screen (8 pts)			
Verification of current: (8 pts) 1. Health Insurance 2. Car Insurance			
Copy of BSN Program Policies (8 pts) Signed where appropriate			
Clean copies of the following papers: (8 pts) 1. Values 2. Teaching/Learning Project			
Copy of ATI Critical Thinking Assessment Entrance Test (8 pts)			
Student Outcome Self Evaluation (8 pts) <i>rank self in NU 325 column</i>			
Professional binder (8 pts) 1. Binder must be black, white, or navy 2. Tabs must be typed (deductions will be given for hand-written tabs)			
Clean rubric provided (8 pts)			
Final Grade _____			

*All copies of papers must be clean copies with corrections implemented.

*If any content is missing from a specific section, the student will automatically receive half credit for that section.

*Any assignment turned in late will be penalized 10% of the possible points per day (business days). Application of the penalty will begin on the assignment due date and time. For each subsequent day (24-hour period) that the assignment is not submitted, an additional 10% of the possible points will be deducted.

*Documents for the Portfolio must be placed in order of the rubric. A 5-point deduction will be applied to portfolios not following the sequence provided.

MUW BSN Professional Portfolio Rubric: NU 357 – Spring Semester Junior Year

Criteria	Complete (full credit)	Incomplete (half credit)	Absent (no credit)
Updated Table of Contents (2 pts) <i>*Labeled correctly – see BSN Resource Center</i>			
Current MUW transcript (7 pts) <i>Includes previous fall and summer terms</i>			
Copies of all Immunizations: (7 pts) 1. Quantiferon TB Gold results 2. Evidence of <u>three</u> Hepatitis immunizations 3. Two varicella immunizations or positive titer 4. Proof of Tetanus Toxoid within 10 years 5. Proof of Tdap 6. Two MMR injections 7. COVID vaccination/Exemption Letter 8. Proof of flu vaccine			
Copy of Background Check (7 pts)			
Copy of Drug Screen (7 pts) <i>Includes current Spring semester and previous Summer semester</i>			
Verification of current: (8 pts) 1. Health Insurance 2. Car Insurance			
Copy of BSN Program Policies (7 pts) Signed where appropriate and updated			
Required Skills List: (8 pts) 1. NU 330 2. NU 351			
Service Learning Points (7 pts) <i>minimum of 50 points required</i>			
Clean copies of the following papers: (8pts) 1. Values 2. Teaching/Learning Project 3. NU 351 Reflective Journal 4. NU 330 Nutrition Paper 5. Satisfactory Care Plan from NU 351 6. Leadership/Management Paper			

7. Law Legal Paper			
8. NU 355 debate talking points			
Copy of ATI Critical Thinking Assessment Entrance Test (7 pts)			
Student Outcome Self Evaluation (7 pts) <i>rank self in NU 357 column</i>			
Professional binder (8 pts) 1. Binder must be black, white, or navy 2. Tabs must be typed (deductions will be given for hand-written tabs)			
Clean rubric provided (10 pts)			
Final Grade _____			

*All copies of papers must be clean copies with corrections implemented.

*If any content is missing from a specific section, the student will automatically receive half credit for that section.

*Any assignment turned in late will be penalized 10% of the possible points per day (business days). Application of the penalty will begin on the assignment due date and time. For each subsequent day (24-hour period) that the assignment is not submitted, an additional 10% of the possible points will be deducted.

*Documents for the Portfolio must be placed in order of the rubric. A 5-point deduction will be applied to portfolios not following the sequence provided.

*A 5-point deduction will be applied if previously graded rubrics are not placed in the front of student’s binder.

MUW BSN Professional Portfolio Rubric: NU 430 – Fall Semester Senior Year

Criteria	Complete (full credit)	Incomplete (half credit)	Absent (no credit)
Updated Table of Contents (6 pts) <i>*Labeled correctly – see BSN Resource Center</i>			
Rough Draft of Resume (6 pts) <i>(clean copy)</i>			
Current MUW transcript (7 pts) <i>Includes previous summer, fall and spring terms</i>			
Copies of all Immunizations: (7 pts) 1. Quantiferon TB Gold results (updated) 2. Evidence of <u>three</u> Hepatitis immunizations 3. Two varicella immunizations or positive titer 4. Proof of Tetanus Toxoid within 10 years 5. Proof of Tdap 6. Two MMR injections 7. COVID Vaccination/Exemption Letter 8. Proof of flu vaccine <i>(Jr. and Sr. Fall Semester)</i>			
Copy of Background Check (6 pts)			
Copy of Drug Screen (6 pts) <i>Includes current Fall semester and previous Spring and Summer semester</i>			
Verification of current: (6 pts) 1. Health Insurance 2. Car Insurance			
Copy of BSN Program Policies (6 pts) Signed where appropriate and updated			
Skills Lists: (6 pts) 1. NU 330 2. NU 351 3. NU 429			
Service Learning Points (6 pts) <i>minimum of 75 points required</i>			
Clean copies of the following papers: (10 pts) 1. Values 2. Teaching/Learning Project 3. NU 351 Reflective Journal			

4. NU 330 Nutrition Paper 5. Satisfactory Care Plan from NU 351 6. Leadership/Management Paper 7. Law Legal Paper 8. NU 355 debate talking points 9. Personal Philosophy 10. Self-Reflection 11. Community Assessment Paper 12. NU 429 Critical Thinking Activity			
Copy of ATI Critical Thinking Assessment Entrance Test (6 pts)			
Student Outcome Self Evaluation (6 pts) <i>rank self in NU 430 column</i>			
Professional binder (6 pts) 1. Binder must be black, white, or navy 2. Tabs must be typed (deductions will be given for hand-written tabs)			
Clean rubric provided (10 pts)			
Final Grade _____			

*All copies of papers must be clean copies with corrections implemented.

*All students are required to complete a new physical for senior year (copy does not have to be submitted in portfolio).

*If any content is missing from a specific section, the student will automatically receive half credit for that section.

*Any assignment turned in late will be penalized 10% of the possible points per day (business days). Application of the penalty will begin on the assignment due date and time. For each subsequent day (24-hour period) that the assignment is not submitted, an additional 10% of the possible points will be deducted.

*Documents for the Portfolio must be placed in order of the rubric. A 5% deduction will be applied to portfolios not following the sequence provided.

*A 5-point deduction will be applied if previously graded rubrics are not placed in the front of student's binder.

MUW BSN Professional Portfolio Rubric: NU 457 – Spring Semester Senior Year

Criteria	Complete (full credit)	Incomplete (half credit)	Absent (no credit)
Updated Table of Contents (2 pts) <i>*Labeled correctly – see BSN Resource Center</i>			
Final Resume (5 pts) <i>(clean copy)</i>			
Current MUW transcript (5 pts) <i>Includes previous summer, fall, and spring terms</i>			
Copies of all Immunizations: (7 pts) 1. Quantiferon TB Gold results (updated) 2. Evidence of <i>three</i> Hepatitis immunizations 3. Two varicella immunizations or positive titer 4. Proof of Tetanus Toxoid within 10 years 5. Proof of Tdap 6. Two MMR injections 7. COVID Vaccination/Exemption Letter 8. Proof of flu vaccine (<i>Jr. and Sr. Fall Semester</i>)			
Copy of Background Check (5 pts)			
Copy of Drug Screen (5 pts) <i>Includes Summer/Spring (Jr. year) and Fall/Spring (Sr. year)</i>			
Verification of current: (5 pts) 1. Health Insurance 2. Car Insurance			
Copy of BSN Program Policies (5 pts) Signed where appropriate and updated			
Skills Lists: (10 pts) 1. NU 330 2. NU 351 3. NU 429 4. NU 455 5. Collaborative Care			
Service Learning Points (5 pts)			

<i>minimum of 100 points required</i>			
Clean copies of the following papers: (8 pts) 1. Values 2. Teaching/Learning Project 3. NU 351 Reflective Journal 4. NU 330 Nutrition Paper 5. Satisfactory Care Plan from NU 351 6. Leadership/Management Paper 7. Law Legal Paper 8. NU 355 debate talking points 9. Personal Philosophy 10. Self-Reflection 11. Community Assessment Paper 12. NU 429 Critical Thinking Activity 13. Research Paper (title page and abstract)			
NU 457 Reflective Journal (10 pts) <i>*see directions attached</i>			
NU 457 Program Outcomes Assignment (10 pts) <i>*see directions attached</i>			
ATI (5 pts) 1.Critical Thinking Assessment Entrance Test 2.ATI RN Comprehensive Predicator Retake Exam (score sheet and remediation plan)			
Student Outcome Self Evaluation (5 pts) <i>rank self in NU 457 column</i>			
Professional binder (4 pts) 1. Binder must be black, white, or navy 2. Tabs must be typed (deductions will be given for hand-written tabs)			
Clean rubric provided (4 pts)			
Final Grade _____			

*All copies of papers must be clean copies with corrections implemented.

*All students are required to complete a new physical for senior year (copy does not have to be submitted in portfolio).

*If any content is missing from a specific section, the student will automatically receive half credit for that section.

*Any assignment turned in late will be penalized 10% of the possible points per day (business days). Application of the penalty will begin on the assignment due date and time. For each subsequent day (24-hour period) that the assignment is not submitted, an additional 10% of the possible points will be deducted.

*Documents for the Portfolio must be placed in order of the rubric. A 5-point deduction will be applied to portfolios not following the sequence provided.

*A 5-point deduction will be applied if previously graded rubrics are not placed in the front of student's binder.

NU 457 Reflective Journal

For **EACH** of the following four categories, write a reflective journal (Please include a narrative that clearly relates how you feel that you have met that category) that describes how you have grown in each of these categories since beginning the Nursing program.

A. Category 1 – Core Competencies for MUW BSN program

Address each of the following sub components under this category:

- a. Critical thinking
- b. Communication
- c. Assessment skills
- d. Technical skills

*For example, why is it important to have critical thinking and communication skills in your practice?

B. Category 2 – Basic Nursing Values

Address the overall concept of Nursing values

C. Category 3 - Scientific Knowledge

Address:

- a. Necessity for courses in general studies [core requirements] as prerequisites
- b. The broad base of Nursing knowledge covered in the program

D. Category 4 – Nursing Role Development

Address:

- a. Nursing roles [advocate, caregiver, manager, researcher, teacher, etc]
- b. Professionalism [professional memberships, lifelong learning, traits & characteristics etc.

NU 457 Program Outcomes Assignment

- For each of the program outcomes listed below; select an assignment or clinical experience and give a brief description of how that experience or assignment best helped you meet the program outcome. Please address all 9 outcomes.

The Bachelor of Science in Nursing Program is designed to prepare a nurse generalist who will:

- 1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions.
- 2. Utilize organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care.
- 3. Integrate nursing research and evidence-based practice into professional nursing practice.
- 4. Utilize information management and patient care technology in professional nursing practice to improve patient care outcomes and create a safe care environment.
- 5. Apply knowledge of healthcare policies, finance, and regulatory environments to professional nursing practice.
- 6. Collaborate with healthcare providers and consumers for the improvement of patient health outcomes.
- 7. Provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings.
- 8. Demonstrate responsibility and accountability for professional nursing values and role development.
- 9. Utilize research and theory-based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession.

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
RN/B.S.N.ADVANCED PLACEMENT OPTION

PROGRAM POLICIES

1. COMMUNICATION

Each student is **REQUIRED** to have a MUW email account and must have it recorded for the Learning Management System. (Students obtain email addresses after they are registered in the Banner system. The student can find the email under personal information. The first time students log into the student email system, their password is the 8 digit date of birth ie 01012013.)

Learning Management System email/messages/announcements will be the accepted methods of communication between instructors and students in this course. **If a student needs to communicate with faculty regarding a concern or issue about a course, students should use the message function within that course. IT IS THE STUDENT'S RESPONSIBILITY TO CHECK LEARNING MANAGEMENT SYSTEM E-MAIL, MESSAGES AND ANNOUNCEMENTS IN EVERY COURSE AND THE RN TO BSN RESCOURE CENTER AT LEAST ONCE EVERY 24 HOURS TO ENSURE THAT IMPORTANT COURSE INFORMATION IS NOT MISSED.** Course faculty will also check The Learning Management System e-mail and messages daily on regularly scheduled school days, and will respond within 24 hours.

For matters requiring more urgency, the student should contact the appropriate faculty member via telephone. Faculty contact numbers can be located under the Information tab in the RN-BSN Resource Center in The Learning Management System. Also, please refer to the RN-BSN policies regarding requests for extensions.

The faculty members are interested in students and will listen as issues and concerns are expressed. However, formal lines of communication are vital to any organization; therefore when it becomes necessary to discuss a concern, the following channels of communication are necessary.

- A. Faculty Member
- B. Faculty Member and Coordinator
- C. Department Chair
- D. Dean (Dean will direct you from this point, if necessary.)

2. ASSIGNMENTS/CLASSWORK

- A. All assignments are expected to be completed.
- B. All written work must be typed utilizing correct spelling and grammar.
- C. The students name should appear on all submitted assignments.

D. All assignments are due on the assigned date and time as indicated in the Assignment or Quizzes Package in The Learning Management System. In the event a student needs to negotiate an extension due to an unforeseen event:

- It is the student's responsibility to contact the appropriate faculty member
- The negotiation should occur prior to the assignment deadline.
- If the student does not negotiate an extension on his/her written assignment/requirements **PRIOR** to the assignment deadline, the student will be penalized 10% *of the possible points* per day (business days). Application of the penalty will begin on the assignment due date and time. For each subsequent day (24-hour period) that the assignment is not submitted, an additional 10% *of the possible points* will be deducted. (For example: Assignment is due at 3:00, turned in at 3:05, student receives penalty of 10% grade deduction). No assignment will be accepted after three (3) business days and student will receive a zero (0) for the assignment.
- With all group projects, up to 1000% of a student's points may be deducted for not fulfilling assigned responsibilities. The group must have documented evidence for this recommendation and must have discussed among students involved and with appropriate faculty member prior to final submission.
- For requirements/assignments that include a test or quiz, students must complete the test/quiz by the designated deadline unless they have negotiated an extension **PRIOR** to the deadline. If students do not call prior to a test/quiz, a grade of 0 will be assigned.

F. Refer to MUW's Academic Standards and Academic Dishonesty policies.

3. **CLINICAL DRESS CODE**

Baccalaureate nursing students are representative of their program and their university. Therefore, students must dress professionally when in the clinical setting. A lab coat and MUW student ID should also be worn when in clinical unless specified by the clinical facility/faculty.

4. **PROFESSIONAL BEHAVIOR**

Baccalaureate nursing students are responsible for professional behavior when coming in contact with fellow students, faculty, and other persons whom they might encounter within their role as a student.

The following professional behaviors are required during RN/BSN activities.

1. Make appropriate arrangements with advisor and clinical facility.
2. Notifies advisor and clinical facility if unable to attend.

3. Adheres to the ANA Code of Ethics for Professional Nurses.
4. Adheres to facility policy.
5. Functions within the limits of the student.
6. Maintains confidentiality.
7. Punctuality
8. Properly prepared.
9. Attentiveness to faculty and guest speakers.
10. Constructive evaluation, utilizing appropriate language, of faculty and student.
11. Demonstration of honesty in all academic actions and communications.
12. Professionally dressed for class presentations.
13. Cellphones/any electronic devices are not allowed in clinical settings/patient care areas.

5. STUDENT NOTIFICATION OF POLICY/PROGRAM CHANGES

Students are notified of existing B.S.N., College, and University policies on admission to the program. The RN/BSN Policy Packet is posted under the Information section of The Learning Management System in the RN to BSN Resource Center. Additional University and Student Handbook information is posted in the “Student Right to Know” section of the RN to BSN Resource Center. Any policy or program change is communicated to the student via The Learning Management System email/ message and the revisions will be posted in the RN/BSN resource center. Students are responsible for reviewing The Learning Management System e-mail/messages frequently to stay abreast of current information.

6. ADHERENCE TO POLICY

- A. Adheres to B.S.N. Program Policies
- B. Adheres to College of Nursing Policies
- C. Adheres to University Policies

REVISED: April, 1998; REVISED: March, 2001; REVIEWED: March 2003; REVIEWED: March 2004; REVIEWED: May 8, 2006; REVISED: May 7, 2008; REVISED: November 13, 2008; Reviewed May 13, 2009; Reviewed: May 10, 2010; Revised: December 16, 2010, Revised May 9, 2011; Reviewed 2012, Revised 5/2013; revised 5/2014. Revised May 2015; Reviewed 5/2016; revised 5/2017; Revised 5/2018; 5/2019, 04/2021; Reviewed 5/2022

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
RN/BSN ADVANCED PLACEMENT OPTION**

Information Checklist and Student Verification Form

As baccalaureate degree nursing student at Mississippi University for Women, you will be responsible for reading and abiding by the information contained in the *Student Handbook*. I understand that I can obtain a copy of the Student Handbook by going to the following website: www.muw.edu/handbook/

I have received a copy of the BSN Policy statements listed below and understood all of the policies and procedures described within.

- A. Academic Integrity (University), BSN Honor Code, and Obligation to Report Policy
- B. Attestation Form
- C. Civility Policy
- D. Criminal Background Check Policy
- E. Drug and Alcohol Abuse
- F. General Requirement/Responsibilities
- G. Grading Policy
- H. Graduation Policy
- I. Grievance Policy
- J. Performance Standards
- K. APO Program Policies
- L. Progression Policy
- M. Readmission Policy
- N. Safety Policy
- O. Sharps Exposure Policy
- P. Community Service Graduation Requirement
- Q. Social Media Policy

I authorize the Baccalaureate Degree Program and MUW College of Nursing and Health Sciences to release information to prospective employers and/or institutions of higher learning for the purpose of references and verification of my enrollment in and graduation from the MUW College of Nursing and Health Sciences.

I agree for my name and address to be released for the purpose of receiving purchase discounts, free publications, etc.

I am aware that academic dishonesty and/or honor code violation may serve as grounds for dismissal from the University (see the MUW STUDENT HANDBOOK).

I agree to allow my MUW BSN Portfolio score to be utilized in any scholarship activities performed by the MUW BSN Advanced Placement Option Faculty.

I have read and agree with all of the above.

SIGNATURE: _____ (This document will be placed in your student file) Printed Name _____

MUW ID: _____ Date _____

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
BACCALAUREATE PROGRAM IN NURSING
GENERIC OPTION POLICIES**

1. COMMUNICATION:

Each Student is **REQUIRED** to have a MUW email account and must have it recorded for the Learning Management System. The faculty members are interested in students and will listen as issues and concerns are expressed.

Learning Management System email/announcements will be the accepted methods of communication between instructors and students in this course. It is the **student's** responsibility to check The Learning Management System e-mail/announcements **at least once every 24 hours** to ensure that important information regarding the course is not missed. The course coordinator for the course will also check The Learning Management System e-mail/announcements daily and will respond within 24 hours during regularly-scheduled school days. The MUW email account is how The Learning Management System emails are transmitted. For matters requiring more urgency, the student should contact the faculty member utilizing another method, such as via telephone.

****Please also refer to the BSN policies regarding notification of absences. However, formal lines of communication are vital to any organization; therefore, when it becomes necessary to discuss a concern, the following channels of communication are necessary. Those formal channels are as follows:**

- 1) Appropriate faculty member
 - 2) Appropriate faculty member and Department Chair
 - 3) Dean of College of Nursing.
- The Dean will direct you from this point, if necessary.

2. ASSIGNMENTS/CLASSWORK/CLINICAL PAPERWORK:

- a. Each student is responsible for completing **ALL** material listed in the course outline and/or covered in class. This includes all audiovisual, computer-aided instruction, or interactive video assignments, handouts, assigned readings, and special projects: clinical paperwork.
- b. The students' name should appear on all submitted assignments.
- c. All sheets of hard copy assignments must be **stapled** and placed in a folder for submission to faculty. Documents must be completed in **ink or typed**.
- d. All assignments are due to the appropriate faculty on the assigned date and time. It is the sole responsibility of the student to ensure that **all** required elements of the assignment are present and complete when the assignment is submitted.
- e. Any assignment turned in late will be penalized 10% *of the possible points* per day (business days). Application of the penalty will begin on the assignment due date and time. For each subsequent day (24-hour period) that the assignment is not submitted, an additional 10% *of the possible points* will be deducted. (For example: Assignment is due at 8:30, turned in at 8:32, student receives penalty of 10% grade deduction). **Any assignment received after three (3) business days will receive a zero (0) for the assignment.** All assignments must be completed prior to the beginning of final exam week.
- f. With all group projects, up to 100% of a student's points may be deducted for not fulfilling assigned responsibilities. The group must have documented evidence for this recommendation and must have discussed among students involved and with appropriate faculty member prior to final submission.

g. All written assignments must be concise, legible, use correct grammar and spelling, and must be typed according to APA guidelines.

Refer to MUW's Academic Standards and Academic Integrity Policy.

3. SKILLS LABS:

The following requirements are related to all skills labs scheduled in the BSN program. Attendance is required for all check-off labs. **Clinical dress is required for all checkoffs.** Students **must bring all needed supplies along with the appropriate paperwork in order to begin the checkoff.** In the event a student is late or does not have needed supplies, the time allocated for the checkoff will begin at the designated time, students will be given only the time remaining of the original time when they arrive. For example, a student does not have all of the paperwork/supplies to checkoff. The designated time was 12 noon. The checkoff was allocated for 15 minutes for each student. The student cannot check off without the paperwork/supplies thus two options would be available: the student could go and get the needed paperwork/supplies or the student could take a fail for the checkoff. Should the student decide to go and get the paperwork/supplies, the student would have the time remaining of the original time. The student returns with the appropriate items at 12:07; the student would then have 8 minutes to complete the checkoff. All check-offs must be completed by the deadline on the calendar or by deadlines identified by the responsible faculty member. Failure to do so shall constitute a failure in the respective course.

Invasive procedures shall be performed only under the supervision of the assigned instructor(s).

Simulation guidelines – see student rules and responsibilities in simulation for specific information regarding simulation activities.

Also see Level Specific Requirements

4. ABSENCES:

a. Excused

- (1) Illness/Injury (Physical or mental of the student or dependent)
- (2) Death of a member of the student's immediate family
- (3) Legal responsibilities including jury duty or court appearance
- (4) Military service
- (5) Religious observances

A written note/excuse from a Healthcare Provider is to be brought to the appropriate faculty the day of return to class or clinical.

b. Unexcused absences are absences resulting from any reason other than those listed above. Instructors may choose whether to permit make-up work for full or partial credit in the case of an unexcused absence in a manner that is consistent with their course syllabus policies. Refer to the University Missed Class Policy.

5. **CLINICAL DRESS CODE:** Baccalaureate nursing students are representatives of their program and their university. Therefore, students must adhere to the following dress code requirements during clinical hours. Failure to comply will be reflected in the student's scores on the Clinical Evaluation Tool and may result in being dismissed from the clinical unit. Should this occur, the student will receive an unexcused absence for the day.
- a. Body cleanliness and good oral hygiene are mandatory.
 - b. Dresses and pants are required to be at a length as deemed appropriate by clinical faculty. **Pants may not touch the floor.**
 - c. Socks or hose must be worn and must be plain white and without runs. Appropriate undergarments must be worn and must not be visible under the uniform.
 - d. Shoes must be clean and/or polished white nursing shoes or all white tennis shoes with clean white shoe strings. No clogs, open-toed shoes, or sandals in **a clinical setting (including conferences).**
 - e. Hair must be appropriate, clean, natural color, neat, and worn short or pinned up off of face and collar. No hair ornaments are to be worn. Hair color will be conservative, that is customary for human hair and not a decorative color such as blue, pink, orange, green, bright red, etc.
 - f. Facial hair must be neatly trimmed (beard or mustache) or clean shaven.
 - g. Jewelry should consist of only wedding bands and one single, small stud earring per ear. No necklaces or bracelets. Some facilities may not allow jewelry at all.
 - h. Nails must be clipped short and **No polish allowed.** No artificial fingernails.
 - i. Perfume or scented body lotions shall not be worn.
 - j. Make-up is acceptable in minimal to moderate amounts.
 - k. Body piercings, tattoos, and body art must be covered.
 - l. Cardigan sweaters of white or navy may be worn over uniform for warmth. T-shirts worn under the uniform must be white and without writing or decorations.
 - m. Students are required to meet **any clinical agency policy regarding dress or appearance** that is not specifically addressed above.
 - n. Professional Dress: Lab coat and professional dress clothes may be required for some course/classroom activities (clinical assignments, teaching/learning projects, community project implementation, etc.). **In these situations, jeans, shorts, revealing or body-hugging clothing are not allowed.** If a dress or skirt is worn, it must be no shorter than just above the knee. Jewelry must be sparse and appropriate for the situation. Professional clothes must be clean, tasteful, and appropriate for the experience with no exposure of midriff, back or have plunging necklines. Pant length is as deemed appropriate by the faculty but shall not touch the floor. Professional dress in any clinical environment requires that the MUW BSN uniform be worn. Any other variation in clinical dress will be designated by the appropriate clinical faculty. When professional dress is permitted, shoes must be flat, soft soled and closed toed.
 - o. Each uniform and lab coat must have the MUW patch. Each uniform must be embroidered in blue to match the MUW patch on the sleeve as follows:

First Initial. Last Name, SN	Example: F. Nightingale, SN
MUW	MUW
 - p. Nursing equipment required during clinical hours:
 - (1) Bandage scissors
 - (2) Stethoscope

- (3) Pen with black, water-proof ink
- (4) Penlight
- (5) Watch with a second hand
- (6) MUW Student ID**
- (7) Face mask and/or Face Shield**

6. PROFESSIONAL BEHAVIOR:

- a. Clinical. The following professional behaviors are required during clinical experiences.
 - (1) Adheres to the ANA Code of Ethics for Professional Nurses.
 - (2) Adheres to the facility smoking and cell phone policies.
 - (3) Does not chew gum, sit on beds or desks.
 - (4) Uses appropriate means of address to all individuals.
 - (5) Maintains confidentiality in accordance with HIPAA guidelines
 - (6) Demonstrates appropriate behavior with faculty, peers, staff, and patients. This includes an awareness of the consequences of sexual harassment.
 - (7) Prepares for clinical and must be ready to perform tasks for which the student has been checked off in the skills lab.
 - (8) Respects the rights of clients, families, faculty, staff, physicians, peers, and other individuals.
 - (9) Functions within the limits of a student nurse.
 - (10) Cellular telephones **are not allowed** during **any** clinical activity.
- b. Classroom. The following are professional behaviors expected of students in the classroom setting. The Student Nurse will:
 - (1) Be punctual and prepared. **Leave the classroom only at breaks.**
 - (2) Be attentive and display courteous behavior toward all faculty and guest speakers.
 - (3) Evaluate faculty and guest speakers constructively and appropriately
 - (4) Demonstrate honesty in all academic actions and communications.
 - (5) Dress professionally for class presentations.
 - (6) NOT use cellular telephones during class activities. Reserve making/receiving phone calls for the breaks. If a student is on his/her cell phone or social media device, the student will be asked to leave the classroom until after the next break.**
 - (7) Use computers in an appropriate manner during class activities and will use computers for taking notes rather than entertainment.
 - (8) NOT use another student's computer passwords or sign another student's name on the class roll. Violation of this policy is considered academic dishonesty.
 - (9) Understand that the faculty reserves the right to ask students to leave the classroom for inappropriate and/or disruptive behavior.
 - (10) No food is allowed in the classroom – plain water only!!!
 - (11) Students must request permission to use audio/video prior to class. Faculty reserve the right to refuse audio/videotaping.
 - (12) MUW Student IDs must be worn at all times.**

7. ATTENDANCE:

- a. **Clinical:** Clinical time includes all skills lab practice and check-offs, clinical simulation, clinical orientation, actual clinical time in health care agencies, pre- and post-clinical conferences, clinical and class seminars, and field trips.
- (1a) An unexcused absence from actual clinical time in healthcare agencies/clinics will result in a 5% deduction in the overall clinical grade for that course. i.e. if your overall clinical grade was 78%, you would then have 73% and will not successfully complete this course and would not progress. **No daily grade will be given; the student will have a 5% overall course deduction.**
- (1b) An unexcused absence from clinical activities other than actual clinical time in healthcare agencies/clinics will result in all “NO’s” for the entire clinical evaluation tool utilized for that specific experience. Other clinical activities i.e. orientation, simulation, labs, contingency days, and seminars. Other clinical activities with unexcused absences will require an alternate clinical assignment at the discretion of the faculty. **All alternate assignments must be completed in order to successfully complete the course.**
- (1c) **Two unexcused absences** from **Any** clinical activity shall result in a **Failure** of the course. Any student who is a no call/no show will be given an unexcused absence. Any student who is **60** or more minutes late for any direct patient clinical activity will be given an unexcused absence. After the first unexcused absence, you will be required to have a conference with the program director.
- (2) For excused absences, the student must notify the clinical faculty of the reason for the absence **prior** to the beginning of the clinical activity or upon the faculty’s arrival in the assigned clinical facility. A medical excuse for the missed day must be presented to the clinical faculty on the day of return to class or clinical. Any excused absence will be evaluated by the faculty and recommendations for a make-up clinical experience will be made. Based on clinical site availability, this may require a night or weekend clinical for the student. Failure to comply with this policy will result in an unexcused absence for that day.
- (3) Clinical tardiness (1-59 minutes): All students are expected to arrive on time to each clinical activity. Tardies-must call your clinical instructor and if you arrive on the floor after 59 mins that will be an unexcused absence.

The following are consequences of being tardy to a clinical activity:

1. First Tardy: Verbal warning.
 2. Second Tardy: Conference with program director.
 3. Third Tardy: Failure in the clinical course.
- (4) Clinical illness: Students are responsible for finding transportation home or to a health care facility if becoming ill during a clinical activity.
- b. **Classroom.** Class attendance is required in accordance with university policy. Mississippi University for Women students are expected to attend all classes, laboratory periods, clinical sessions, and other meetings required for their University program as indicated in their course syllabi. As stated in the current MUW Bulletin,

“Excessive absences may negatively impact a student’s ability to achieve their expected learning outcomes in a course or program of study.” A pattern of absences reflects negatively on the traits of dependability and responsibility. Rating on these traits is requested on job references by prospective employers.

- c. **Course Examinations and Quizzes:** Attendance is required for all course examinations and quizzes. If an exam or quiz will be missed, **the student must contact the program administrative assistant or director** prior to the designated testing time and provide a written excuse on the first day of return to either clinical or class for an excused absence. If neither the program administrative assistant nor director is available to take your call, leave a message on the B.S.N. Program answering machine including the time you called and/ or send an email in The Learning Management System within the appropriate course.

STUDENTS WHO FAIL TO CONTACT THE PROGRAM OFFICE **PRIOR** TO THE SCHEDULED TIME OF THE EXAM WILL RECEIVE A **ZERO** FOR THE EXAM.

(1.) MISSED EXAMINATIONS.

- (a) In courses with a final comprehensive exam, a missed unit exam will NOT be made up if the student has an EXCUSED ABSENCE. The final exam grade will be substituted for the first missed unit exam grade that was missed. In courses with no comprehensive exams, **a missed unit exam** will be made up within 24 hours of returning to school. If **multiple exams** are missed, the student may have up to three school days to complete missed exams.
- (b) If the final comprehensive exam is missed because of an excused absence, it must be made up within 24 hours of the end of the excuse.
- (c) A discussion make-up exam may be given for any final exam missed with an excused absence.
- (d) EXAMS MISSED WITH AN UNEXCUSED ABSENCE WILL BE GIVEN A GRADE OF “0”.
- (e) All excused missed exams in a course which is a prerequisite to another nursing course must be made up prior to the registration date of the next course.
- (f) If more than one exam in a course is missed with an excused absence, the student must take a makeup exam which may be in an alternate format. The second missed exam will be made up within 24 hours of returning to school. If **multiple exams** are missed, the student may have up to three school days to complete missed exams.

(2) MISSED SCHEDULED QUIZZES.

- a. If a quiz is missed with an excused absence, the combined quiz average will be substituted for the missed quiz grade in those courses with multiple quizzes. If the student misses more than one quiz with an excused absence, an alternate quiz will be given within 24 hours of return to school. If **multiple quizzes** are missed, the student may have up to three school days to complete missed exams.
- b. Quizzes missed with an unexcused absence will be given a grade of "0".

- c. If there is only one quiz in a course and the quiz is missed with an excused absence, the quiz must be made up within 24 hrs of return to campus prior to the end of the semester.
- d. Standardized Testing. All students are required to take any standardized test on the scheduled date.
- e. Inclement Weather Policy. All students must think of their own personal safety in regard to attendance. If unable to attend required activities such as clinical, exams or quizzes, each student must notify the program secretary, or director, or leave a message on the B.S.N. Program answering machine including the time you called prior to the missed activity. Failure to do so will result in a failure of that experience.

8. TESTING PROCEDURES

- a) Test dates and times are listed on course calendars for each semester.
- b) All books, purses, backpacks, coats, hats, **cell phones**, Smart watches, etc. will be placed at the front of the classroom during testing. Each student needs to be sure that the cell phone is off during testing.
- c) Any suspicion of dishonest activity, student testing will be terminated and may result in the student receiving a zero for that test.
- d) Students may be divided into separate classrooms for testing to allow ample space.
- e) Students may be required to spread out to prevent viewing of another student's computer screen.
- f) Tests are administered at the time scheduled and no extra time will be given if students arrive late. Each student will be given a piece of paper (scratch paper for calculations) at the beginning of the test. No talking is allowed once this paper is given. The student will place their name on the paper. The paper must be turned in prior to exiting the test area.
- g) No clarification of terms will be provided by the faculty monitoring the test.
- h) After completion of the test, students will be asked to log out of The Learning Management System, close their computer and exit the room quietly. Grades will NOT be released at this time.
 - i. In the event of a computer failure which results in the student's ability to re-access the same exam, appropriate time will be added to the student's allotted exam time.
 - ii. In the event the student is not able to re-access the exam, the student will immediately retake the exam or a portion thereof and be given the original time allotment, i.e. 50 minutes for a 50-item exam.
- i) All students may schedule a time to meet with their advisor to view the test; however, students who do not successfully pass the test are strongly encouraged to do so in order to complete a test analysis. This must be done within two weeks of the test date. After that time, students will no longer be able to view the test.
- j) Students are required to bring their own earbuds to each quiz and exam.
- k) Students are required to bring their own laptop for testing. It is the student's responsibility to have their laptop charged and have the latest Examsoft update prior to each test.

**** See academic integrity policy for disclosure/copying of test items. ****

9. **B.S.N EQUIPMENT/MATERIALS/BOOKS.** All equipment, materials, and books checked out from the B.S.N. Program are to returned by the student who checked them out. Students will receive an “T” in the course unless all are returned or paid for.
10. **PROGRAM.** Students are subject to dismissal from the B.S.N Program for any violation of the BSN Honor Code and or the academic integrity policy found in the MUW Bulletin or for unsafe practice, unethical or illegal conduct, or for stipulations addressed in the progression policy.
11. **DISABILITIES.** It is the responsibility of students with diagnosed disabilities who need accommodations to make an appointment with the Student Support Specialist at the Student Success Center. The Student Support Specialist will discuss your specific needs and provide you with an Accommodations Plan to present to your instructor. Please be aware that accommodations are not retroactive and a new Accommodations Plan must be presented each semester. The Student Support Specialist is located in Reneau Hall, Room 101, and may be contacted by phone at 662.329.7138 or email at ssc@muw.edu.
12. **ACCOUNTABILITY.** Each student will be accountable for ethical and professional behavior toward patients, faculty, staff, and other students, (Examples of unethical behavior include the sharing of written work, discussing information given during individual conferences with a faculty member and discussing patient identity outside the clinical setting.)
13. **Simulation – Student Rules and Responsibilities**

a. Attendance and Punctuality

Simulated clinical experiences are considered clinical time. It is expected that the student will assume responsibility for punctual and regular attendance. Students may attend only the simulated clinical session for which he/she is scheduled. Students must attend each scenario scheduled for the course.

Any change in schedule that a student needs to make will be an even swap with another student. The request will be submitted to the simulation instructor in writing, signed by both students, a minimum of two days prior to the simulation experience.

b. Professional Appearance and Uniform

Students are required to be in uniform for simulated clinical experiences and must appear neat and professional at all times. Students must adhere to the MUW uniform and appearance policy as stated in the BSN Policies.

The MUW ID must be worn.

Students who are **not** dressed appropriately will not be allowed to participate in simulation.

c. Injury During Simulated Clinical Experiences

If a student is injured during simulated clinical experiences (needle stick, back injury, etc.) you must notify the simulation instructor immediately.

d. Supplies

All students must bring to simulation the following items:

- Watch
- Stethoscope
- Penlight
- Pencil – please be careful to **not make pencil marks** on the simulators as they will permanently stain the simulators
- Notepad
- Calculator

e. Cell Phones

No cell phones are allowed.

f. Videotaping

There are times when simulated clinical experiences may be videotaped. This may be for review or debriefing, remediation, evaluation, instruction of other students, or for other purposes, as deemed necessary by the faculty.

g. Food and Drinks

No food or drinks are allowed in the simulation lab.

h. Grading

Each scenario is graded according to the instructor evaluation tool. If a student is absent from the assigned scenario, the simulation points will be deducted from the course grade.

REVISED: June, 2003; May, 2005; May, 2006; August 15, 2006 (BSN Minutes); August 18, 2006 (Reviewed); August 21, 2006 (Reviewed); May 3, 2007 (Reviewed); May 4, 2007 (Revised); April 30, 2008 (Revised), June 24, 2008(Revised), August 12, 2008 (Revised). Revised April 29, 2009, 2010; Revised 5/2011; revised 5/2012; revised 5/2013; revised 5/2014; revised May 2015; Revised 5/2016; revised 5/2017; Revised 5/2018; Revised 5/2019; Reviewed 5/2020; Revised 8/2020; Reviewed 4/2021; Revised 5/2022

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
GENERIC OPTION
Information Checklist and Student Verification Form**

STUDENTS: Please read the MUW STUDENT HANDBOOK found online at www.muw.edu/handbook/ very carefully. As baccalaureate degree nursing students at Mississippi University for Women, you will be responsible for understanding and abiding by the information contained in that handbook.

I have reviewed a copy of the BSN Policy statements listed below and understood all of the policies and procedures described within.

- A. Academic Integrity / Honor Code/ BSN Honor Code BSN Program Policies
- B. Attestation Form
- C. Civility Policy
- D. Criminal Background Check Policy
- E. Drug and Alcohol Abuse Policy
- F. General Requirement/Responsibilities
- G. Grading Policy
- H. Graduation Policy
- I. Grievance Policy
- J. Performance Standards
- K. BSN Program Policies
- L. Progression Policy
- M. Readmission Policy
- N. Safety Policy
- O. Sharps Exposure Policy
- P. Service-Learning Graduation Requirement
- Q. Social Media Policy

I AUTHORIZE the Baccalaureate Degree Nursing Program and MUW College of Nursing and Health Sciences to release information to prospective employers and/or institutions of higher learning for the purpose of references and verification of my enrollment in and graduation from the MUW College of Nursing and Health Sciences.

I agree for my name and address to be released for the purpose of receiving purchase discounts, free publications, etc.

I agree that my photo may be posted in the BSN Resource Center and on appropriate bulletin boards within the class.

I am aware that academic dishonesty and/or honor code violation may serve as grounds for dismissal from the University (see the MUW STUDENT HANDBOOK).

I agree to only utilize purchased supplies contained in skill's packets for laboratory purposes.

I am aware that for every one hour spent in class a recommended study time outside of class is two-three hours.

I have read and agree with all of the above.

SIGNATURE: _____

Printed Name _____

ID Number: _____

DATE: _____

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

PROGRESSION POLICY

Once a student is admitted to Department of Baccalaureate Nursing:

1. A grade of “C” or above is required in each nursing course:
 - A. Nursing courses may be repeated only once, see “Readmission Policy”.
 - B. The student who fails to make a “C” on a second attempt of a failed nursing course or fails a subsequent nursing course is permanently excluded from the Generic Option of the Baccalaureate Department.
2. A grade of “C” or above is required in each non-nursing course prior to graduation.
3. A “WF” in any course is counted as a failure in that course.
4. For each nursing course with an accompanying clinical course, a grade of “C” or above is required in **BOTH** the theory and the associated clinical course in order to progress. If this does not occur, both the theory and the clinical course must be retaken together. If only one course component (Theory or Clinical) was failed it is considered as one failure: if both theory and clinical components are failed concurrently it is also considered as one failure.
5. Students may be dismissed from the program for unsafe practice, unethical or illegal conduct. In such cases a student will receive an automatic “F” in the nursing courses affected by the actions.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

READMISSION POLICY

Generic Option

1. Students may be admitted to the Department of Baccalaureate Nursing only once after a nursing course failure. (Multiple course failures in one semester count as one failure.) Students who are ineligible to return to the Department of Baccalaureate Degree nursing due to two nursing course failures and who have become Registered Nurses may be considered for readmission in the RN/BSN Advanced Placement Option.
2. If the recommendation of the committee is to readmit the student, this readmission will be conditional on a space available basis according to the number of faculty and availability of clinical facilities. Students eligible for readmission will be ranked and chosen according to their overall GPA, total nursing GPA, and final grade in retention course. **Students will have **one** opportunity to successfully complete the retention course with a minimum grade of **B**.
3. A student who makes a D or lower in a nursing course is automatically excluded from the Department of Baccalaureate Degree of Nursing and must:
 - a. Successfully complete a retention course with a grade of **B** or better. **
 - b. Petition in writing to the Baccalaureate Department Readmission Committee following successful completion of the retention program.
 - c. Submit to another criminal background check and drug screen with same conditions as upon entry into the program.
4. The student must have obtained an MUW and an overall grade point average of 2.5 prior to readmission.
5. Students will be readmitted under requirements of the current bulletin.
6. Students who have been dismissed for unsafe practice or unethical or illegal conduct will not be eligible for readmission.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

**READMISSION POLICY
RN to BSN Advanced Placement Option**

1. Students may be admitted to the Department of Baccalaureate Nursing only once after a nursing course failure. (Multiple course failures in one semester count as one failure.)
2. If the recommendation of the committee is to readmit the student, this readmission will be conditional on a space available basis according to the number of faculty and availability of clinical facilities. Students eligible for readmission will be ranked and chosen according to their overall GPA, total nursing GPA, and final grade in retention course. **Students will have **one** opportunity to successfully complete the retention course with a minimum grade of **B**.
3. A student who makes a D or lower in a nursing course is automatically excluded from the Department of Baccalaureate Degree of Nursing and must:
 - a. Successfully complete a retention course with a grade of **B** or better. **
 - b. Petition in writing to the Baccalaureate Department Readmission Committee following successful completion of the retention program.
 - c. Submit to another criminal background check and drug screen with same conditions as upon entry into the program.
4. The student must have obtained an MUW and an overall grade point average of 2.0 prior to readmission.
5. Students will be readmitted under requirements of the current bulletin.
6. Students who have been dismissed for unsafe practice or unethical or illegal conduct will not be eligible for readmission.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
Student Recruitment Plan**

1. In order to recruit the most highly qualified students for the Baccalaureate Program, all faculty will assist in recruiting efforts.
2. All recruitment events attended will be forwarded to the BSN faculty yearly and reported on the Program Effectiveness Worksheet.
3. All recruitment brochures will be reviewed yearly by the faculty and revised as necessary to meet requirements delineated in the Mission and Governance Blueprint of the Master Plan of Evaluation.
4. The Communities of Interests will be considered in recruitment efforts.
The community of interests are defined as:
 - Internal Customers
 - Current BSN students
 - BSN Faculty/Staff
 - Other university divisions/services/staff
 - University Administration
 - External Customers
 - Potential Students
 - High School Students, Pre-Nursing Students (generic)
 - ASN Programs, RN's (RN/BSN Option)
 - Health Care Agencies
 - Employers of graduates
 - Alumni
 - Community Colleges
 - Community at Large
5. The generic faculty will target high school students and community college transfers and attend annual events.
6. The RN/BSN faculty will target community college associate degree students and graduates, and health care facilities.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

Student Retention Plan

Generic Option

The BSN faculty is committed to helping students succeed and progress throughout the program. MUW BSN is a multi-level approach that will facilitate the progression.

MUW

Motivation, Understanding, And Willingness to strive for excellence

By

BSN

B

1. Basic knowledge of core BSN requirements.
 - All students meet the university core requirements but must also complete anatomy, physiology, microbiology, pathophysiology, psychology, oral communication, statistics, and nutrition.
 - Students are offered several elective courses that will help in the nursing program. These courses include medical terminology, computers in healthcare, cultural diversity, growth and development and pathophysiology for nursing.
 - Furthermore, the elective courses are offered in the on-line format so that students enrolled at other institutions might also have the opportunity to take prior to entering the BSN Program. These courses will help build a foundation of information that can be applied while in the nursing program.
2. Basic Selection Plan
 - The BSN program establishes the best practice for selection of most qualified candidates.
 - ACT (National) score minimum requirement
 - 21
 - GPA minimum requirement
 - Students excluded from consideration with failure to make a C on two course attempts in selected courses (sciences).
 - Minimum GPA 2.75
 - Barriers to Success (BTS) form will be completed on each incoming student. The faculty advisor will then be able to identify barriers to success ie financial needs, work schedule etc.
3. Basic understanding of roles of nurses and nursing.
 - Observation of acute care facility
 - Observation at a long term care facility
 - Early engagement in learning the various roles of the nurse. Utilize student little/big nurse system with SNA.

S

1. Success with the program courses.
 - Advisor assigned to each student for the summer, the junior year, and the senior year.

- Advisor supports the student throughout the designated time.
- Advising notes kept with advisor and then reported off to the next assigned faculty advisor.
- Notes will be maintained to allow quick discernment of certain year/semester difficulties
- If BTS implemented, then advisor would help make recommendation to overcome the barriers identified.
- Individual student tracking document will allow other faculty to review one page and get a snapshot of the student's individual progress. (include learning styles --stress, critical thinking scores –pre and post, end of course average, ACT, GPA.
- Multiple teaching strategies utilized throughout the program.
 - On line skills modules
 - Supplemental e courses,
 - Simulation exercises, skills review
 - Internet search engines
 - Group work
 - Individual work
 - Games
 - Case scenarios
 - Lecture
 - Demonstration
 - Concept mapping
 - ATI Practice tests
 - Clinical application
 - Journaling
 - Care planning
 - Physical assessment
 - Paper development
 - Leadership
 - Interview
 - Cultural awareness
 - Values/ History
 - Community assessment
 - Research project
 - Philosophy
 - Formal presentations
 - Course management system
 - discussion board
 - email
 - assignments
 - syllabus
 - Health Fairs
 - Teaching Learning Projects
- Faculty will implement a nursing skills review prior to the shadowing experience in the senior year as needed.

- Faculty advisor will be responsible for making notations of conferences in the student's file.
 - Faculty accessibility - faculty will post at least 6 hours specifically designated for advising on their door each week
 - Faculty will maintain their open-door policy to help students with urgent needs.
2. Support with testing.
 - Students are given access to the ATI *Self-Assessment Inventory* on the first day of class. (This includes several categories but includes stress, learning styles, etc) They are required to complete by a specific date and then are placed within their working summer cohort groups according to the assessment items.
 - Students are also given the ATI *Critical Thinking Assessment -Entrance* during the first day of class. (Will see if over time, a pattern can be established that is linked to success)
 - Students (**recommended**) should schedule time with assigned advisor after each test. The student reviews the test analysis sheet. The advisor can review the test analysis sheet, discuss other issues with the student and then can intervene early when problems are identified. Advisor will also review learning styles analysis from ATI measurement to help with the study skills for that student.
 - If students score below 74 on any unit test or project, the student is strongly encouraged to see the faculty advisor.
 - If pattern identified with a given semester i.e. **two low** scores, then student is **strongly suggested to review test with faculty advisor and with program director.**
 3. Students who are unsuccessful (make less than a C) within any given course then they are required to enroll in a nursing retention course which is especially formatted to meet the needs of individual students. Then, the retention course faculty member and the assigned faculty advisor are points of contact and specific encouragement for those retention course students. Students will have one opportunity to successfully complete the retention course with a minimum grade of B.
 4. Special needs are referred to Appropriate Campus Resources
 - Student Success Center (career services— basic test taking skills, writing center activities)
 - Counseling services
 - Financial aid
 - College Navigator

N

1. Nurse ready
 - Students navigate throughout the program from simple to complex courses.
 - Student will only be allowed to progress if their course average is at least 74%.
 - Extern course is encouraged but not required.
 - The ATI Comprehensive Assessment and Review Program is utilized through the program. Students will receive ATI content resource books and

online resources-for use during each semester. Students will be assigned exams within courses and will follow the guidelines listed on the syllabus to prepare for the exams/activities (practice exam requirements listed also).

- NCLEX prep course is required, and students are given opportunities to work on individual study plan with their designated faculty member. The NCLEX predictor exam is also a part of this course. Faculty will assist students in a focused review according to the predictor exam report.
 - Preceptorship course required to solidify the content knowledge.
 - NCLEX test plan reviewed with students
 - NCLEX prep course recommended after program completion.
2. Navigate the Core Competencies of Baccalaureate Education with basic understanding of:
- Critical thinking
 - Communication
 - Assessment
 - Technical skills
 - Nursing values
 - Scientific knowledge including health promotion, risk reduction, and diseases prevention, illness and disease management, information and health technology and resource management, ethics, human diversity, global health care, health care systems and health care policy
 - Role development including provider of care, designer/manager/coordinator of care, member of a profession, transition into practice
 - Portfolio completion required work

3. **NCLEX success equals REGISTERED NURSE**

MUW BSN BARRIERS TO SUCCESS (BTS)
Generic option

Date: _____

Name: _____

1. Check how well prepared you were overall upon entry into the BSN Program
(1=Not Prepared, 5=Very Prepared)

Overall Preparedness	1	2	3	4	5

2. Rate your preparedness in the following skills upon entry to nursing school.
(Below Average, Average, Above Average)

	Below Average	Average	Above Average
Math Skills			
Reading Comprehension			
Study Skills			
Verbal Communication Skills			
Working Skills			
Time Management Skills			

3. Check how many times you took the ACT in preparation for entering the BSN program. 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More _____

4. Occupation prior to nursing school:

No prior occupation _____

Prior occupation _____

5. For those with prior occupations, check which occupations.

Healthcare _____

Non Healthcare _____

- Teacher _____
- Accountant _____
- Banker _____
- Business owner _____
- Retail sales _____
- Waitress _____
- Other _____ Specify: _____

6. Which of the following financial assistance have you received for nursing school?

Pell Grant _____

Student Loan _____

Scholarship _____ Name of Scholarship(s):

7. For how many hours have you enrolled? _____

- 8. Why do you want to become a nurse?
 Check all that apply.
 Nursing salary _____
 Desire to help people _____
 Desire change in careers _____
 Availability of jobs _____
 Opportunity to advance _____

- 9. Is transportation to school/clinical a problem for you?
 Yes _____ No _____

- 10. How much time per week do you spend or do you plan to spend on nursing school activities (class preparation, studying, assignment preparation, skills lab practice, etc.)?
 1-5 hours _____
 5-10 hours _____
 10-15 hours _____
 15-20 hours _____
 20-25 hours _____
 25-30 hours _____

- 11. If grant money was available to you for expenses other than nursing school, rank (in order of importance to you, 1 being most important) how you would use the money for items that apply to you.
 Loan repayments _____
 Car note _____
 House note/rent _____
 Fuel (gasoline/diesel) _____
 Daycare _____
 Groceries _____

- 12. Are you planning to work during nursing school?
 Yes _____ No _____

- 13. If you are planning to work during nursing school, how many hours per week?
 <10 _____
 <20 _____
 20-29 _____
 30-39 _____
 40+ _____

14. Rate yourself on each of the following:

	Below Average	Average	Above Average
School attendance			
Clarifying assignments with instructors			
Reading class assignments			
Following directions			
Studying after class			
Ability to work with other students			
Ability to work with your instructors			

- 15. Rate your ability to cope with the anticipated stress of nursing school:
 Below Average _____
 Average _____
 Above Average _____
- 16. Rate your academic self-confidence:
 Below Average _____
 Average _____
 Above Average _____
- 17. Rate your self-esteem:
 Below Average _____
 Average _____
 Above Average _____
- 18. Check any of the following concerns/behaviors that you may have that could interfere with your success in the BSN program.

ACADEMIC

- Course overload _____
- Test taking problems _____
- Learning disability _____
- Poor study environment _____
- Excessive absences from class _____
- Poor study skills _____
- Easily distracted _____
- Hard to concentrate in class _____
- Hard to concentrate while reading/studying _____
- Falling asleep during class _____

PERSONAL

- Family problems _____
- Health concerns _____
- Financial problems _____
- Depression _____
- Stress/Anxiety _____
- Uncertainty _____
- Lack of motivation _____
- Too many obligations _____
- Readiness for nursing school _____
- Attention and Study skills issues _____

- 19. List the top three barriers, in order of importance to you (1 being most important) that may hinder your successful completion of the BSN program.

(1) _____

(2) _____

(3) _____

**MUW RN/BSN BARRIERS TO SUCCESS (BTS)
RN to BSN Advanced Placement Option
Available as needed for APO students.**

Date: _____

Name: _____

1. Check how well prepared you were overall upon entry into the RN/BSN Program (1=Not Prepared, 5=Very Prepared)

Overall Preparedness	1	2	3	4	5

2. Rate your preparedness in the following skills upon entry into the program. (Below Average, Average, Above Average)

	Below Average	Average	Above Average
Math Skills			
Reading Comprehension			
Study Skills			
Verbal Communication Skills			
Working Skills			
Time Management Skills			

3. Check how many times you took the ACT in preparation for entering the RN/BSN program.
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More _____

4. Occupation prior to returning to nursing school:

No prior occupation _____

Prior occupation _____

5. For those with prior occupations, check which occupations.

Healthcare _____

Non Healthcare _____

- Teacher _____
- Accountant _____
- Banker _____
- Business owner _____
- Retail sales _____
- Waitress _____
- Other _____ Specify: _____

6. Which of the following financial assistance have you received for nursing school?

Pell Grant _____

Student Loan _____

Scholarship _____ Name of Scholarship(s): _____

7. For how many hours have you enrolled? _____

8. Why did you want to return to school?

Check all that apply.

Nursing salary _____

Desire to help people _____

Desire change in careers _____

Availability of jobs _____

Opportunity to advance _____

- 9. Is transportation to school/clinical a problem for you?
Yes _____ No _____
- 10. How much time per week do you spend or do you plan to spend on nursing school activities (class preparation, studying, assignment preparation, skills lab practice, etc.)?
1-5 hours _____
5-10 hours _____
10-15 hours _____
15-20 hours _____
20-25 hours _____
25-30 hours _____
- 11. If grant money was available to you for expenses other than nursing school, rank (in order of importance to you, 1 being most important) how you would use the money for items that apply to you.
Loan repayments _____
Car note _____
House note/rent _____
Fuel (gasoline/diesel) _____
Daycare _____
Groceries _____
- 12. Are you planning to work during nursing school?
Yes _____ No _____
- 13. If you are planning to work during nursing school, how many hours per week?
<10 _____
<20 _____
20-29 _____
30-39 _____
40+ _____

14. Rate yourself on each of the following:

	Below Average	Average	Above Average
School attendance			
Clarifying assignments with instructors			
Reading class assignments			
Following directions			
Studying after class			
Ability to work with other students			
Ability to work with your instructors			

- 15. Rate your ability to cope with the anticipated stress of nursing school:
Below Average _____
Average _____
Above Average _____

- 16. Rate your academic self-confidence:
 Below Average _____
 Average _____
 Above Average _____
- 17. Rate your self-esteem:
 Below Average _____
 Average _____
 Above Average _____
- 18. Check any of the following concerns/behaviors that you may have that could interfere with your success in the RN/BSN program.
ACADEMIC
 Course overload _____
 Problem with reading and comprehension _____
 Learning disability _____
 Poor study environment _____
 Poor study skills _____
 Easily distracted _____
 Hard to concentrate while reading/studying _____
 Falling asleep while studying _____
 Lack of discipline _____
 Poor computer skills _____
 Difficulty with organization of multiple assignments _____

PERSONAL

- Family problems _____
- Health concerns _____
- Financial problems _____
- Depression _____
- Stress/Anxiety _____
- Uncertainty _____
- Lack of motivation _____
- Too many obligations _____
- Readiness for nursing school _____
- Attention and Study skills issues _____
- 19. List the top three barriers, in order of importance to you (1 being most important) that may hinder your successful completion of the BSN program.
 (1) _____
 (2) _____
 (3) _____

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
SAFETY POLICY AND PROTOCOL

STUDENTS ARE RESPONSIBLE AND ACCOUNTABLE FOR PROVIDING SAFE PATIENT CARE.

PURPOSE:

1. To inform students about their responsibilities to deliver safe nursing care.
2. To inform students about behaviors which constitute unsafe practice.
3. To inform students of the consequences of unsafe practice.
4. To provide a protocol to resolve issues related to unsafe practice.

DEFINITION:

Unsafe practice is defined as:

1. Student behavior or pattern of behaviors which causes or threatens to cause harm to the patient/client physically, emotionally, or materially. This also includes errors in which the instructor intervenes in prevention of the error.
 - a. Behavior includes psychomotor skills, knowledge-based acts or acts of judgment.
2. Failure to meet standards of care.
 - a. What a reasonable prudent person would do while acting under similar circumstances.
 - b. Misrepresenting the truth or failing to state the truth by commission or omission.

PROTOCOL:

1. For all unsafe practice, a Safety Violation Report will be completed in duplicate by the instructor. The report will be given to the student within two (2) working days of the violation. The student will sign both copies indicating that he/she has received the report. The student receives a copy. The second copy will be sent to the Chair of the Baccalaureate Nursing Department and then filed in the student's school record.
2. Following a violation, a conference will be held between the student and the clinical instructor. After the conference, the student's violation will be forwarded to the safety committee for review.
 - Any student who receives a safety violation must attend a hearing with the Safety Committee and the faculty member who administered the safety violation. The Safety committee will make recommendations regarding the outcome of the offense. Recommendations from the Safety Committee will be sent to the course coordinator. If the faculty member who provided the safety violation serves on the Safety Committee, that individual will be recused from serving on the Safety Committee for that occurrence. If a committee member is recused, a temporary member will be assigned by the department chair.
 - The student must meet with the Safety Committee at the time designated prior to attending clinical the next week.
 - The Safety Committee will be comprised of: two faculty members from each level and two students (one from each level). One faculty member will be selected by the committee to serve as chair.
 - The faculty reserve the right to send students home at any time for any unsafe clinical practice.

3. Unsafe practice could result in failure of the clinical course and/or permanent exclusion from the Department of Nursing. See Grading Policy for the consequences of a failure in clinical course.
4. If a student believes that their rights have been violated and the situation has not been resolved to the student's satisfaction at the program level, the student may petition the Student Grievance committee of the Department of Nursing to consider their complaint (see Student Grievance Policy Procedures).

6/1995, 7/1996, Reviewed 5/2004; Revised 5/8/07, 4/30/08; Reviewed 5/2009, 2010, 2011, 2012, 2013, 2014, 5/2015, 5/2016, 5/2017; Revised 5/2018; Reviewed 5/2019, 04/2021; Reviewed 5/2022

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
SAFETY VIOLATION

STUDENT: _____ COURSE #: _____

INSTRUCTOR: _____ FACILITY: _____

DATE INCIDENT OCCURRED: _____ TIME: _____

I. MEDICATION ERROR

- A. Omission _____
- B. Wrong med. _____
- C. Wrong time _____
- D. Incorrect technique _____
- E. Wrong dosage _____
- F. Wrong Patient _____

II. Was student given opportunity to identify and correct error? Yes ___No ___

III. Unit where occurred: _____

IV. Who discovered error? _____ Time _____

V. Was agency incident report completed? _____

VI. Describe the error and the consequences to patient (document all actions taken).
ATTACH STUDENT NARRATIVE.

OTHER SAFETY VIOLATIONS

- II. Describe the incident and its consequences (document all actions taken).
- III. Describe your perception of possible cause for the error/incident including your accountability and responsibility.
- IV. SUMMARY OF CONFERENCE:

STUDENT'S SIGNATURE DATE

INSTRUCTOR'S SIGNATURE DATE

PROGRAM CHAIR'S SIGNATURE DATE

(Signature indicates that student has read report. It does not necessarily signify that student is in agreement with report.) Reviewed 5/2016; Reviewed 5/2017; Revised 5/2018; Revised 5/2019; Reviewed 5/2020; Reviewed 4/2021; Reviewed 5/2022

**MISSISSIPPI UNIVERSITY FOR WOMEN
BACCALAUREATE NURSING PROGRAM
LEADERSHIP/PROFESSIONAL/SERVICE LEARNING ACTIVITIES
GENERIC OPTION**

1. Be a Convention Delegate – 15 pts.
2. Be an SNA/MASN Officer –30 pts.
3. Participate in SNA/MUW/Community Service Learning Project – 5 pts per hour with a maximum of 15 points per event.
4. Work on a BSN Orientation Committee – 5 pts/hr, max of 15.
5. Work on a Pinning Ceremony Committee – 5 pts/hr, max of 15.
6. Work on a BSN Program Committee – 5 pts/hr, max of 15.
7. Voluntarily attend a MNA District Nurses/Zeta RHO Meeting – 5 pts.
8. Voluntarily attend annual MASN meeting and/or Nursing Summit (when not a course requirement) – 15 pts. per event
9. Receive any Award for Leadership or Professionalism while a nursing student at MUW. 10 pts.
10. Attend a Campus Event Related to a Health Care/Professional Issue – 5 pts.
11. Do a Health Related Booth Independent of a Class – Planning: 5 pts; Implementation: 5 pts per hour with a total of 15 points (for the whole project including the planning)
12. Attend Etiquette Dinner Sponsored by Career Services – 5 pts.
13. Donating to charity including can food, school supply drives, etc. – 5 points (SNA Board Members to determine quantity of supplies) (\$15.00 donation per 5 pts.)
14. Giving Blood – 10 pts
15. Any race for any charitable event such as 5K walk/run, etc –5 pts/event hr, max of 15. (has to be a charitable event)
16. Any other community service outside of SNA – 5 pts per hour with a maximum of 15 points/day (must be cleared by a faculty member **PRIOR** to the activity).
17. Joy Prom – 30 points for being a date; otherwise 5 pts per hour for other activities.
18. Volunteer as a camp counselor at a camp designed for special needs and/or other health conditions. 15points/camp
19. Volunteer at a recruiting event for nursing program i.e. navigating Nursing: 5 points/hour max 15 points.

Students are required to accumulate 100 points during the nursing program. Fifty points are required each academic year. Verification of each activity is required. It is the student's responsibility to maintain the documentation and proof of attendance. Determination of status of points achieved will be done in NU 357 in the junior year and NU 430 in the senior year. For students reentering the program, in order to keep any previously acquired points, one must successfully complete NU 357 (Junior Students) and NU 430 (Senior Students). Transfer students will be evaluated by faculty to determine points needed. Final verification of achieving the 100 points will be done in NU 457 as part of the portfolio.

Community Service Verification Form

Name of Volunteer	
Agency or Event	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	

Community Service Verification Form

Name of Volunteer	
Agency or Event	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	

Community Service Verification Form

Name of Volunteer	
Agency or Event	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	

Community Service Verification Form

Name of Volunteer	
Agency or Event	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	

**MISSISSIPPI UNIVERSITY FOR WOMEN
DEPARTMENT OF BACCALAUREATE NURSING
RN to BSN ADVANCED PLACEMENT OPTION**

LEADERSHIP/PROFESSIONAL/COMMUNITY SERVICE ACTIVITIES

Students are required to complete a total of 45 points while in the RN/BSN Advance Placement Option. It is recommended the student complete 15 points per semester. It is the student's responsibility to maintain the documented verification of attendance. Students will need to complete the Community Service Verification Form and have a verification signature. Total points achieved will be recorded during the summer semester in NU 471. Listed below are some ideas that can be used for community service points.

Examples of community service activity	Points
Attend a professional nursing meeting. (Ex. MNA, MHA, MONE, Sigma, MUW Alumni)	5/hr.
Work in a food pantry. List county or city	5/hr.
Volunteer at a Free Clinic.	5/hr.
Participate in a B/P screening or health fair	5/hr.
Presentation at a professional educational conference	45
Participate in a walk or run of your choice for disease awareness. (Ex. Race for Cure, Breast Cancer Awareness, Diabetes Walk, Alzheimer's Walk, March of Dimes, Project Hope)	5/hr.
Volunteer at any United Way Agency, Homeless Shelter, or Red Cross	5/hr.
Attend an AA or NA support group meeting	5/hr.
Serve as an officer in a professional organization.	15
Participate in Medical/Surgical Mission Work	5/hr.
Volunteer for disaster relief participation. (Ex. For weather or catastrophic occurrence)	5/hr.
Serve in branch of Military	45
Donate to a health related cause (Ex. St Jude, AHA, MUW Alumni Association)	1/\$1

Other volunteer activities with an established organization may be discussed with the course coordinator.

Community Service Verification Form

(A minimum of 45 points is required over the three semesters of the curriculum and uploaded into NU 471 during the third semester which is summer.)

Name of Student: _____

Total number of service points validated on this form: _____

Be sure to type in the information as needed to validate points. Forms must be electronically uploaded in NU 471 during third semester of the RN/BSN Program. Forms submitted via fax or via message attachment will not be accepted.

Organization	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	
Organization	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	
Organization	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	
Organization	
Type of Service	
Dates(s) and Time(s) of Service	
Authorized Signature and Phone Number	
Total Points	

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
Department of Nursing
Immediate Sharps Post-exposure Incident Policy

Although preventing blood borne pathogen exposure is the primary means of preventing occupationally acquired infections, preventing HIV seroconversion becomes an imminent goal following an exposure incident.

The CDC MMWR June 29, 2001/Vol50/No RR-11 Table 1, page 42 is the primary reference for guidelines to manage health care worker and health care student exposures to HIV and recommendations for HIV post-exposure prophylaxis (PEP). If the student or faculty is at a clinical site with an exposure policy, at the time of the exposure, follow the facility's policy and procedure for follow-up. If the student or faculty is at a clinical site without an exposure policy, the following will apply.

Procedure:

- A. Cleanse the exposed area immediately with soap and water. Eye exposure should be cleaned only with water or normal saline.
- B. **Immediately report the incident** to the immediate supervisor (or clinical faculty, if a student)
- C. A report of the incident should be completed to include date and time of exposure, route of exposure, fluids exposed to and circumstances under which the exposure incident occurred.
- D. Exposure Reports should be maintained in a confidential manner in the student's file.
- E. The exposed individual should be encouraged to seek immediate treatment at the nearest Emergency Department.
- F. The exposed individual will be responsible for all expenses incurred.

The faculty or health care student involved in the incident will be responsible for all expenses incurred.

**Mississippi University for Women
College of Nursing and Health Sciences
Social Media Guidelines**

Social Media

Social media are defined as mechanisms for communication through social interaction, with highly accessible publishing techniques. Examples of social media include but are not limited to collaborative projects (Wikipedia), blogs/micro-blogs (Twitter), content communities (You Tube), social networking sites (Facebook), and virtual social worlds (Second Life). Content distributed through these platforms is immediately searchable and shareable; there are no “private” social media sites. Student nurses and speech-language pathology clinicians must be cognizant of their actions on social media. The College of Nursing and Health Sciences, as well as future employers, holds you to a high standard of behavior.

American Nurses Association (ANA) Principles for Social Networking

- Nurses must not transmit or place online individually identifiable patient information.
- Nurses must observe ethically prescribed professional patient-nurse boundaries.
- Nurse should understand that patients, colleagues, institutions, and employers may view postings.
- Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
- Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
- Nurses should participate in developing institutional policies governing online conduct. (ANA, 2011)

College of Nursing and Health Sciences Program Guidelines for Social Media

Students and employees are prohibited from disclosing through social media the following:

- Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA) – For example, individuals may not disclose client names or otherwise refer to clients in any way that identifies them individually, including by their initials or by their location (e.g., hospital name or unit).
- Education Record Information, as defined by the Family Educational Rights and Privacy Act (FERPA) – Individuals may not disclose FERPA-protected information regarding any student.
- Confidential, non-public information about
 - Client families, clinical facility staff or clinical institutions;
 - The College of Nursing and Health Sciences, its employees and students;
 - Copyrighted or intellectual property belonging to the University.

- Comments that express or imply sponsorship or endorsement by the College of Nursing and Health Sciences or the University, unless you are officially authorized to act in this capacity for this purpose on behalf of the University or the College.

College of Nursing and Health Sciences Program Consequences for Violating Guidelines

- Violations of client or student privacy with an electronic device or social media posting will be subject to HIPPA or FERPA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual posting include confidential or copyrighted material.

Related References:

- HIPPA-<http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.htm>
- FERPA-<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- ANA-
<http://nursingworld.org/MainMenuCategories/CertificationandAccreditation/Continuing-Professional-Development/NavigateNursing/Webinars/Fact-Sheet-Navigating-the-World-of-Social-Media.pdf>

I have read these social media guidelines and I understand that I am responsible for my own actions in relation to social media communication. I understand that if I violate these guidelines I am subject to the consequences stated in the above guidelines.

Name

Signature

Date

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
MASTER PLAN OF EVALUATION**

“W”orking Toward Excellence

2022-2023

Review2ed 5/6/2022

**SECTION 5
EVALUATION FORMS/SURVEYS**

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**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
ALUMNI SURVEY
(Alumni Newsletter, Handout)**

Please complete the following survey and return to: Dr. Maria Scott, College of Nursing, MUW-910, 1100 College Street, Columbus, MS 39701. This data is vital to planning and as part of our accrediting information. Use back of this form if more space needed. Thank you.

Date of Graduation_____

Degree obtained at Graduation: ASN BSN MSN DNP

1. List jobs held since graduation.

Position	Settings	Date(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List certification(s)/advanced degrees received since graduation (no initials, please).

Certification/Degree	Date Received
_____	_____
_____	_____

3. Evidence of professional advancement by listing examples of: personal awards, affiliations, committees, community service, and promotions/job advancements.

4. List the strengths of the MUW Nursing program.

5. List the recommendation(s) for overall improvement of the MUW nursing program.

6. Rate your overall satisfaction with your M.U.W. Nursing Program.

Exceptional	Very Satisfactory	Somewhat Satisfactory	Not Satisfactory	No Comment
4	3	2	1	0
_____	_____	_____	_____	_____

(Online format)

Nursing Alumni Survey

Please complete the following survey. This data is vital to planning and is part of MUW accrediting information. Thank you.

Semester & Year of Graduation

Degree obtained at graduation

List advanced degrees received since graduating from MUW.

Identify your employment position prior to receiving your MUW degree.

List jobs held since graduation.

Position, Setting

List certification(s) received since graduation (no initials, please).

List professional affiliations and/or professional organization memberships.

List professional advancements: personal awards, committee membership , community service, employment promotions, and/or job advancements.

List the strengths of the MUW Nursing program that you attended.

List the recommendation(s) for overall improvement of the MUW nursing program that you attended.

Evaluate the following statement.

	Not Satisfactory	Satisfactory	Very Satisfactory	Exceptional
Rate your overall satisfaction with your MUW Nursing Program.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Submit

Reviewed: 1/05

Reviewed 1/06

Reviewed 1/05/07

Revised 3/23/09; reviewed 5/2014; reviewed 5/2015; revised 2016 for online clarity; Reviewed 5/2017; Reviewed 5/2018; Reviewed 1/2019;

Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2022

AFFILIATION AGREEMENT

This Affiliation Agreement is entered into the ____ **day of** ____ (**month**) ____ (**year**), between the College of Nursing and Health Sciences, Mississippi University for Women, and _____ for the purpose of providing clinical experiences for nursing students within the Baccalaureate Program in Nursing, MUW.

The nursing students participating will abide by the policies and procedures of Mississippi University for Women, College of Nursing and Health Sciences and the Agency named above.

Publicity and/or public information regarding these experiences must be consistent with the policies of Mississippi University for Women, College of Nursing and Health Sciences and the Agency.

Neither Mississippi University for Women, College of Nursing and Health Sciences nor the Agency will be responsible for any expenses incurred by the students unless such expenditures have prior approval of the Agency or the College of Nursing and Health Sciences, whichever is appropriate for the particular encumbrance.

Students will not be considered as employees of the Agency and therefore would not be entitled to compensation for service rendered.

SIGNED: _____

SIGNED: _____

[NAME], Dean
College of Nursing and Health
Sciences
Mississippi University for Women

DATE: _____

DATE: _____

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

Clinical Site Evaluation Template

(to be completed at the end of each course with a clinical component)

NU ___ Clinical Site Evaluation

Please evaluate the clinical sites where you have had clinical experiences in this course. List all clinical sites where you had clinical experiences in this course this semester. You may add to the list if you have more than number of clinical sites noted.

1. Clinical experiences/site:

What were some strengths of this (these) clinical experience(s)/site(s)?

What would you suggest to improve this (these) clinical experience(s)/site(s)?

Did this (these) clinical experience(s)/site(s) increase your knowledge?

Explain:

**** Faculty to list the most common locations and the usual number of clinical sites based on number of clinical hours and leave blanks for other sites to be evaluated.**

Revised 5/2014; reviewed 5/2015; Reviewed 5/2017; Reviewed 5/2018; Reviewed 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2022

**Mississippi University for Women
BSN Program
Contractual Agreement for Improvement**

I understand that my current course average is _____. I attribute my difficulties at this time to:
_____. In efforts to improve my understanding of the content within this course and my test taking skills, I agree to:

_____ Report daily to my advisor via e-mail regarding the number of hours that are designated for study time. (If procrastination has been identified as a contributing factor in your current scores, it is recommended that a minimum of 3 to 4 hours per day be designated for each topic of study.)

_____ Initiate an appointment for a face-to-face meeting with my advisor at least weekly to discuss progress in my studies.

_____ Schedule an appointment for the last week of October, with Dr. Scott, to discuss my progress.

_____ Incorporate the following items into my study time:

1. Read before class lectures
2. Review each night and daily until test date
3. Review appropriate ATI questions
4. Validate clinical application of materials

Additional behavioral changes that need to occur to enhance my success in this course, include:
_____.

Student Signature

Date

Faculty/Advisor

Date

COURSE COMPLETION RATE ANALYSIS FORM

Directions: This form is to be completed when any course completion rate falls below 90% for 2 consecutive course offerings. The Course Coordinator must initiate the form, assisted by all faculty teaching in the course. The form will then be presented with the Program Quality Worksheet and then attached to the worksheet.

Demographics

- Course Title/Dates of Course Offerings
 - First Offering Second Offering
- Placement in the Curriculum
- # students starting into this course:
 - First Offering Second Offering
- # of students not completing the course satisfactorily:
 - First Offering Second Offering
- Project this classes "Graduation Rate", assuming no additional students are lost.
 - First Offering Second Offering

For all "W's" or "WP's":

- # of students
 - First Offering Second Offering
- Explain the exit interview reasons given by the student.
 - First Offering Second Offering
- Does the student plan to return?
 - First Offering Second Offering

For all "WF's, D's, or F's

- # of students with a "WF", D or F
- Was the student a high risk admission according to IHL criteria?
 - First Offering Second Offering
- At what point in the semester did the student(s) begin to show a deficiency?
 - First Offering Second Offering
- List specific grades on each evaluated area (if theory). If clinical describe weakness or safety concerns.
 - First Offering Second Offering

Retention Plan

- Was the Retention Plan started on the student at the time the weakness was first identified? If no, explain.
- If the Retention Plan was started on the student, summarize the evaluation?
- Is the Retention Plan working?
- Does the student plan on returning? If yes, was the Readmission Policy explained to the student

Evaluate Course Framework

- Are the Guidelines for Curriculum Flow followed?
 - Course Description, Course Outcomes, Content Outcomes?

Evaluate environment:

- Is the classroom too small/large/functional?

- Classroom equipment: Is the classroom functional? Is there any additional equipment that would need to be purchased that would alleviate the problem?
- Was anything identified by this class on the IC & R Worksheet that may be impacting the situation?

Evaluate Teaching/Learning Strategies:

- List teaching/learning strategies for the course.
- Are the strategies congruent with the mapped strategies approved by faculty?
- Are theory/ clinical/laboratory teaching/learning strategies appropriate?
- What is student input from “EvaluationKit/Learning Management System” Evaluations?
- How many hours a day did the student spend in the classroom setting? Is this too many/too few?
- Is the size of the class appropriate for learning? If no, does consideration need to be given to breaking the class into smaller groups?
- What amount of content is facilitated by Learning management system vs Lecture?
- Are course and content outcomes appropriate for the level of the course?

Evaluate Evaluation Strategies

- List evaluation strategies for the course?
- What is student input from “EvaluationKit” Evaluations?
- Are the strategies the same as mapped out and approved by faculty?
 - Are evaluation strategies still appropriate for content?
 - Are evaluation strategies effective?
 - Does the class need to be broken into several groups for evaluation?

Evaluate Faculty (To be completed by Program Director)

- Are faculty teaching loads posted in Learning management system? Equitable?
- Is the mechanism for assigning Course Coordinators working? Equitable?
- Is Faculty Mentoring Plan still effective?
- Are Faculty meetings frequent and effective enough to meet planning/evaluation needs?

Characteristics of Students That Were Not Successful

- Describe
- GPA's
- Other Nursing Course Grades
- Class Attendance

Input from Community of Interests:

Other additional comments:

Plan of Action:

Course Readiness (RN-BSN) Form

Course _____

Semester _____

Date _____

Syllabus/Course Overview: 1. Semester updated 2. Faculty updated 3. Textbooks updated and in APA format 4. BSN Outcome #1 – included in course outcomes 5. Teaching strategies updated as needed 6. Evaluation elements updated a. Adherence to BSN and University Policies b. Specific grading policy as needed (i.e. Clinical Course) 7. BSN grading scale listed as reviewed from program policies 8. Communication section from BSN program policies 9. Disability contact info updated 10. Title IX most up-to-date statement 11. University Dates updated for academic year 12. Update Conceptual Teaching Outline (look at page numbers) 13. All assignment due dates updated	1. 2. 3. 4. 5. 6. a. b. 7. 8. 9. 10. 11. 12. 13.
Place Syllabus/Course Overview file under the “Syllabus” tab, if desired	
Hide the “Files” tab	
Mute all assignments in Gradebook, if desired	
Validate all points on assignments with Syllabus/Course Overview	
Assignments, projects and papers, and grading guides updated	
Rubrics are created in Canvas for all applicable assignments	
Group Assignments: 1. Groups that will be assigned are locked to students 2. Group assignments are set to grade as groups 3. Turn off students’ ability to create student groups	1. 2. 3.
Content/PowerPoints updated	
Set all due dates on assignments	
Due dates validated against comprehensive calendar (make sure due dates don’t fall before a holiday due to the 3 days to submit policy)	
Student Authentication assignment present	
Student Attestation Quiz (NU 465 NU 469 only)	
Data Collection survey added (361, 465, 467, 469, 471)	
Publish all assignments	
Publish all modules	
Publish Course	Date planning to publish
Reminders: 1. Remember to check roll before the last add/drop date to make sure all students have registered that were supposed to. 2. Remember to check Banner roll and Canvas roll against each other on the day after the last add/drop day. 3. Remember to enter absences in mid-term grades: 99 on any students who did not sign in by the last add/drop day and 88s for students who have signed in.	Date to be completed 1. 2. 3.

August 2016, January 2019

Course Coordinator _____ Date _____

Validated by _____ Date _____

Generic BSN Course Readiness Checklist

Course _____ Semester _____
Date _____

Semester updated	
Faculty updated	
Textbooks update and in APA format	
BSN Outcome #1 – included in course outcomes	
Teaching strategies updates as needed	
Evaluation elements updated a. Adherence to BSN and University Policies b. Specific grading policy as needed ie Skills, calculation items c. Evaluations methods noted ie tests, quizzes, projects and papers d. Testing site arrangements made as needed with LRC coordinator and with IT services e. If lab/clinical based, requirements are noted and arrangements made with Skills lab coordinator and clinical agencies f. Lab schedule set for students g. Time set for orientation items ie toolbox, computer charting etc. h. If projects and papers, grading guides and rubrics updated	a. b. c. d. e. f. g. h.
BSN grading scale listed as reviewed from the program policies	
Communication section from BSN program policies included on syllabus	
Disability and Title IX information noted	
University Important Dates changed for new academic year, (drop dates, etc)	
Topical Outline reviewed for currency as compared to BSN minutes	
Individual content outcomes reviewed for currency	
Test schema updated a. Faculty b. Student	a. b.
Curriculum schema validated against calendar	
ATI student numbers given to Department chair to obtain preliminary PO	
ATI codes given to students: practice tests opened for the semester	
ATI books given to students	
Clinical contracts needed for _____ facilities: contracts up to date for the entire semester for each facility	
Content/powerpoints updated	
Made course available in LMS (if course opened early- prior to the day of registration, notified IT that you want the course to remain open)	
Room Reservations made for testing and special events	

Validated by _____

Revised 6/17

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
EMPLOYER SURVEY
(Program Chair and Faculty obtain each August)**

1. Approximately how many MUW graduates have you employed in the past year?

_____ 0-5
_____ 5 or greater

2. Would you continue to employ MUW graduates?

_____ Yes
_____ No

Comment:

3. Rate the following program outcomes as evidenced by our graduate's abilities:
4 = Agree Strongly 3 = Agree Moderately 2 = Disagree Moderately 1 = Disagree Strongly

PROGRAM OUTCOMES	4,3,2, or 1	COMMENTS
1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions.		
2. Utilize organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care.		
3. Integrate nursing research and evidence-based practice into professional nursing practice.		
4. Utilize information management and patient care technology in professional nursing practice to improve patient care outcomes and create a safe care environment.		
5. Apply knowledge of healthcare policies, finance and regulatory agencies to professional nursing practice.		
6. Collaborate with healthcare providers and consumers for the improvement of patient health outcomes.		
7. Provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings.		
8. Demonstrates responsibility and accountability for professional nursing values and role development.		
9. Utilize research and theory based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession		

4. Rate your overall satisfaction with the MUW BSN Nursing graduate:

Very Satisfied (4) Satisfied (3) Somewhat Satisfied (2) Not Satisfied (1) No Comment (0)

Comments:

5. Comments or recommendations for a change in nursing curriculum:

Reviewed: 1/05; Reviewed 1/06; Reviewed 1/05/07; Revised 3/23/10; reviewed 5/2014; reviewed 5/2015; 2016; Reviewed 5/2017; Reviewed 5/2018; Reviewed 5/2019; Reviewed 5/2020

(Employer Survey Expanded Online to include more options for data collection)

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
END OF COURSE EVALUATION**

**For Courses
and
Faculty**

Note: The evaluations still do not work as they did in the previous system. The instructor comments were attached at the bottom of each course. (The process was changed to move faculty evaluations out of the course evaluations and then allow students an opportunity to evaluate each faculty member.) (This form is completed online by students at the end of each semester and then students have access to all instructors in the Program via our communication course – BSN Resource Center or RN to BSN Resource Center.)

review: Course Evaluation (updated Mar2012)



Project Name

Course: Course Title

Instructor: Instructor Name

Mississippi University for Women Course Evaluation:

1- Read each statement carefully and select only one response for each item.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The course syllabus clearly defined the class requirements and appropriate policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course satisfied the objectives stated in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course requirements (e.g.papers, exams, projects, labs) supported the objectives of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of this course, I have a greater appreciation for this field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments in this course stimulated my interest in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The delivery method of this course (classroom, online, hybrid) was appropriate for the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My effort in this course was appropriate to the course level (freshman, sophomore, junior, senior, graduate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied that the textbooks and materials assigned to this course were helpful to my learning and effectiveness in completing the course's assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied that the campus bookstore was effective in helping me obtain the textbooks assigned to this course in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- Please identify the strengths of this course.

3- Please identify areas of improvements for this course.

Instructor Evaluation:

4- Read each statement carefully and select only one response for each item.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The instructor was prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided useful feedback on student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was available for assistance outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this instructor to a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- Comments:

Course: Course Title Instructor: Instructor Name

Two additional questions were added to the top area and was related to Library resources; Did you use Library resources for this course? If so students were asked to comment: The physical environment in this course was satisfactory. Note an NA option was included for these questions since students could be in the online environment.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

Survey in the LMS: End of Course Evaluation * if low previous response rate and faculty on level would like to gather additional data from the University administered questionnaire**

1.Question The course objectives were met.

- 4. Agree strongly
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

2.Question The course syllabus clearly defined the class requirements and appropriate policies

- 4. Agree strongly
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

3. Question The physical environment in this class was conducive to learning.

- 4. Agree strongly
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

4. Question The equipment used in this class was conducive to learning.

- 4. Agree strongly
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

5. Question The instructional materials and methods contributed to my understanding of the content.

- 4. Agree strongly
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

6. Question The assignments supported the objectives of the course

- 4. Agree strongly
- 3. Agree
- 2. Disagree
- 1. Strongly disagree

7. Question The requirements of the course were explained adequately.

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

8. Question The number of exams/quizzes in this course is appropriate

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

9. Question The time allowed to complete the quizzes and examinations was appropriate

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

10. Question The faculty were available and useful in helping to meet my learning needs.

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

11. Question Students have access to sufficient library resources.

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

12. Question Students were provided with technology skills and assistance in which to navigate the course to meet the course requirements

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

13. Question Outside activities were beneficial in enhancing learning experiences.

4. Agree strongly
3. Agree
2. Disagree
1. Strongly disagree

14. Question What were some strengths of this course? - Essay question!

15.
Question What would you suggest to improve this course? – Essay question!

16.
Question Any other comments regarding the course and/or faculty that may be useful for future students taking the course are welcomes. Please insert any additional comments here. Thanks for completing the survey! We appreciate your feedback.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
END OF COURSE REPORT**

Semester: Year:

1. **Course:** Number : NU Course Title

2. **Course Coordinator and Faculty:**

❖ *Signatures indicate review of and agreement with the contents of this report.*

Course Coordinator:	Faculty	Faculty
Course Coordinator:	Faculty	Faculty
Faculty	Faculty	Faculty

3. **Grade Ranges:**

❖ *Attach a copy of the Banner Grade Sheet to this report.*

❖ *Attach a copy of the numerical Canvas grades to this report.*

NUMERATOR				DENOMINATOR							Official Roll
A	B	C	P Clinical	D	F	F Clinical	“W”	“WP”	“WF”	“I”	Total

<ul style="list-style-type: none"> Explain any of the following: W, WP, WF <p>**Use first official roll to determine number of students. Any student whose name does not appear on the permanent roll will not be counted.</p>	Explain reasons:
<ul style="list-style-type: none"> Explain how any “I’s” converted 	
<ul style="list-style-type: none"> Is grading scale listed on the Course Overview: Yes No Does the grading scale follow the BSN Grading Policy Yes No 	

4. **Course Completion Rates** (Use the table in #3 to complete):

<p>Number of Students C or better (Numerator) = # _____</p> <p>All students listed on the final Banner grade sheet to include the following: “W”, “WP”, “WF”, D, F or “I” (Denominator) = # _____</p> <p>*Number of Students counted against graduation rates _____</p> <p>❖ This only includes students who cannot return to our program (2nd failure or students changing their major)</p>	Course Completion Rate = %
Comments-	

COURSE OVERVIEW DATA AND ANALYSIS:

- ❖ *Attach course overview to this form*
- ❖ *Attach compiled student Course Evaluations to this form.*
- ❖ *Number of students completing the course evaluation _____.*

5. **Are the ANA Guidelines and CCNE Essentials of Baccalaureate Education found in the BSN Program Purpose, Philosophy and Program Outcomes evident in the following course components:**

Course Description	Yes	No	Topical Outline	Yes	No
Course Outcomes	Yes	No			
<ul style="list-style-type: none"> If no, discuss: 					
<ul style="list-style-type: none"> List exercises/events in this course that are utilized in the MUW RN/BSN Portfolio: 					
<ul style="list-style-type: none"> Discuss any changes made to the above: 					

6. Check (or highlight) which teaching/learning strategies are listed in the “Teaching Strategies” section of the course overview.

<input type="checkbox"/> Asynchronous Online Discussions	<input type="checkbox"/> E-Mail (LMS)	<input type="checkbox"/> Online Seminars	<input type="checkbox"/> Student Classroom Presentations
<input type="checkbox"/> Care Planning	<input type="checkbox"/> Formal Paperwork	<input type="checkbox"/> Reflective Journaling	<input type="checkbox"/> Student Power Point Presentations
<input type="checkbox"/> Case Studies	<input type="checkbox"/> Group Work	<input type="checkbox"/>	<input type="checkbox"/> Student Video Taped Presentations
<input type="checkbox"/> Classroom Discussion	<input type="checkbox"/> Laboratory Critical Thinking/ Reasoning Activities	<input type="checkbox"/> Research- Article Reviews (EBP-Meta -Analysis)	<input type="checkbox"/> Synchronous Online Discussions (LMS Chat)
<input type="checkbox"/> Clinical Critical Thinking/Reasoning Activities	<input type="checkbox"/> MUW BSN Portfolio	<input type="checkbox"/> Research- Article Reviews (Peer Review)	<input type="checkbox"/> Video Streaming
<input type="checkbox"/> Computer Assisted Instruction (CAI)	<input type="checkbox"/> Online Lecture Notes	<input type="checkbox"/> Research- Article Reviews (Valid WWW Sites)	<input type="checkbox"/> Others-Write-In

Summary of **student input** regarding teaching/learning strategies (from attached compiled course evaluation results):

Faculty input into teaching/learning strategies

- Are strategies appropriate for content? Yes No
- Are strategies appropriate for learner level? Yes No
- Do strategies encourage critical thinking and communication? Yes No
- Are the textbooks appropriate for the course? Yes No

Other:

Describe changes indicated in teaching/learning strategies:

7. Check (or highlight) which evaluation strategies are listed in the “Evaluation “ section of the course overview.

<input type="checkbox"/> Care Plans	<input type="checkbox"/> Formal Research Group Project	<input type="checkbox"/> Reflective Journaling	<input type="checkbox"/> Web Searches (data retrieval, analysis ,synthesis)
<input type="checkbox"/> Case Management Assignment	<input type="checkbox"/> Genogram	<input type="checkbox"/> Research- Article Reviews (EBP-Meta Analysis)	<input type="checkbox"/> Quizzes
<input type="checkbox"/> Clinical Assignments	<input type="checkbox"/> Health Assessment Check-Off in Lab	<input type="checkbox"/> Research- Article Reviews (Peer Review)	<input type="checkbox"/> Examinations
<input type="checkbox"/> Community Assessment	<input type="checkbox"/> Health Assessment Check-Off Video	<input type="checkbox"/> Research- Article Reviews (Valid WWW Sites)	<input type="checkbox"/>
<input type="checkbox"/> Evidence Based Practice Exercises	<input type="checkbox"/> Health Assessment History and Physical Form*	<input type="checkbox"/> Student Presentations-Classroom	<input type="checkbox"/>
<input type="checkbox"/> Family Assessment	<input type="checkbox"/> MUW BSN Portfolio	<input type="checkbox"/> Student Presentations-Video Taped	<input type="checkbox"/>
<input type="checkbox"/> Formal Papers (APA Format)	<input type="checkbox"/> Power Point Presentations	<input type="checkbox"/> Theory Assignments	<input type="checkbox"/>

Summary of **student input** into evaluation strategies (from attached compiled course evaluation results):

Faculty input into evaluation strategies:

- Evaluation tools have written directions? Yes No
- Evaluation tools have written grading criteria for successful completion? Yes No
- Does grading scale follow BSN Policy? Yes No
- Do written tests follow the prescribed blueprint? Yes No

Other

Describe changes indicated in evaluation strategies

CURRICULUM SCHEMA REVIEW

- **Attach a copy of the course curriculum schema to this form**
- 8.

Faculty input into Curriculum Schema & Hours <ul style="list-style-type: none"> • Is schema accurate/appropriate? Yes No • Does schema have course hour formula? Yes No • Does the schema detail didactic, clinical, and lab hours? Yes No • Are there any changes needed to didactic, clinical, or lab hours? Yes No 	
Describe changes indicated in curriculum schema:	

CLINICAL COURSE REVIEW

9. For Clinical Courses Only:

- ❖ **Attach clinical calendar to this form**
- ❖ **Attach class climate evaluation (refer to clinical section)**

STUDENT INPUT: Clinical facilities provided opportunities for application of theoretical course work and assisted students in meeting clinical outcomes (Comments from End of Course Evaluation)	Comments
FACULTY INPUT: Discuss faculty evaluation of clinical facilities: <ul style="list-style-type: none"> • Classroom vs clinical ratios appropriate? Yes No • Clinical vs simulation activities are deemed appropriate by faculty • Are clinical experiences equivalent for each student? Yes No • Did didactic precede/concurrent to clinical? Yes No. • List clinical facilities utilized in this course: • Do the sites meet all of the criteria listed in the “Clinical Facilities Evaluation Policy”? Yes No • Are the clinical facilities still appropriate? Yes No (If no please comment) • Are the clinical contracts/affiliation agreements up to date? Yes No 	
COMMUNITY OF INTEREST INPUT: <ul style="list-style-type: none"> • Discuss input from employers, nurses, preceptors, etc 	
Describe changes indicated in clinical facilities:	

9. ANALYSIS AND PLANNING FOR NEXT COURSE OFFERING:

List all actions with rationales necessary prior to next course offering:	Follow-Up/ Responsibility	Target Date:
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10. ANECDOTAL NOTES ON STUDENTS WHO WERE UNSUCCESSFUL (This will be helpful if the Course Completion Rate Analysis Form is required)

Student Initials	D, F, W, WP, WF, I (Numerical final grade)	Was this the students 2 nd attempt?	Personal traits noted or extenuating circumstances that contributed to this students lack of success.	Any class attendance issues?	Is the student planning to return?

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
END OF PROGRAM SATISFACTION SURVEY**

Place in Learning Management System Survey Package in Nu 457 (generic)/ 471(Tupelo
Columbus (May)- Tupelo (August)

PROGRAM OUTCOMES/SATISFACTION/PRACTICE	
1. The BSN Program afforded me the opportunity to synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
2. The BSN Program assisted me in utilizing organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
3. The BSN Program taught me to integrate nursing research and evidence-based practice into professional nursing practice.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
4. The BSN Program facilitated my use of information management and patient care technology in professional nursing practice to improve patient care outcomes and create a safe care environment.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
5. The BSN Program provided me with the knowledge of healthcare policies, finance, and regulatory environments to professional nursing practice.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
6. The BSN Program taught me how to collaborate with healthcare providers and consumers for the improvement of patient health outcomes.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
7. The BSN Program taught me how to provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings.	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
8. The BSN Program allowed me to demonstrate responsibility and accountability for professional nursing values and role development	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
9. The BSN Program facilitated my ability to utilize research and theory based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession	4= Agree Strongly 2 =Disagree Moderately 3= Agree Moderately 1 = Disagree Strongly 0= No Comment
10. Rate your ability to adequately perform the skill of critical thinking.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
11. Rate your ability to adequately perform the skill of assessment.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
12. Rate your ability to adequately perform technical and clinical skills.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
13. High fidelity simulation offered me experience that made me more competent with clinical decisions.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
14. Rate your organizational skills.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
15. Rate your ability to apply nursing values.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
16. Rate your skills in the area of scientific knowledge.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
17. Rate your nursing role development skills.	4 = Excellent 2 = Average 0 = Needs Improvement 3 = Good 1 = Poor
18. How would you rank your overall satisfaction with the baccalaureate program?	4 = Extremely Satisfied 2 = Somewhat Dissatisfied 3 = Somewhat Satisfied 1 = Extremely Dissatisfied 0= No Comment
19. I would recommend the program to other students.	Yes or No
20. JOB PLACEMENT: SHORT ANSWER Tupelo: Do you expect to change jobs as a result of graduating from the baccalaureate program. Yes No Columbus: I have secured a job after graduation Yes No If yes provide employer name and job title of anticipated position.	

21. SHORT ANSWER: General Comments About The Program

Reviewed: 1/05; Reviewed 1/06; Reviewed 1/05/07; Revised 11/08 ; Revised spring 2011; Reviewed 5/2014; reviewed 5/2015; reviewed 5/2016; Reviewed 5/2017; Reviewed 5/2018; Reviewed 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING EVALUATION
FACILITIES, SERVICES AND RESOURCES
(In Learning Management System...NU 457 and NU 467.)
For _____ Academic Year

University Resources, Facilities and Services	Agree Strongly 4	Agree Moderately 3	Disagree Moderately 2	Disagree Strongly 1	N/A or Never Used	Comments
1. The Admissions Office and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
2. The Financial Aid Office and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
3. A written, comprehensive student loan repayment program, addressing student loan information, counseling, monitoring, and cooperation with leaders, is available to me through the Financial Aid.						
4. The Financial Aid Office informed me of my ethical responsibilities regarding financial assistance.						
5. The Health Center and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
6. The Health Center resources were adequate to meet my needs.						
7. The J.C.Fant library and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
8. The J. C. Fant Library holdings and resources were adequate to meet my needs						
9. The Registrar's office and staff adequately assisted me in meeting my needs, were accessible and congenial.						
10. The Student Success Center and its staff (tutoring, study skills, placement assistance) adequately assisted me in my needs, were accessible and congenial.						
11. The MUW Writing Center and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
12. Career Services and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
13. Counseling Services and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
14. Community Living (Residence Life) and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
15. The Bookstore and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
16. The Bookstore holdings and resources were adequate to meet my needs.						

17. The Police Department (Security) and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
18. Information Technology Services and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
19. Public Relations and its staff adequately assisted me in meeting my needs, were accessible and congenial.						
Department of Nursing Resources, Facilities and Services						
20. Published information concerning the nursing program is current, clear and consistently applied. (Admission Requirements, Accreditation contact information, etc.)						
21. The classrooms were adequate for my learning experience.						
22. Clinical facilities were adequate to meet my learning needs.						
23. The temperature in the classroom was appropriate for learning to occur.						
24. The environment of the College of Nursing facilitated learning.						
25. The Learning Resource Center Coordinator adequately assisted me in meeting my needs, was accessible and congenial.						
26. The Learning Resource Center holdings and resources were adequate to meet my needs.						
27. Computer and media holdings and equipment were accessible.						
28. Orientation to the use of technology and technological support is adequate to meet my needs in using LMS (Canvas), ATI and DVD learning packages.						
29. The Skills Lab Coordinator adequately assisted me in meeting my needs, was accessible and congenial.						
30. The Skills Lab holdings and resources were adequate to meet my needs.						
31. Equipment and models in the Skills Lab were accessible and adequately met my needs.						
32. The Skills Lab and Simulation Lab are adequate to help meet my learning needs.						
33. Learning resources and technology used are adequate to help meet my learning needs.						
34. Instructional and non-instructional areas in the Department of Nursing are adequate to help meet my learning needs.						
35. The nursing building environment was clean and free of pests.						
36. The College of Nursing Administrative Assistant adequately assisted me in meeting my needs, was accessible and congenial.						
37. The Department Secretary adequately assisted me in meeting my needs, was accessible and congenial.						
38. The Dean adequately assisted me in meeting my needs, was accessible and congenial.						

39. The Department Director adequately assisted me in meeting my needs, was accessible and congenial.						
40. My academic advisor was knowledgeable, available and helpful in planning my course work.						
University Mission						
41. During the past year I have participated in a student nurses/professional nursing organization.						
42. During the past year I have participated in community service other than program requirements.						
43. During the past year I have participated in women's emphasis activities.						
44. During the past year I have participated in leadership activities.						

Reviewed: 1/05; Reviewed 1/06; Reviewed 1/05/07; **Revised** 3/09; 4/13; 10/13; reviewed 5/2015; revised spring 2016; revised 5/2017; Reviewed 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022

County Health Form - 10/19/03

Form No. 121 Certificate of Immunization Compliance

Name of Child/Student/Employee _____ Birthdate _____

Name of Parent _____

Address _____
State City State Zip

Vaccine	Date Each Dose Was Given				
	1st	2nd	3rd	4th	5th
Pneumococcal					
Varicella					
DTaP/DITd					
Hib					
Polio					
MMR					
Hep B					
Tdap					
Other					

Check here if prior history of chicken pox Medical Exemption Form 122 attached

The individual named above has met the immunization requirements for attendance or employment in a Mississippi child care facility or entry into a Mississippi public or private school, college, or university.

Please check (one) box only

- Complete Until School Entry
- Complete for school entry (K4-6th grade)
- Complete for middle school, high school, university/college, work requirements (7th grade and above)
- Temporarily compliant--next immunization is due _____
Month Day Year
- Record in transit, valid until _____
Month Day Year

Date of serological confirmation of immunity

*Varicella _____ / _____ / _____
Month Day Year

*Measles _____ / _____ / _____
Month Day Year

*Rubella _____ / _____ / _____
Month Day Year

*Mumps _____ / _____ / _____
Month Day Year

**Serological testing for the above are the only acceptable tests that will be allowed for child care and school entry for those who are not fully immunized.*

Print or Stamp Name of Facility _____ Signature and Title of Issuing Individual _____
Month Day Year

Hib and Pneumococcal vaccines are only required for child care.

Medical Release Form
Mississippi University for Women
College of Nursing and Health Sciences
Medical Release to Participate in Clinical Activity

Students in the College of Nursing and Health Sciences Programs at Mississippi University for Women are required to participate in provision of direct patient care in clinical facilities as well as perform clinical skills in a laboratory. Any student experiencing a change in health status (surgical procedure, injury, pregnancy, delivery, or disabling illness, etc.) is required to provide documentation from the attending healthcare provider which states the student is able to meet the physical requirements to attend and participate in clinical experiences. These requirements include:

- Physical abilities sufficient to move from room to room and maneuver in small spaces
- Gross or fine motor abilities sufficient to provide safe and effective health care
- Auditory ability sufficient to monitor and assess health needs
- Visual ability sufficient for observation and assessment necessary in health care
- Tactile ability sufficient for physical assessment
- See performance standards for other specifications

This is to verify that _____ **[Circle one]** (is) or (has been) under my care for the treatment of a surgical procedure, injury, pregnancy, delivery, or disabling illness. I have determined that this student may **[Circle one]** (participate in) or (return to participation in) clinical experiences requiring the physical abilities as outlined above.

_____ with NO restrictions

_____ with the following restrictions*

* _____

Signed: _____ Date: _____
(Attending Healthcare Provider)

Address _____

For Confidential File

Return To: Mississippi University for Women
Department of Baccalaureate Nursing
1100 College Street MUW 910
Columbus, MS 39701-5800

NOTE: TRUTHFUL AND FULL DISCLOSURE ON THIS FORM IS FOR THE STUDENT'S SAFETY. FALSIFICATION AND/OR EXCLUSION OF INFORMATION MAY RESULT IN DISCIPLINARY ACTION BY THE COLLEGE.

Mississippi University for Women
Add/Drop/Withdrawal Template Form-Online form

Student Name _____ Effective Date _____

Student ID _____ Email _____ Major _____

Address _____ Phone _____

I request to:

___ Add a class ___ Drop a class ___ Withdraw from the University

Term: (Check one)

___ Fall ___ Spring ___ Summer

Number of hours enrolled for ALL parts of term selected above: _____

ADD or DROP	CRN	SYM	NUM	SECT	SUF(P/F, AU, G, R)

Comptroller Cashier _____

Date _____

If **WITHDRAWING**, please answer the following questions:

Do you anticipate returning to MUW for the next semester?	Yes	No
As of this date, do you have any monetary obligations to MUW?	Yes	No
Are you receiving any V.A. (Veterans Assistance) benefits?	Yes	No
Are you on any type of scholarship or financial aid program?	Yes	No

Financial Aid Approval _____ Date _____

Are you living in any University housing facility? Yes No

If yes, indicate facility _____

Reason for withdrawing _____

Note: Failure to clear all accounts with MUW will result in the denial of your readmission and the encumbrance of all records. Please see the University Bulletin and Academic Calendar for deadlines and refund policies. If you withdraw from the university, you must readmit to the university upon return.

I certify all information provided hereon to be correct.

Student Signature _____ Date _____

Advisor _____ Date _____

Department Chair _____ Date _____

For Administration Only					
Administrative Change	Yes	No	Retroactive change	Yes	No
Dean _____			_____	Date _____	_____

MISSISSIPPI UNIVERSITY FOR WOMEN
DEPARTMENT OF NURSING PHYSICAL FORM

NAME _____ PHONE NUMBER _____
ADDRESS _____
DATE OF BIRTH _____ SSN _____
ALLERGIES _____
MEDICATIONS _____

PROGRAM ATTENDING BSN _____ ASN _____ MSN _____ DNP _____
CIRCLE DATE THAT YOU PLAN TO ENTER: Fall Spring June July Year? _____
AT WHAT LEVEL? Freshman ___ Sophomore ___ Junior ___ Senior ___ Graduate _____

TO BE COMPLETED BY APPLICANT

Do you have, have you ever had, or are you now being treated for any of the following conditions? Check YES or NO as an answer to each.

RHEUMATIC FEVER	Y__	N__	LIVER TROUBLE	Y__	N__
ASTHMA	Y__	N__	ULCERS	Y__	N__
DIABETES	Y__	N__	BACKACHE	Y__	N__
KIDNEY TROUBLE	Y__	N__	HEADACHES	Y__	N__
EPILEPSY	Y__	N__	OBESITY	Y__	N__
HYPERTENSION	Y__	N__	TUBERCULOSIS	Y__	N__
HEART ATTACK	Y__	N__	DEPRESSION	Y__	N__
CANCER	Y__	N__	SURGERY	Y__	N__
SICKLE CELL ANEMIA	Y__	N__	OTHER CONDS.	Y__	N__

DETAILS

Answers of yes to any of the above should be explained on a separate sheet of paper.

TO MY KNOWLEDGE ALL STATEMENTS ABOVE ARE TRUE

APPLICANT SIGNATURE _____ **DATE** _____

YOU MUST ATTACH A COPY OF THE CERTIFICATE OF IMMUNIZATION COMPLIANCE (FORM NO. 121) TO THIS PHYSICAL FORM. THIS FORM MUST BE SIGNED AND DATED BY YOUR HEALTH CARE PROVIDER. THE IMMUNIZATIONS REQUIRED BY THE DEPARTMENT OF NURSING ARE AS FOLLOWS:

1. TWO MMR's
2. PROOF OF Tdap (May be substituted for the TT if taken within the last ten years)
3. TETANUS TOXOID WITHIN LAST 10 YEARS
4. Quantiferon TB Gold will be required in lieu of the two step TB skin test
5. VARICELLA- You must provide medical documentation of Varicella (chicken pox) immunity. This can be accomplished by providing documentation of Varicella vaccine (requiring a two-injection series) or laboratory test results documenting immunity to Varicella.
6. HEPATITIS B SERIES (SERIES OF 3)
7. COVID vaccination/Exemption Letter

TO BE COMPLETED BY THE HEALTH CARE PROVIDER

LABORATORY

HGB or HCT _____ URINE SP. GR. _____ ALB _____ GLUCOSE _____

PHYSICAL EXAMINATION

HEIGHT _____ WEIGHT _____ BP _____ P _____ RESP _____

EYES

GLASSES YES ___ NO ___ CONTACTS YES ___ NO ___

COLOR BLIND YES ___ NO ___ VISUAL ACUITY RT ___ LT ___

EARS

IS HEARING NORMAL? YES ___ NO ___ ARE DRUMS INTACT? YES ___ NO ___

SKIN	Normal () Abnormal ()	LUNGS	Normal () Abnormal ()
HEAD	Normal () Abnormal ()	HEART	Normal () Abnormal ()
MOUTH/THROAT	Normal () Abnormal ()	ABDOMEN	Normal () Abnormal ()
NOSE	Normal () Abnormal ()	MUSCULOSKELETAL	Normal () Abnormal ()
NODES	Normal () Abnormal ()	NEUROLOGIC	Normal () Abnormal ()

DETAIL OF ANY ABNORMALITIES NOTED ABOVE _____

IS THERE ANY PHYSICAL PROBLEM THAT IS LIKELY TO INTERFERE WITH THE STUDENT'S ABILITY TO PERFORM CLINICAL ACTIVITIES? _____

HEALTH CARE PROVIDER SIGNATURE _____

ADDRESS _____

DATE OF EXAMINATION _____

(rev. 1/14)

The Department of Nursing is requiring the Quantiferon TB Gold in lieu of the two step TB skin

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
NURSING FACULTY PHYSICAL EXAM FORM

Date: _____ Program: (circle one) ASN BSN MSN

Name: _____ DOB: _____

Health questionnaire: To be completed by faculty:

- ___ Yes ___ No Do you have any physical limitations that would affect your ability to lift, turn or transfer patients?
- ___ Yes ___ No Do you have any limitations in use of your senses, such as sight or hearing, which would limit your ability to practice Nursing?
- ___ Yes ___ No Do you have any other condition that might interfere with your ability to practice Nursing?

If you answered "Yes" to any of the above, please explain your limitations in detail on a separate sheet of paper.

List any medications you take on a regular basis or on a frequent basis this past year:

History: Include any significant information regarding previous medical or surgical conditions:

Physical Exam: (to be completed by a Health Care Practitioner)

General appearance: _____

Height: _____ Weight: _____ B/P: _____ Date of last visual exam: _____

Normal	Check each item in appropriate column	Abnormal	Describe abnormality in detail, attach sheet if necessary
	Eyes, ears, nose, and throat		
	Heart and Lungs		
	Abdomen		
	Extremities		
	Neurological		

Signature: _____ Date: _____

NAME: _____

PHYSICIAN/PRACTITIONER RECOMMENDATIONS:

Based upon physical examination, this individual is free of any physical conditions that would interfere with his/her practice of nursing. Yes _____ No _____

If no, please explain:

Signature of
Physician/Nurse Practitioner: _____ Date: _____

Address or Clinic Stamp: _____

Nursing Communities of Interest Survey

Please complete the following survey and SUBMIT online. The ongoing data collection is part of the MUW School of Nursing Master Plan of Evaluation. Thank you for your comments.

1. Please describe the situation or event where you encountered MUW nursing students or graduates.

How frequently do you encounter MUW nursing students/graduates?

Please rate the MUW Nursing students or graduates on the following attributes.

	1-Lowest	2	3	4- Highest
Professionalism	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Critical Thinking	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Technical or Clinical Skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Scientific Knowledge	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Nursing Values	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Communication Skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Good representative and ambassador for MUW	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Overall impression of this MUW student or graduate	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Would you employ or recommend employment for MUW students or graduates?

- Yes No

Please make any additional comments regarding your experience with MUW students or graduates.

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

CRITERIA FOR PRECEPTOR

In order to provide role models for the Preceptorship student, the following criteria have been established.

THE RN PRECEPTOR MUST:

1. have at least a Bachelor of Science in Nursing and, preferably, one year of professional experience with a minimum of three to six months in his/her current position.
2. agree to serve in a supervisory capacity.
3. agree to precept only this student during the designated time period.
4. be primarily responsible for direct patient care activities and have minimal responsibility for supervisory and/or administrative activities.
5. recognize the importance of the commitment he/she makes to supervise a student.
6. have knowledge of, and a belief in, the expanded role of the professional nurse.
7. allow the student to utilize individual learning objectives within the parameters of the agency.
8. assume responsibility for making student assignments with attention to the student's learning objectives, knowledge and skills.
9. communicate with faculty for evaluation purposes at least weekly and as needed.
10. submit a written weekly evaluation of student performance on designated form provided in your preceptor packet. (May give to student to return with his/her forms for the week.)
11. meet at the end of each week with the student to review written evaluation form and give student feedback related to that week's performance.

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
INITIAL REQUEST FOR PRECEPTOR

STUDENT DATA: *(To be completed by student)* DATE: _____

Name: _____ Telephone: _____

Residential Address: _____

E-Mail Address: _____

If applicable, place and area of externship: _____
place and area of employment: _____

For Preceptorship, Desired Facility/Unit *(List in order of preference – Circle whether desired unit OR desired facility is most important to you): (Remember - select an area other than where externship occurred)*

Desired Facility	Desired Unit
1.	1.
2.	2.
3.	3.

Agency Contact	Title	Phone Number

FOR PRECEPTORSHIP: *(To be completed by agency)*

Agency Assigned: _____ Department Assigned: _____

Facility Mailing Address: _____ Zip _____

Telephone: Area Code: () _____

Assigned Preceptor Data: *(To be completed by agency)*

Preceptor Name: _____ Contact Phone: _____

E-mail _____ Current Position: _____

Clinical Area: _____ Unit Phone: _____

Educational Level: *Degree:* _____ *Month/Year Received:* _____

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

Preceptor Data Form

Preceptor Name: _____ **Student:** _____

Preceptor Address: _____ **Preceptor Telephone #:** _____

Preceptor E-Mail Address: _____

Agency: _____

Agency Address: _____ **Agency Phone #:** _____

Unit: _____ **Unit Phone #:** _____

PRECEPTOR EDUCATIONAL BACKGROUND:

School of Nursing: _____

Highest Degree Earned: _____ **Year:** _____ **(BSN REQUIRED)**

Continuing Education: _____

WORK EXPERIENCE:

Have practiced for a minimum of ONE YEAR (12 months) ____ Yes ____ No **(REQUIRED)**

Approximate # years in each area: _____

Mississippi/Other State (Please indicate which state) License Number: _____

Maiden/other names under which licenses might be listed: _____

Title and brief description of your current direct patient care activities and your general working hours: _____

In addition to your direct patient care, how many hours a week are you currently performing supervisory or administrative activities: _____

As you view your professional role, are there specific assets and/or limitations for student learning? _____

If you have been through a preceptor training course, list the facility and date of training.

Facility: _____ **Date of Training:** _____

Have you precepted a student nurse in the past? Yes ____ No ____

If yes, give number and year. _____

I have reviewed the MUW BSN Preceptor Information Packet and understand:

- NU457 Course Objectives
- Students' construction of personal objectives for the preceptor experience
- When/how to contact faculty/advisor/BSN Department

PRECEPTOR SIGNATURE _____ **DATE:** _____

Signature of Supervisor from whom you obtained approval to assume responsibility as a Preceptor. Signature indicates validation for preceptor's credentials and experience:

NAME: _____ **TITLE:** _____ **DATE:** _____

***PLEASE RETURN ALL INFORMATION TO:**

[NAME], Preceptorship Course Coordinator
MISSISSIPPI UNIVERSITY FOR WOMEN
Baccalaureate Program in Nursing
1100 College Street MUW 910
COLUMBUS, MS 39701-5800
Fax Number 662-329-8555

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING
STUDENT DATA FOR PRECEPTORSHIP

DATE: _____

NAME: _____ PRESENT PHONE: _____

Permanent Address: _____
Street or Route
City State Zip

E-mail Address: _____

Residence during Preceptorship: _____
Street or Route
Telephone City State Zip

Cell Phone (if applicable) _____

Person to notify in case of emergency: _____
Name
Telephone Street or Route
Relationship City State Zip

Faculty Advisor: _____

E-mail address: _____

Preceptor's Name: _____ Telephone: () _____

Clinical Area for your Preceptorship: _____

Name & Location of Agency: _____

Preceptor's e-mail: _____ Phone # of unit: _____

Shift you'll be working: _____

Secondary Preceptor (if applicable): _____

Dear Preceptor,

We would like to take this opportunity to thank you for agreeing to precept one of our BSN senior students. As nursing students make the transition from instructor guided clinical to novice nurses, the preceptor experience enables them to be successful in today's healthcare environment. The preceptorship experience certainly enhances the success of their transition to the professional nurse and we are grateful for your help in this endeavor.

In efforts to ensure understanding of your role as a preceptor, we have enclosed a Preceptor Orientation Packet for your review. After reading over the material included in the packet, please feel free to contact the Mississippi University for Women's BSN Department with any questions or concerns.

Once again, we thank you so much for your investment in our nursing students and your potential future colleagues.

Sincerely,

Preceptorship Course Coordinator
BSN Department
Mississippi University for Women
1100 College Street W-910
Columbus, MS 39701
(662) 329-7301
Email address

**Mississippi University for Women
BSN Program
Orientation Packet for Preceptors**

NU 457 Skills for Professional Transition: Preceptorship Course Objectives

After completion of this course the student will be able to:

1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions.
2. Utilize organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care.
3. Integrate nursing research and evidence-based practice into professional nursing practice.
4. Utilize information management and patient care technology in professional nursing practice to improve patient care outcomes and create a safe care environment.
5. Apply knowledge of healthcare policies, finance, and regulatory environments to professional nursing practice.
6. Collaborate with healthcare providers and consumers for the improvement of patient health outcomes.
7. Provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings.
8. Demonstrate responsibility and accountability for professional nursing values and role development.
9. Utilize research and theory based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession.

General Information

Students must complete at least 157.5 hours during their preceptorship. They are not allowed to work 16 hour shifts, and must take a day off after working 48 hours (four 12 hour shifts consecutively.) They are allowed to spend 8 hours in a non-patient care activity (in-services, workshops, etc.) and up to 2 hours with a nurse in a leadership position.

Students will formulate personal objectives for their clinical time in preceptorship every forty hours. The students will then evaluate their objectives at the end of each forty hours worked.

Students will provide you with an evaluation form every 40 hours for your completion. The students will then send the form into their preceptorship advisor at the College of Nursing. At the end of the preceptorship experience, the students will also request that you fill out a final or summative evaluation on their performance. If at any time, you have a problem or concern with your student, please do not hesitate to call me at the school or the designated advisor.

Students are allowed to obtain secondary preceptors on the assigned unit, to assist them with working the required hours for the course. However, we prefer this be kept to a minimum. If needed, at least 60% of the hours should be with the primary preceptor.

Legally, the nursing students can perform any skill or task that they have successfully checked off on in school. However, the students must follow the Nurse Practice Act within the state where the preceptorship experience resides. Please provide the necessary supervision for the students to ensure safe and competent care provision. Students are also instructed to review the Policy and Procedure manuals/online documents to ensure compliance with care. If you are unsure if the student can perform any task or skill, please contact the assigned faculty member or MUW BSN Department and we will be happy to help you.

MUW BSN Department Contact Information and Advisor Contact Information

BSN Department, Unit Secretary	662-329-7301
Dr. Maria Scott, BSN Chair	(662) 329-7302 (office), (662) 574-8873 (cell)
Course Coordinator	(office) & (cell)
Course Co-Coordinator	(office) & (cell)
Faculty Advisors	
	(office) & (cell)
	(office) & (cell)
	(office) & (cell)
	(office) & (cell)
	(office) & (cell)

Please call the faculty advisor if any problems arise during preceptorship. If you are unable to reach the assigned advisor, please contact _____, the course coordinator. If you are unable to contact _____, please then call Dr. Maria Scott.

Please notify the assigned faculty advisors of any concerns or problems during the preceptorship experience. Any issues with behaviors, direct nursing care, or conflicts of any kind should be reported prior to the end of the shift being worked so that the faculty can intervene and address the problem promptly.

Examples of when to contact the assigned faculty advisor or BSN Department:

- If student is involved in any incident involving patient care, medication errors, or self-injury
- If there are any conflicts that arise between the student, staff, patient, or others within the facility
- If students display unprofessional behaviors or attitudes
- If students fail to provide nursing care with the Nurse Practice Act and agency policies
- Any activities that cause you to be concerned about patient care delivery, safety, or competence in care

Once again, on behalf of the Mississippi University for Women and the BSN Department, we thank you for precepting our senior nursing students as they prepare for graduation. As always, we could not achieve the successes that we do without excellent nurses like you who sacrifice time and energy to develop the skills of our new nurses.

**MISSISSIPPI UNIVERSITY FOR WOMEN
BACCALAUREATE PROGRAM IN NURSING**

GUIDELINES FOR PRECEPTORSHIP

MISSISSIPPI UNIVERSITY FOR WOMEN DEPARTMENT OF NURSING AGREES:

1. to offer a program of study for undergraduate students which is in accordance with accepted standards of accreditation.
2. to ensure that the student enrolled as a preceptee has successfully completed all academic requirements preceding the preceptorship experience.
3. to be responsible for planning with preceptor and agency administration for experiences which will facilitate meeting the learning needs of the students.
4. to ensure that all students have malpractice insurance, CPR certification, universal precaution in-service, documentation of Hepatitis B vaccine & Varicella, immunizations, HIPPA compliance information, healthcare criminal history affidavit compliance documentation, drug screen clearance documentation and flu shot verification.
5. to provide the preceptor with the name of faculty advisor, and ensure that communications are open between preceptor and faculty advisor.
6. to provide agency and preceptor with course overview, objectives, and guidelines for the preceptorship.
7. to require that students develop their own learning objective for preceptorship experience.
8. that all projects and/or studies to be completed by students in the agency will always require mutual agreement between the faculty of the Department of Nursing and the director of the agency.

THE AGENCY AGREES:

1. to provide opportunity for a nurse within the agency to serve as a role model for the preceptee (see "Criteria for Preceptor").
2. to provide opportunity for practicing primary and/or secondary nursing care.
3. to allow student to develop own learning objectives for preceptorship in collaboration with preceptor and faculty advisor within the parameters of the agency.
4. to allow the student to independently and/or collaboratively apply knowledge and skills of the nursing process (assessing, planning, implementing, and evaluating own nursing practice.)
5. to make provisions for student to obtain health care services in the event of sickness or injury. Cost of services will be the responsibility of the student.

THE PRECEPTOR AGREES:

1. to provide for unit orientation prior to student assuming patient care responsibilities.
2. to provide opportunities for the student to pursue individual learning objectives within the parameters of the agency and in accordance with the nursing role assumed by the preceptor.
3. to allow the student to independently and/or collaboratively apply knowledge and skills of the nursing process.

4. to provide opportunities for students to assume leadership roles.
5. to serve as a resource person, consultant, and supervisor for student's clinical nursing experience.
6. to assume responsibility for making student assignments with careful attention to learning objectives and to the scope of the student's knowledge and skills.
7. to provide opportunity for evaluation with the student on a daily and/or weekly basis.
8. to provide a written evaluation of the student's performance at the termination of the preceptorship. (Form will be provided)
9. to assist faculty in evaluating the preceptorship program and to discuss any needed revision.
10. to communicate weekly with student's faculty member via email or phone regarding student progress.

THE STUDENT AGREES:

1. to establish individual learning objectives, convey these objectives to the preceptor, and evaluate these objectives at specified intervals during the preceptorship
2. to negotiate with preceptor for experiences which will facilitate meeting learning objectives and in the development of professional competencies.
3. to choose an area for preceptorship other than a specific unit of current employment or in which had externship experiences.
4. to assume all expenses for the preceptorship experience.
5. to have current malpractice insurance, CPR certification, completed Hepatitis vaccination, completed immunizations, Varicella verification, Universal Precautions verification, HIPPA compliance information, healthcare criminal history affidavit compliance documentation, drug screen clearance, flu shot verification, and any other documentation as required by the facility.
6. to assume all costs of health care services not covered by insurance.
7. to work within the policies of the agency as they relate to personal behavior, to quality patient care, and any other student related requirements.
8. to work in the clinical area only if an approved preceptor is there to supervise.
9. to establish a reasonable work schedule (not to exceed 48 hours/week and not to exceed 12 hours/day).
10. to be aware of the Nurse Practice Act in the state in which the preceptorship is being done and follow the guidelines completely.

NU 457 COURSE OBJECTIVES:

After completion of this course, the student will be able to:

1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions.
2. Utilize organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care.
3. Integrate nursing research and evidence-based practice into professional nursing practice.
4. Utilize information management and patient care technology in professional nursing practice

- to improve patient care outcomes and create a safe care environment.
5. Apply knowledge of healthcare policies, finance, and regulatory environments to professional nursing practice.
 6. Collaborate with healthcare providers and consumers for the improvement of patient health outcomes.
 7. Provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings.
 8. Demonstrate responsibility and accountability for professional nursing values and role development.
 9. Utilize research and theory-based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession.

Fall 2012; Revised Fall 2013; reviewed 5/2015; reviewed 5/2016; Reviewed 5/2017; Revised Spring 2018; Reviewed Spring 2019; Reviewed 5/2020; Fall 2020

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
BACCALAUREATE DEGREE NURSING PROGRAM
PRECEPTOR FINAL EVALUATION OF STUDENT
NU 457**

NAME OF STUDENT _____ DATE _____
PRECEPTOR NAME _____ AGENCY _____

Please evaluate the student's ability to perform the following using the scale in the right hand column.	4 = Excellent 3 = Good 2 = Average 1 = Needs Improvement UA=Unable to Evaluate
1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions.	
2. Utilize organizational and systems leadership, quality improvement, and safety principles to promote high quality and safe patient care.	
3. Integrate nursing research and evidence-based practice into professional nursing practice.	
4. Utilize information management and patient care technology in professional nursing practice to improve patient care outcomes and create a safe care environment.	
5. Apply knowledge of healthcare policies, finance, and regulatory environments to professional nursing practice.	
6. Collaborate with healthcare providers and consumers for the improvement of patient health outcomes.	
7. Provide professional nursing care across the lifespan to culturally diverse individuals, families, and communities in a variety of health care settings.	
8. Demonstrates responsibility and accountability for professional nursing values and role development	
9. Utilize research and theory based knowledge in the roles of provider of care, designer/manager/coordinator of care and member of a profession.	

Rate the student's skills in the following areas:

SKILL	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Unable to Evaluate (0)	Comments
Critical Thinking/Clinical Reasoning						
Communication						
Technical/Clinical Skills						
Knowledge of Role						
Professionalism						
Time Management						

At what level would you rate the student's overall performance?

____ Excellent (4)

____ Good (3)

____ Average (2)

____ Needs Improvement (1)

____ Unable to Evaluate (0)

If feasible, would you consider this student for employment in your agency? Yes _____ No _____

Comments:

Please provide any suggestions you have for improving the preceptor clinical experience or any additional comments that you may have regarding the program curriculum.

Comments:

Revised 1/06, Revised 11/07, Reviewed 11/08, Revised 3/09; reviewed 5/2015; reviewed 5/2016; Reviewed 5/2017; Reviewed 5/2018; Reviewed Spring 2019; Reviewed 5/2020

**MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF BACCALAUREATE NURSING**

TEXTBOOK EVALUATION TEMPLATE

To be completed yearly by students in the following courses:

APO: NU 467

Columbus: NU 457 (May)

- 1 Place in the Learning Management System Survey**
- 2. Each question and answer are formatted in the manner of #1**
- 3. List every textbook listed on the Textbook List**
- 4. The last question is a short answer comment.**
- 5. After printing out survey results from Learning Management System forward to Program Quality: Teaching /Learning practices Committee.**

Sample Question – use current textbooks for the class being asked to complete the survey: 1

The following textbook was useful, effective and contributed to my attainment of the course outcomes. American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author

- 4. Agree Strongly
- 3 Agree Moderately
- 2. Disagree Moderately
- 1.Disagree Moderately

Last Question

Please make any comments that would be helpful to the faculty when considering textbook selections:

Answer:
