

HOWARD PAYNE

U N I V E R S I T Y

SCHOOL OF NURSING

Faculty/Staff Handbook

2020 – 2021

SCHOOL OF NURSING
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Chapter 1: Structure and Governance

History of the Nursing Program

The Howard Payne University Board of Trustees approved the formation for the School of Nursing on October 24, 2014. The Howard Payne University faculty approved the pre-licensure Bachelor of Science Nursing Program and a Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Program. Mr. Carter Sharpe, chairman of the HPU Board of Trustees, reaffirmed the continued commitment to developing and implementing a pre-licensure BSN program that complies fully with all Texas Board of Nursing regulations.

History of the University

A Christian liberal arts institution, Howard Payne University prides itself on fostering a close community where personal connection is valued. Through teaching, learning and service, the faculty and staff truly invest in students' success. At HPU, students choose from more than 100 majors, minors and pre-professional programs in seven schools: Business, Christian Studies, Education, Humanities, Music and Fine Arts, Nursing, and Science and Mathematics. HPU's eighty-acre campus in Brownwood perches on the northern side of the Texas Hill Country (Howard Payne University website, n.d., para. 1-3).

Purpose/Introduction

Baccalaureate education in nursing prepares the graduate to function as a registered nurse, to proficiently participate as a change agent in the delivery of healthcare services required by society today and in the future. The School of Nursing exists for the purpose of preparing entry-level practitioners of nursing whose personal, social, and nursing potentials have been developed to provide a foundation for continued learning and growth. The theoretical courses and clinical experiences are designed to assist students to develop understanding and conceptual integration of the nursing role in today's complex health care environment. It also provides the foundation required for graduate education.

The Faculty/Staff of the HPU School of Nursing exist for the purpose of contributing to excellence in nursing, the body of knowledge needed for nursing practice, teaching, research and public services. The faculty also provide for the nursing student an environment in which classroom theory may be applied and evaluated under close supervision. The goal of the Faculty/Staff for the HPU School of Nursing is to prepare students to satisfactorily complete all undergraduate requirements in the School of Nursing and to graduate with the Bachelor of Science Degree in Nursing (BSN). Upon graduation, the graduate is eligible to take the NCLEX-RN (National Council of Licensure Examination for Registered Nurses) that leads to licensure as a Registered Nurse (RN).

Program Approval

The Howard Payne University School of Nursing received initial approval from the Texas Board of Nursing on July 19, 2018 to offer the Pre-Licensure Baccalaureate Degree in Nursing Degree. The HPU School of nursing plans

to pursue accreditation by the Commission on Collegiate Nursing Education (CCNE) after receiving initial approval from the Texas Board of Nursing.

Accreditation

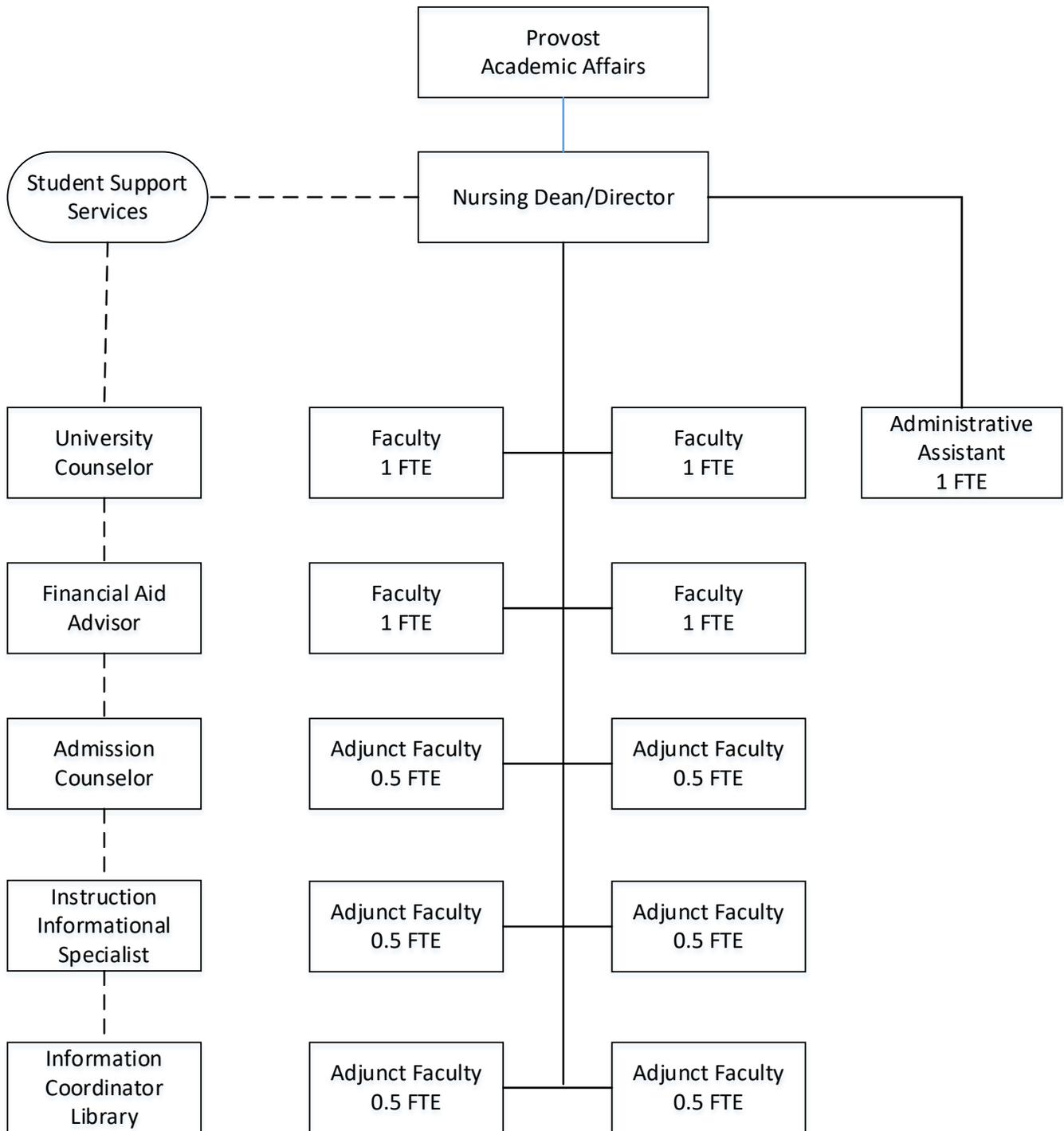
Howard Payne University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate, baccalaureate, and masters levels.

HPU Mission Statement

Howard Payne University is a Christ-centered academic community dedicated to excellence by developing and equipping the whole person for intellectual inquiry, personal and professional integrity, and service to God and humanity.

Organizational Chart

Organizational Structure for the School of Nursing



Chapter 2: School of Nursing Mission and Conceptual Framework

HPU School of Nursing Mission Statement

The mission of the School of Nursing is to educate baccalaureate nursing students in a Christ-centered academic community dedicated to excellence by developing and equipping the whole person for intellectual inquiry, personal and professional integrity, and service to God and humanity.

Philosophy

The faculty and staff of the HPU School of Nursing function as an integral part of Howard Payne University and in accord with the mission and core values of a liberal arts education. The faculty believe in the National Council of State Boards of Nursing's (NCSBN) Integrated Processes.

1. Nursing Process – a scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.
2. Caring – interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support and compassion to help achieve desired outcomes.
3. Communication and Documentation – verbal and nonverbal interactions between the nurse and the client, the client's significant others and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.
4. Teaching/Learning – facilitation of the acquisition of knowledge, skills and attitudes promoting a change in behavior.
5. Culture and Spirituality – interaction of the nurse and the client (individual, family or group, including significant others and population) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal instructions.

Conceptual Framework

A nursing concept-based approach is the framework for the program curriculum. Fifty-one concepts in three domains include individual competencies, nursing competencies and healthcare competencies.

<u>Domain</u>	<u>Competencies</u>
Individual	Developmentally appropriate client-centered care, collaboration, cultural competence, evidence-based practice, assessment, and communication
Nursing	Professional behavior, assessment, communication, clinical decision making, and The Essentials of Baccalaureate Education for Professional Nursing Practice
Healthcare	Quality improvement, evidence-based practice, informatics, and other elements essential to nursing within the healthcare system

Note. The curriculum also addresses BSN content inclusive of diagnostic testing, critical thinking that promotes linking and integration of concepts, evidence-based practices, leadership and management, nursing research, community health, assessment and interviews, and case studies.

Program Outcomes

The HPU School of Nursing graduate will:

1. Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings (Nursing Process).
2. Demonstrate accountability and Caring behaviors promoting an atmosphere of mutual respect and trust for incorporating professional, ethical, moral and legal aspects into nursing practice (Caring).
3. Demonstrate strong communication skills in each stage of the nursing process and accurately document client care verbally, in writing and in electronic records that demonstrates safety, adherence to the standards of practice and accountability in the provision of care (Communication and Documentation).

4. Synthesize clinical reasoning and knowledge to provide patient-centered care for individuals, families and communities, and facilitate the acquisition of knowledge, skills and attitudes promoting a change in behavior (Teaching and Learning).
5. Integrate Biblical principles, Christian virtue and ethics into interactions (with individual, family or group) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care and applicable standards of care (Culture and Spirituality).

Chapter 3: Nursing Faculty/Staff Organizations

Nursing Programs Faculty/Staff Organizations By-Laws

ARTICLE I

NAME

The name of the organization shall be the Howard Payne University School of Nursing. Faculty/Staff Organization Committee later may be referred to as the "NFO".

ARTICLE II

PURPOSE

The Howard Payne University School of Nursing Faculty/Staff Organization Committee provides the opportunity for all involved to have input and share in the responsibility and accountability for the operation of the Nursing Programs. This organization plans, implements, organizes and evaluates the total program to meet the needs of the students, Faculty/Staff and the public in accordance with the policies and procedures of the governing institution, as well as follows the guidelines for the Texas Board of Nursing.

ARTICLE III

OBJECTIVES AND FUNCTIONS

Section I: The objectives of the organization shall be to:

1. Assist the students with personal and professional development.
2. Promote professionalism of faculty/staff members.
3. Cooperate between nursing faculty/staff and faculty/staff institution wide.
4. Foster a dynamic educational program to meet the needs of the public.

Section II: The functions of the organization shall be to:

1. Incorporate the HPU School of Nursing philosophy, objectives and conceptual framework into every day didactic and clinical experiences.
2. Assist with revising, developing, implementing, and/or evaluating the curriculum.
3. Provide Academic guidance and/or counseling to the students.
4. Provide input into HPU School of Nursing policies and procedures for admission, progression and graduation of the students.
5. Evaluate the progress of each student in relation to classroom and clinical experiences.
6. Maintain proper records.
7. Evaluate other faculty/staff in peer evaluations.
8. Assist as needed with other faculty/staff: team teaching, in case of an absence.
9. Participate in recruitment of prospective students and/or faculty/staff.
10. Involved with the selection process for student awards, etc.
11. Establish channels of communication between the clinical agencies and the institution.
12. Provide recommendations for the budget.

13. Provide input into professional development.
14. Attend professional development, in-services and conferences as able and as time allows.

ARTICLE IV

MEMBERSHIP

- Section I: The membership shall be all Nursing Program Faculty and Staff. All full-time and part-time (adjunct) faculty/staff compose membership.
- Section II: All members shall have the privilege of making suggestions and recommendations. All will have voting privileges.

ARTICLE V

OFFICERS

- Section I: The officers of the organization shall be:
1. Chairperson: Nursing Program Director or Dean
 2. Secretary: Faculty/staff appointed member
 3. Coordinator: Faculty/staff appointed member
- Section II: Duties of the officers:
1. Chairperson/Coordinator:
 - a. Preside at all meetings
 - b. Prepare an agenda for each meeting
 - c. Appoint special committees as needed
 - d. Act as a liaison between the Nursing Programs and the governing institution
 - e. Call special meetings as needed or requested by faculty/staff, students or university administration
 2. Secretary for each division, or may be shared between divisions:
 - a. Record minutes of all faculty/staff meetings
 - b. Collect appropriate attachments as necessary
 - c. Maintain minutes of all committee meetings
 - d. Distribute a copy of the minutes to the faculty/staff

ARTICLE VI

MEETINGS

- Section I: Meeting of the organization as a whole shall be at least biannually and more as requested.
- Section II: Sixty percent (60%) of the full-time faculty/staff shall constitute a quorum at all meetings.
- Section III: The time and place of the meetings shall be designated by the chairperson. All must make arrangements to attend.

Section IV: All minutes will be kept on file for five (5) years in the Chairperson's office.

ARTICLE VII

COMMITTEES

Section I: Chairperson shall appoint committees and chairpersons of these committees. Appointed term are for two years.

Section II: The standing committees shall be:

1. Nursing Curriculum/Testing and Evaluation Committee
2. HPU School of Nursing Faculty-Student Affairs Committee
 - a. Note: Committee held to the guidelines of the Student Government Association and the Student Appeals Committee
3. HPU Admissions & Retention Committee
 - a. Note: Committee held to the guidelines of the Office of Admissions
4. Peer Review

Section III: Responsibilities of the Committees:

1. Nursing Curriculum Committee/Testing and Evaluation
 - a. This committee shall meet every semester
 - b. Committee analysis as outlined by the following criteria:
 - i. Curriculum objectives
 - ii. Level objectives
 - iii. Implementation of the curriculum
 - iv. Methods of teaching
 - v. Format of the curriculum
 - c. Student evaluations
 - i. Instructor effectiveness from evaluations
 - d. State Board Examination: NCLEX-RN
 - i. Pass rate-class percentage
 - e. Employer written evaluation
 - i. Competencies
 - ii. Leadership
 - iii. Professionalism
 - f. Analyze and update any textbooks
 - i. Evaluation from both the faculty/staff and students
 - ii. Evaluate to meet the DEC competencies
 - iii. Appropriateness to the specific program
 - g. Learning Resources
 - i. Collaborate with the other committees to assess and improve learning resources required for curriculum revisions and student needs
 - ii. Provide input for the budget regarding learning resources
 - iii. Evaluate the effectiveness, appropriateness and the newness of the resources available.

- iv. Browse through the catalogs and give recommendations to the Director for possible new resources to be utilized in the lab
 - h. Review and update the syllabi
 - i. Determine the needs of the students and faculty/staff
 - j. Examine scheduling of unit exams, frequency and amount
 - k. Make any and all necessary adjustments to the syllabi
 - l. Conference with any faculty/staff concerning program evaluation needs
 - m. Review syllabi from each course for approval
 - n. Review clinical evaluation tools and make adjustments as needed
 - o. Review methods of test analysis, results and action plans
- 2. Faculty-Student Affairs Committee
 - a. This committee shall meet each semester
 - b. This committee will evaluate the following:
 - i. Review and revise job descriptions as needed
 - ii. Revise the new faculty/staff orientation checklist
 - iii. Review and revise the faculty/staff handbook as required
 - iv. Gather any concerns from the faculty/staff and bring them to the Director as these will be addressed at the appropriate time
 - v. Analyze student surveys including graduate, employer, instructor and course
 - vi. Review and revise student policies as needed
 - vii. Review and revise student handbook prior to each semester for any revisions
 - viii. Review the HPU School of Nursing handbook and check that there are no discrepancies between the university student handbook and the school of nursing handbook.
 - ix. Review and revise the student grievance procedure as needed
 - x. Review and revise student information sheets
 - xi. Provide faculty/staff advisors for each class to facilitate communication
 - xii. Represent student concerns to the nursing faculty/staff
- 3. Admissions & Retention Committee
 - a. The committee shall meet each semester
 - b. The committee will evaluate the following:
 - i. Review the admission criteria worksheet
 - ii. Review Admission standards and process
 - iii. Review Retention data and develop action plan to maintain or improve retention
 - iv. Review Marketing materials for HPU school of nursing
- 4. Peer Review Committee
 - a. This committee shall meet annually and as needed
 - b. This committee will follow the Texas BON Peer Review guidelines

ARTICLE VIII
AMENDMENTS

Amendments to the by-laws of the Faculty/staff organization committee of the Howard Payne University School of Nursing must be presented in writing to the chairperson for inclusion in the agenda prior to the meeting. A majority vote of the members present is requested to make decisions regarding amendments.

Nursing Professional Advisory Council

The Nursing Professional Advisory Council identifies the knowledge and skills required for entry into the workplace. Input from the Nursing Professional Advisory Council helps to identify training requirements. Council members meet annually and serve for a two-year term.

Members of the Council are the Dean, School of Nursing, all nursing faculty/staff, chief nursing administrators of area health care agencies, sampling of program preceptors, and community leaders. Recommendations from this Council are acted upon by the Nursing Faculty/Staff organization. A report of the discussion, recommendations of this council and any actions taken, is presented at the annual meeting.

HPU School of Nursing Student Advisory Council

Two HPU School of Nursing students from each cohort (Junior Class Representatives and Senior Class Representatives) are selected by their peers in August of each year. Selected representatives are expected to bring concerns and matters from their cohort and report results of the meeting back to the cohort. Meetings will be held in the months of August and January. This council follows HPU Student Government guidelines and rules.

Note: The Student Government Association (SGA) is for all university students and consists of all students who are enrolled in a degree program at HPU. Meetings are held weekly during the fall and spring semesters and are open for all students to attend. The group of officers and representatives, who are elected by the student body, function as the official voice of the student body and act as a liaison between the students and the administration of the University.

Chapter 4: Nursing Faculty Policies

In addition to policies and procedures listed in the Department of Nursing Faculty/Staff Handbook, all faculty and staff in the HPU Nursing Program will be subject to the general faculty/staff policies and procedures outlined in the Howard Payne University Administrative Policies.

Nursing Faculty Requirements

1. All nursing faculty are expected to review the policies upon appointment and annually thereafter.
2. Faculty are selected based upon nursing experience and academic preparation. An official transcript of all educational preparation demonstrating the individual possesses the required academic credentials prior to employment is required and will be kept on file. All full-time faculty will have a file maintained in the Human Resources' office.
3. Faculty for the BSN program must have a master's degree in Nursing, or a master's degree in another field with at least 18 hours in graduate nursing courses and a bachelor's degree in nursing.
4. Faculty must have a current unencumbered RN license in the State of Texas.
5. All nursing faculty who teach nursing specialties must provide a curriculum vitae and/or resume specifying current clinical expertise in that specialty. Any and all certificates or other documentation will be required and kept on file.
6. All faculty must provide a current cardiopulmonary resuscitation (CPR) certificate for health care providers biannually. A copy of certification will be kept on file.
7. All faculty and lab assistants participating in any direct patient care clinical setting are required to show documentation of the appropriate immunization requirements as set forth in accordance with TAC 97.64 and 97.65.
8. Adjunct faculty will abide by all the nursing faculty policies. All adjunct faculty will have a file maintained in the Human Resources' office. An official transcript of all educational preparation demonstrating the individual possesses the required academic credentials prior to being employed is required and will be kept on file.
9. Clinical preceptors may be used as appropriate. Refer to Texas Board of Nursing Education Guideline 3.8.3.a. for preceptor guidelines.

Faculty Evaluation

Nursing department faculty evaluations will be carried out per the policies outlined in the HPU Administrative Policies, Section 3.0 Faculty Matters.

In addition, the School of Nursing requires specific annual appraisal requirement as outlined below.

1. **Complete the Faculty Goals and Objectives Form**
Faculty goals and performance outcome criteria are set in September annually.
2. **Complete the Faculty Performance Self-Assessment Form**
Follow the guidelines found in the HPU Administrative Policies Section 3.0 Faculty Matters.

3. Schedule Conference with your Program Director and/or Dean and Complete the Faculty Peer Review Form for Classroom Teaching

Each faculty member will make an appointment for a conference with the Program Director and/or Dean after completing the self- assessment form.

4. Submit Materials

The completed Faculty Performance Self-Assessment Form is submitted at least five working days prior to the appointment with the Program Director and/or Dean.

5. Appraisal Conference

At the conference, the Faculty Performance Self-Assessment Form and Faculty Performance Appraisal Review Form will be discussed, and the faculty member will be provided with a summary of the overall rating in writing for review and comments.

6. Summary Report is Completed

Generally, within five working days of the conference, the faculty member will sign and return the summary report to the Program Director or Dean. These forms and support will be kept in each faculty member's personnel file.

In addition to this, Nursing Department Faculty will be evaluated in the clinical setting. Nursing faculty/staff will be assigned to a clinical rotation following the Texas Board of Nursing Education Guideline 3.8.2.a. Instructor and clinical assignments will be made according to expertise and experience. Faculty/staff will provide input regarding the curriculum, teaching and clinical assignments. Clinical evaluations will be conducted via Peer Review and end of course (EOS) surveys.

Teaching Load

The normal teaching load for a regular, full-time faculty member, teaching graduate and or undergraduate courses, is 24-27 semester hours (annual teaching assignment) or its equivalent during the nine-month academic year (fall and spring semesters), usually with no more than four (three- or four-hour) courses per semester. (HPU Administrative Policies 3.1.1) Teaching loads of faculty members with major administrative assignments or other non-teaching responsibilities may be reduced upon recommendation of the Dean and approval by the Administrative council. Faculty members who participate in outside or additional employment must inform Howard Payne University when annual contracts are signed and submitted. Didactic classroom generates hour for hour credit.

Clinical/laboratory hours equal 3 contact hours for every 1 credit hour. In the case of a team-teaching assignment, credits are awarded based on individual teaching load.

For additional requirements for notification of outside employment, refer to the HPU Administrative Policies, 2.7.1 Outside Employment. Full-time employment at Howard Payne University involves the commitment of the individual's time, energy and primary loyalty to the University. Employees shall not have a personal financial interest, a business interest, or other obligation (including outside employment) that in any way creates a conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interests of Howard Payne University. All full-time and part-time employees with outside employment must disclose the outside employment to their supervisor.

Faculty Development

Faculty development is any professional development activity that enhances a faculty member's performance as a teaching professional.

- Category I. University-wide Professional Development Activities—any professional development activity that offers benefit to all university faculty members
- Category II. Professional Presentations/Official Duties—funding and/or partial funding for faculty members to make a presentation and/or to perform duties as a program personality and/or as an officer of a professional organization at a professional development meeting (\$750 per faculty member per year, see #4 below)
- Category III. Individual Development—funding and/or partial funding to benefit the development of a faculty member, such as attendance at professional meetings and other activities as appropriate (\$500 per faculty member per year, see #4 below)

Guidelines for Distribution of Faculty Development Funds

1. An application form may be found on the HPU network. Applications must be filled out completely for consideration.
2. Applications must be signed by department head and dean.
3. Completed applications must be forwarded from the department head and dean to the chair of the Faculty Development Committee.
4. Faculty members are limited to \$750 for category II activities, or \$500 for category III activities, or \$750 for a combination of category II and III activities per budget year, June-May.
5. Applications will be considered on the last Thursday of each month during the academic year, August-May. Applications must be received by the committee chair by the Monday before the Faculty Development Committee meeting.
Applications for summer activities and presentations preceding the academic year that are received after May 1 will be processed through the Office of the Vice President for Academic Affairs and will apply toward the faculty member's next academic year limit.
6. Category II applications will be considered first at each Faculty Development Committee meeting in the same order as received by the committee chair. Category I and III applications will then be considered in the same order as received by the committee chair.
7. Applications for funds above the faculty limit:
Faculty members may apply for funds above the limits in paragraph 4 provided (1) the activity takes place during the summer (June-August), and (2) the funds are expended prior to the end of May. For example, a faculty member who has received the maximum amount of \$750 for the academic year may apply for additional funds to attend a conference in July. The approved additional funds must be expended prior to the end of May, e.g. the purchase of airline tickets for the July conference. Funds granted above the limit and expended in May will not be applied towards the faculty member's next academic year limit.

Applications for funds above the limit for activities during the summer must be submitted to the chair of the Faculty Development Committee by May 1. The allocation of funds for summer activities will be based on the availability of funds and the category of the activity.

8. A report (found on the HPU network) must be submitted to the chair of the Faculty Development Committee and to the vice president for academic affairs within 14 calendar days after the activity or presentation. The use of the funds must follow university guidelines for expenses.

Additional Guidelines for Faculty Development Funds

Stipend: Each full-time faculty member is allowed to request reimbursement of up to \$100 per budget year, as long as Faculty Development funds are available, for expenses related to professional dues and books. This stipend will be paid from the Faculty Development budget, and requests will be processed by the Provost's office.

Stipend Reservation: Each full-time faculty member may request through written communication (campus mail, email, etc.) that his or her stipend be reserved until the appropriate expenses have occurred. Such requests can be sent at any time during the budget year to the chair of the Faculty Development Committee and will be accepted pending the availability of funds in the Faculty Development budget.

Expiration of Reservations: All stipend reservations must be used prior to February 15, unless the chair of the Faculty Development Committee is further notified. Otherwise, unused stipend reservations will revert to the overall Faculty Development budget.

Cooperating Agencies

Howard Payne University maintains affiliation agreements with external agencies that are mutually developed for student clinical experiences. Copies of the signed affiliation agreements are sent to the agency and are available for review in the Dean, School of Nursing office. Original contracts/agreements are stored in the Office of the Senior Vice President for Finance or in the Office of the Vice President of Academic Affairs. Agreements are reviewed or amended when a revision is needed. Affiliation agreements are renewed at the time specified in the contract. Refer to HPU Administrative Policies section 4.0 Business and Financial Matters for any contracts/agreements.

Authority to sign 4.0 Business and Financial Matters; 4.17 Authority to Sign Contracts

The authority to sign University contracts has been delegated by the Board of Trustees to the University President, Senior Vice President for finance or Office of the Vice President of Academic Affairs. No other employee may sign contracts on behalf of the University.

Official copies of University contracts are maintained in the office of the Senior Vice President for Finance.

Prior to students being assigned to clinical facilities, faculty are responsible for making sure affiliation agreements for their assigned facilities are current at the beginning of each semester. Faculty must notify the Dean of any clinical facilities whose contracts are expired or they are no longer being used by the Nursing Program.

Acquisition of new clinical sites may be initiated by Faculty members. Faculty should contact the agency and the Dean for the School of Nursing regarding proposed interest in acquiring an additional clinical site.

Course and Curriculum Changes

For policies and procedures regarding curriculum changes, please refer to the HPU Administrative Policies, Section 3.0 Faculty Matters.

Faculty will follow HPU University Guidelines under Section 3.12 Undergraduate Program Curriculum Changes.

The academic curriculum framed within a Christian environment represents the essence of the educational experience for the students who attend the University, and as such is given extensive attention by the entire academic community in its establishment, modification, review and evaluation. The Board of Trustees has established the broad parameters for the University's curriculum. These policies are located in the Howard Payne University Policies Adopted by the Board of Trustees, Academic Programs and Locations.

This administrative policy on Curriculum Changes articulates the responsibility and authority of the faculty in academic and governance matters and assures that all academic credit awarded by the University is approved by the faculty and the administration. The following steps are required for approval of new degrees, majors, minors and certificate programs, and locations where these programs may be taught and are designed to assure faculty oversight of the entire curriculum, including additions, deletions, and alterations of courses, programs, majors, degree requirements, and academic regulations. Expanded Guidelines are located in the HPU Administrative Policies, Section 3.0 Faculty Matters.

Adjunct Faculty

Adjunct faculty are exempt, part-time faculty employees who teach as needed by the University. Adjunct faculty may not teach more than 8.7 credit hours per term. This includes both undergraduate and graduate classes taught during the same term. Due to federal law dealing with benefits, adjunct faculty may not work more than twenty-nine (29) hours per week (includes class time, preparation, required office hours or committee assignments) or 999 hours in any calendar year. No employee benefits other than those required by federal or state law are earned by these employees.

General Information

Please refer to the HPU Administrative Policies located on HPU University Gateway and the F Drive for general policies and procedures. Policies and procedures outlined in the Administrative Policies apply to all Howard Payne University faculty and staff.

Faculty/Staff will attend orientation at the beginning of employment. A checklist of covered material is included in the appendix.

Chapter 5: Code of Conduct

General Conduct

Howard Payne University is strongly committed to maintaining the highest level of standards and Christian values in conducting all aspects of its academic programs and business operations, while providing a quality education for its students. As such, the university values the contributions of all employees and expects each to adhere to the highest level of integrity by not participating in dishonest, unethical or illegal activities while conducting university business or representing the university either on-campus or off-campus. This policy applies to all university employees, including all full-time or part-time faculty, support and administrative staff, officers and adjunct faculty members.

While employees will no doubt routinely face ethical dilemmas and decisions in the scope of their employment, each employee is personally responsible for his or her actions. Below are listed several areas of unethical conduct that should be strictly avoided. While this is not an all-inclusive list, the university has a no-tolerance philosophy for dishonest, unethical or illegal acts and will enforce this policy. It is mandatory that all employees assume responsibility to familiarize themselves completely with this policy and be able to recognize a proposal or personal act that would constitute a violation. Employees are encouraged to seek guidance in making ethical decisions and choices and are free to direct questions regarding interpretation of this policy to an officer of the university. ***Violations can result in disciplinary action, including termination of employment and criminal prosecution.***

In an effort to deter and prevent dishonest, unethical or illegal activities, the university encourages employees to immediately report any suspected activity to any one of the following offices: President, Vice Presidents or Human Resources.

Examples of acts that violate this policy include, but are not limited to:

- Consuming, storing, possessing or being under the influence of alcoholic beverages or illicit drugs on campus
- Storing, possessing or using firearms or weapons on campus
- Conducting or participating in any illegal activities, including gambling or betting
- Utilizing university computers for obtaining or sharing pornographic or inappropriate materials or conducting inappropriate activities
- Violating the university's Computer Use Policy or misusing the campus email system or other computer resources
- Removing and/or not returning university assets, supplies, property or resources from the campus premises without express administrative permission
- Selling or disposing of university assets, supplies, property or resources without following university policy
- Consuming university supplies, services or resources for personal usage or non-university activities
- Charging personal long-distance calls to the university without reimbursing the university monthly when phone bills are delivered
- Misusing the campus post office by regularly processing personal incoming and outgoing mail
- Charging personal items to a university credit card or vendor account

- Receiving personal gain by charging university purchases to a personal credit card to earn vendor award points, rebates or discounts
- Failing to remit revenues, fees, reimbursements, gifts, contributions or funds belonging to the university or student organizations in the employee's possession to the Business Office for timely deposit
- Failing to safely secure revenues, fees, gifts, contributions or funds belonging to the university or student organization that are temporarily in the employee's custody
- Soliciting funds or contributions on behalf of the university without obtaining prior approval from the university's Advancement Office
- Accepting bribes, kickbacks or gratuities
- Falsifying an employee timesheet or other payroll documents
- Misusing the university's paid leave benefits
- Failing to be productive during the workday
- Failing to report suspicious or illegal activity to his/her supervisor or HPU Security
- Falsifying university records, documents, purchases or expense reports
- Knowingly submitting inaccurate invoices for payment
- Purchasing goods or services or committing funds from the university's budget without prior written approval
- Failing to follow university policies and procedures
- Violating board adopted policies
- Engaging in destructive or disruptive behavior that intentionally undermines achievement of university goals and objectives
- Releasing, sharing or selling confidential or proprietary information
- Displaying inappropriate, unprofessional behavior
- Violating the university's Conflict of Interest Policy
- Purchasing items from or for related parties, including family and friends, with university funds
- Utilizing the campus computer systems or network for personal gain or business endeavors unrelated to the university
- Soliciting political contributions on campus or publicly endorsing a candidate during working hours or in a manner that makes it appear the endorsement is on behalf of the university
- Reporting fraudulent workers compensation claims
- Hiring friends, relatives or acquaintances without regard to qualifications
- Violating copyright laws, pertaining to printed materials, software and music
- Trespassing or breaking into controlled areas without permission
- Accessing restricted computer files without permission
- Failing to properly secure university assets that are under the employee's care and control
- Duplicating, trading, and/or not returning keys that access university facilities or vehicles

Nursing Peer Review

This Peer Review section of the HPU Nursing Faculty Handbook is a brief overview of the Nursing Peer Review process. The Nursing Peer Review Committee at Howard Payne University will follow the requirements of the Texas Board of Nursing and the Texas Nursing Association.

Note: Texas Board of Nursing Rules

Regarding Nursing Peer Review committees [NPR §303.001(4); 22TAC 217.19(a)(14), 217.20(a)(14)]
Definition: It is a committee established under the authority of the governing body of a national, state, or local nursing association; a school of nursing; the nursing staff of a hospital, health science center, nursing home, home health agency, temporary nursing service, or other health care facility; or state agency or political subdivision for the purpose of conducting nursing peer review. The nursing peer review process is one of fact-finding, analysis, and study of events by nurses in a climate of collegial problem solving focused on obtaining all relevant information about an event.

Purpose

The purpose of the Peer Review Committee is to evaluate facts and decide whether or not to confidentially report a registered nurse to the Board of Nurse Examiners (BNE) for unnecessarily exposing a patient or other person to a risk of harm. This can be from unprofessional conduct, failure to care adequately for a patient, failure to conform to minimum standards of acceptable professional nursing practice, or impaired status. All statutes and rules referred to are available on the BNE web site

https://www.bon.texas.gov/faq_peer_review.asp

Reportable Conduct

Observed behaviors that are to be reported to the Peer Review Committee (PRC) are described in the Texas Nurse Practice Act (NPA). Reports may be submitted on the Alternate Reporting Form. Minor incidents need not be reported to BNE or peer review. The Nursing Director is responsible for appropriately tracking and reporting minor incidents as outlined by in Texas BNE Rule 217.16.

Peer Review Committee Membership

The committee members will be registered nurses (RNs) who are appointed by the Chairperson of the NFO. If feasible, at least one member should have a working familiarity with the area of practice of the nurse being reviewed. Other members from specialty areas of practice will be appointed and will be used to have a nurse on the committee with a working familiarity with the area of practice of the nurse being reviewed if needed. Standing members of the committee shall sign a Confidentiality Guidelines form.

Committee Process

- The PRC will convene within one month of being notified of the incident. The Checklist for Meeting Minimum Standards form may be used as a guide.
- All proceedings are confidential and may not be discussed outside the duties of the committee. Proceedings are to be documented using the Case Activity Sheet and the Detailed Summary form.

- The involved nurse will provide a written statement to the committee regarding the incident.
- The committee will review the facts and decide whether the incident is reportable to the BNE.
- In the event that additional information is needed, the committee will obtain the needed information (witness statements, chart documentation, etc) and re-convene in order to make a decision.
- All confidential records will be kept locked in the office of the Chairperson. After completion of the committee process, confidential records will be kept in a locked file in the office of the Chairperson. If any records require disposal, they will be shredded by the Chairperson.

Suggested Meeting Agenda

- Opening statement by chair on purpose, process, confidentiality, etc.
- Statement by involved nurse (if present)
- Presentation of evidence
- Documentary evidence
- Witnesses (Live or written statements/summaries only)
- Response by involved nurse
- Committee member questions
- Closing statement by nurse
- Statement by chair on what committee will decide, when decision made, confidentiality, etc.

Involved Nurse's Participation in Meeting

The involved nurse may be present throughout the meeting and will be given an opportunity to make a statement to the committee, ask questions of the committee, respond to questions of the committee and submit a written statement prior to the meeting. The nurse may not question a witness directly but may submit written questions to the chair to ask of witnesses. The nurse will be given a report of the committee's findings, with only confidential information omitted.

Involvement of Attorneys

Both the involved nurse and facility have the right to consult with an attorney. The nurse's attorney shall have the right to review documents relating to the incident under review as provided above. Attorneys will not be allowed to be present at the committee's meeting.

Rebuttal Statement

The involved nurse shall have the right to submit a rebuttal statement responding to the committee's findings (use the Rebuttal Statement Form). The committee chair or designee shall review the rebuttal statement and delete any patient identifying information. The nurse's rebuttal statement will be made a permanent part of the committee's findings and included whenever the committee's findings are disclosed.

Reporting of Involved Nurse to BNE

RNs found to have engaged in reportable conduct will be reported to the BNE using the Committee Report to BNE form.

The committee's report will include a description of any corrective action taken and the committee's recommendation as to whether the BNE should take formal disciplinary action against the RN. The report will include the Summary of the Committee's Findings and the nurse's Rebuttal Statement, if applicable.

Reporting of Findings to Facility

The committee's findings and the nurse's rebuttal statement will be reported to the Head of the Department of Nursing.

Nurses Experiencing Problems with Chemical Dependency

If there is a reason to suspect the involved nurse's conduct results from mental illness or chemical dependency, the nurse will be referred to the Texas Peer Assistance Program for Nurses and peer review will be suspended or terminated.

References

Board of Nurse Examiners for the State of Texas. (2017). Nursing practice act: Rules and regulations & disciplinary sanction policies. Retrieved January 23, 2018 from https://www.bon.texas.gov/laws_and_rules_nursing_practice_act_2017.asp.

HPU POLICY AGAINST DISCRIMINATION AND HARASSMENT

HPU ADMINISTRATIVE POLICIES SECTION 2.0 HUMAN RESOURCES, COMPENSATION, and BENEFITS

Section 2.1 Policy Against Discrimination and Harassment

Howard Payne University is committed to providing a work environment free of illegal discrimination and harassment.

Howard Payne University is committed to the principle of equal opportunity in education and employment. The University does not illegally discriminate against individuals on the basis of race, color, ethnic or national origin, disability, age, veteran status, genetic information, or gender/sex (except where gender is a bona fide occupational qualification), in its employment, admissions, educational programs and activities. Sexual harassment and sexual violence are types of sex discrimination. This policy applies to conduct on and off campus and protects students, employees and visitors. The University may discriminate on the basis of religion in employment in order to fulfill its mission, and preference may be given to Baptists. All employees are subject to disciplinary action, including dismissal, for violations of this policy.

The following employee has been designated as the University's Title IX Coordinator to handle inquiries and complaints regarding the University's nondiscrimination policies with respect to student and employment matters:

Mr. Bill Fishback
Assistant Vice President for Business and Human Resources
Howard Payne University
1000 Fisk Street, Room 210
Brownwood, Texas 76801
bfishback@hputx.edu

The following employee has been designated as the University's Title IX Sub-Coordinator to handle inquiries and complaints regarding the University's nondiscrimination policies with respect to student and employment matters

In the event that the Title IX Coordinator is the subject of the complaint or is unavailable, the Sub-Coordinator shall perform the functions assigned to the Title IX Coordinator in this policy:

Dr. Magen Bunyard
Vice President for Student Life and Dean of Students
Howard Payne University
1000 Fisk Street, Mabee University Center
Brownwood, Texas 76801
mbunyard@hputx.edu

Definitions, Policies and Procedures related to discrimination and harassment are located in HPU Administrative Policies under SECTION 2.0 HUMAN RESOURCES, COMPENSATION, and BENEFITS.

Chapter 6: Nursing Program Job Descriptions

- Bachelor of Science in Nursing Program Director and Assistant or Associate Professor of Nursing
- Instructor, Assistant or Associate Professor of Nursing
- Administrative Assistant
- See Below



Job Description

Job Title:	Bachelor of Science in Nursing Program Director and Assistant or Associate Professor of Nursing
Department:	School of Nursing
Reports To:	Dean, School of Nursing
Classification:	Exempt, Full-Time Faculty
Prepared By:	Dr. Nina Ouimette, Dean, School of Nursing
Prepared Date:	January 24, 2018
Approved By:	Bill Fishback, Associate Vice President for Business and Human Resources
Approved Date:	January 24, 2018

Expectation and Condition of Employment - Howard Payne University, a church-related institution affiliated with the Baptist General Convention of Texas, seeks to employ evangelical Christians who are dedicated to teaching and service as they model the principles of the Christian faith and the University's sincere religious beliefs.

Howard Payne University (hereafter, university) is committed to the integration of learning and Christian faith in the pursuit of truth. Employees are expected to embrace the Christian mission statement and core values of the university and must support the university's affirmation of traditional Christian and Baptist beliefs by leading lives of service through active involvement in Christian activities both on campus and through a local church.

As a condition of employment, employees are paid deposit. Your signature on this job description indicates your understanding and affirmation of the statements above.

Mission Statement - Howard Payne University is a Christ-centered academic community dedicated to excellence by developing and equipping the whole person for intellectual inquiry, personal and professional integrity, and service to God and humanity.

Core Values of Howard Payne University - Seeking to engage the life of the mind and the life of the Spirit, Howard Payne University affirms that:

- God is the loving creator of all things and the author of all truth;
- Because God is the author of all truth, open inquiry is an act of intellect and of faith and is to be wholly embraced;
- Because open inquiry is an act of intellect and of faith, such efforts must proceed from rigorous academic standards and genuine commitment to Jesus Christ as

Savior and Lord;

- For open inquiry to contain rigorous academic standards and genuine Christian commitment, there must be at all times a supportive learning environment that affirms human dignity for all as created in the image of God; and
- Committing oneself to the teachings of Jesus will result in Christ-centered, God-honoring and humanity-serving life choices characterized by honesty, integrity, healthy lifestyles and personal responsibility.

Job Summary – Conducts University courses for undergraduate students by performing the Essential Duties and Responsibilities listed below.

Essential Duties and Responsibilities include the following. The Dean, School of Science and Math may assign other duties.

1. Coordinates the Bachelor of Science in Nursing as Program Director, including all correspondence with the Texas Board of Nursing and other nursing education accrediting bodies.
2. Teaches one or more subjects within the prescribed nursing curriculum in classrooms, labs or clinical settings (including some general education).
3. Prepares and delivers lectures to students and stimulates class discussions; compiles bibliographies of specialized materials for outside reading assignments and compiles, administers, and grades examinations.
4. Performs related duties such as advising students on academic and vocational curricula and aids in student preparation for HESI and NCLEX exams.
5. Helps students in their application process for nursing school; monitors their preparation such as health exams, immunizations, CPR certification and TB tests.
6. Serves on faculty committees as assigned.
7. Works with clinical partners and monitors the students' progression and learning in clinical settings. Tracks students' annual proof of CPR certification and physical exam and monitors student progress after diagnostic program examinations.
8. Provides leadership in academic planning and program development and works collaboratively with counterparts in other departments and schools.
9. Some work in the evenings and on weekends may be required.

Supervisory Responsibilities - May directly supervise one part-time student employee. Carries out supervisory responsibilities in accordance with the University's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Competencies - To perform the job successfully, an individual should demonstrate the

following competencies:

1. **Integration of Faith in the Classroom** - Must be committed to excellence in teaching in a Christian Liberal Arts setting and to ongoing scholarship, service, and practice in nursing. Displays a proven record of integrating Faith into his/her discipline and the willingness to continue doing so in a manner consistent with the University's Mission Statement and Core Values.
2. **Analytical** - Synthesizes complex or diverse information; Collects and researches data; Uses intuition and experience to complement data; Designs work flows and procedures.
3. **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.
4. **Technical Skills** - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.
5. **Customer Service** – Effectively manages difficult or emotional situations; Solicits feedback to improve service; Responds promptly and effectively to requests for service and assistance; Meets commitments.
6. **Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.
7. **Teamwork** - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.
8. **Visionary Leadership** - Displays passion and optimism; Inspires respect and trust; Mobilizes others to fulfill the vision; Provides vision and inspiration to peers and subordinates.
9. **Quality Management** - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.
10. **Cost Consciousness** - Works within approved budget; Develops and implements cost saving measures; Conserves University resources.
11. **Ethics** - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically.

12. **University Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports the University's Mission Statement, goals and values; Benefits the University through outside activities; Supports affirmative action and respects diversity.
13. **Judgement** - Displays willingness to make decisions; Exhibits sound and accurate judgement; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.
14. **Planning/Organizing** - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.
15. **Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.
16. **Attendance/Punctuality** - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
17. **Style and Philosophy** - Uses a teaching style and philosophy that engages students in the subject matter, particularly in a course for non-majors; Takes calculated risks in teaching style to engage students.
18. **Structure and Planning**- Structures courses and prioritizes and plans lectures and classroom activities to give students the best opportunity for learning and critical thinking; Uses time efficiently; Organizes and schedules student's tasks appropriately; Develops realistic action plans for students.
19. **Creativity** - Displays original thinking and creativity; Develops partnerships with external constituents to provide students with learning experiences outside the classroom; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.
20. **Use of Technology** - Effectively uses current technology in teaching and is an advocate for the use of technology by peers and students to enhance learning. Must be committed to innovative, active teaching and learning methodologies including computerized clinical nursing simulation labs and distance learning.

Qualifications - To perform this job successfully, an individual must be able to perform each Essential Duty and Responsibility listed above satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the Essential Duties and Responsibilities.

1. **Education and Experience** – A Bachelor of Science degree in a directly related field and a Master's degree in nursing is required. Must possess demonstrated scholarship and expertise in medical/surgical/advanced practice nursing and have

experience teaching nursing courses, labs, and clinicals for a Bachelor of Science in nursing undergraduate program. Four years of teaching experience in an undergraduate Bachelor of Science in nursing program is preferred. A working knowledge of nursing program accreditation requirements is preferred.

2. **Language Skills** - Must be able to read, write and converse effectively in English in order to follow the University's Administrative Policies and safely perform the essential duties of the job. Ability to read, analyze, and interpret medical terms, instructions, and professional journals associated with an undergraduate nursing program, general business periodicals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, other employees, patients, students, and the public.
3. **Math Skills** - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
4. **Reasoning Ability** - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
5. **Computer Skills** - To perform this job successfully, an individual should have a good working knowledge of Blackboard, Microsoft Word and Outlook software and commonly used Internet Browsers.
6. **Licenses or Registrations** - Must be a registered nurse (RN) with an unencumbered registration. If the RN registration is not for Texas then the applicant must complete the process to become a registered nurse (RN) with the Texas Board of Nursing within six months of employment and maintain this unencumbered registration as an RN. Must be at least 21 years of age and maintain a valid Texas driver's license to drive any vehicle, including personally owned vehicles, on behalf of the University.
7. **Other Qualifications** – Must be willing and able to drive as needed and communicate effectively with the staff and faculty.
8. **Physical Demands** - The physical demands described here are representative of those that must be met by an employee to successfully perform the Essential Duties and Responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the Essential Duties and Responsibilities.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl and taste or smell. The employee must regularly lift and /or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision and ability to adjust focus.

9. **Work Environment** - The work environment characteristics described here are representative of those an employee encounters while performing the Essential Duties and Responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the Essential Duties and Responsibilities.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts and is regularly exposed to fumes or airborne particles and toxic or caustic chemicals used in the cleaning and maintenance of University. The employee is occasionally exposed to some risk of disease and injury from lifting and moving patients and equipment associated with teaching in clinical situations. The employee is occasionally exposed to some risk of electrical shock. The noise level in the work environment is usually moderate.

By my signature below, I confirm I have read, understand, and can meet all of the expectations and physical requirements in this Job Description.

Signature

Date



Job Description

Job Title: Instructor, Assistant or Associate Professor of Nursing
Department: School of Nursing
Reports To: Dean, School of Nursing
Classification: Exempt, Full-Time Faculty
Prepared By: Dr. Nina Ouimette, Dean, School of Nursing
Prepared Date: January 24, 2018
Approved By: Bill Fishback, Associate Vice President for Business and Human Resources
Approved Date: January 24, 2018

Expectation and Condition of Employment - Howard Payne University, a church-related institution affiliated with the Baptist General Convention of Texas, seeks to employ evangelical Christians who are dedicated to teaching and service as they model the principles of the Christian faith and the University's sincere religious beliefs.

Howard Payne University (hereafter, university) is committed to the integration of learning and Christian faith in the pursuit of truth. Employees are expected to embrace the Christian mission statement and core values of the university and must support the university's affirmation of traditional Christian and Baptist beliefs by leading lives of service through active involvement in Christian activities both on campus and through a local church.

As a condition of employment, employees are paid deposit. Your signature on this job description indicates your understanding and affirmation of the statements above.

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Core Values of Howard Payne University - Seeking to engage the life of the mind and the life of the Spirit, Howard Payne University affirms that:

- God is the loving creator of all things and the author of all truth;
- Because God is the author of all truth, open inquiry is an act of intellect and of faith and is to be wholly embraced;
- Because open inquiry is an act of intellect and of faith, such efforts must proceed from rigorous academic standards and genuine commitment to Jesus Christ as Savior and Lord;
- For open inquiry to contain rigorous academic standards and genuine Christian commitment, there must be at all times a supportive learning environment that affirms human dignity for all as created in the image of God; and

- Committing oneself to the teachings of Jesus will result in Christ-centered, God-honoring and humanity-serving life choices characterized by honesty, integrity, healthy lifestyles and personal responsibility.

Job Summary – Conducts University courses for undergraduate students by performing the Essential Duties and Responsibilities listed below.

Essential Duties and Responsibilities include the following. The Dean, School of Science and Math may assign other duties.

1. Teaches one or more subjects within the prescribed nursing curriculum in classrooms, labs or clinical settings (including some general education).
2. Prepares and delivers lectures to students and stimulates class discussions; compiles bibliographies of specialized materials for outside reading assignments and compiles, administers, and grades examinations.
3. Performs related duties such as advising students on academic and vocational curricula and aids in student preparation for HESI and NCLEX exams.
4. Helps students in their application process for nursing school; monitors their preparation such as health exams, immunizations, CPR certification and TB tests.
5. Serves on faculty committees as assigned.
6. Works with clinical partners and monitors the students' progression and learning in clinical settings. Tracks students' annual proof of CPR certification and physical exam and monitors student progress after diagnostic program examinations.
7. Provides leadership in academic planning and program development and works collaboratively with counterparts in other departments and schools.
8. Some work in the evenings and on weekends may be required.

Supervisory Responsibilities - May directly supervise one part-time student employee. Carries out supervisory responsibilities in accordance with the University's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Competencies - To perform the job successfully, an individual should demonstrate the following competencies:

1. **Integration of Faith in the Classroom** - Must be committed to excellence in teaching in a Christian Liberal Arts setting and to ongoing scholarship, service, and

practice in nursing. Displays a proven record of integrating Faith into his/her discipline and the willingness to continue doing so in a manner consistent with the University's Mission Statement.

2. **Analytical** - Synthesizes complex or diverse information; Collects and researches data; Uses intuition and experience to complement data; Designs work flows and procedures.
3. **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.
4. **Technical Skills** - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.
5. **Customer Service** – Effectively manages difficult or emotional situations; Solicits feedback to improve service; Responds promptly and effectively to requests for service and assistance; Meets commitments.
6. **Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.
7. **Teamwork** - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.
8. **Visionary Leadership** - Displays passion and optimism; Inspires respect and trust; Mobilizes others to fulfill the vision; Provides vision and inspiration to peers and subordinates.
9. **Quality Management** - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.
10. **Cost Consciousness** - Works within approved budget; Develops and implements cost saving measures; Conserves University resources.
11. **Ethics** - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically.
12. **University Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports the University's Mission Statement, goals and values; Benefits the University through outside activities; Supports affirmative action and respects diversity.

13. **Judgement** - Displays willingness to make decisions; Exhibits sound and accurate judgement; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.
14. **Planning/Organizing** - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.
15. **Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.
16. **Attendance/Punctuality** - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
17. **Style and Philosophy** - Uses a teaching style and philosophy that engages students in the subject matter, particularly in a course for non-majors; Takes calculated risks in teaching style to engage students.**Structure and Planning-** Structures courses and prioritizes and plans lectures and classroom activities to give students the best opportunity for learning and critical thinking; Uses time efficiently; Organizes and schedules student's tasks appropriately; Develops realistic action plans for students.
18. **Creativity** - Displays original thinking and creativity; Develops partnerships with external constituents to provide students with learning experiences outside the classroom; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.
19. **Use of Technology** - Effectively uses current technology in teaching and is an advocate for the use of technology by peers and students to enhance learning. Must be committed to innovative, active teaching and learning methodologies including computerized clinical nursing simulation labs and distance learning.

Qualifications - To perform this job successfully, an individual must be able to perform each Essential Duty and Responsibility listed above satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the Essential Duties and Responsibilities.

1. **Education and Experience** – A Bachelor of Science degree in nursing and a Master's degree in nursing is required. Must possess demonstrated scholarship and expertise in medical/surgical/advanced practice nursing and have experience teaching nursing courses, labs, and clinicals for a Bachelor of Science in nursing undergraduate program. Four years of teaching experience in an undergraduate Bachelor of Science in nursing program is preferred. A working knowledge of nursing program accreditation requirements is preferred.

2. **Language Skills** - Must be able to read, write and converse effectively in English in order to follow the University's Administrative Policies and safely perform the essential duties of the job. Ability to read, analyze, and interpret medical terms, instructions, and professional journals associated with an undergraduate nursing program, general business periodicals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, other employees, patients, students, and the public.
3. **Math Skills** - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry
4. **Reasoning Ability** - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
5. **Computer Skills** - To perform this job successfully, an individual should have a good working knowledge of Blackboard, Microsoft Word and Outlook software and commonly used Internet Browsers.
6. **Licenses or Registrations** - Must be a registered nurse (RN) with an unencumbered registration. If the RN registration is not for Texas then the applicant must complete the process to become a registered nurse (RN) with the Texas Board of Nursing within six months of employment and maintain this unencumbered registration as an RN.

Must be at least 21 years of age and maintain a valid Texas driver's license to drive any vehicle, including personally owned vehicles, on behalf of the University.

7. **Physical Demands** - The physical demands described here are representative of those that must be met by an employee to successfully perform the Essential Duties and Responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the Essential Duties and Responsibilities.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is occasionally required to stand; walk; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl and taste or smell. The employee must regularly lift and /or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision and ability to adjust focus.

8. **Work Environment** - The work environment characteristics described here are representative of those an employee encounters while performing the Essential Duties and Responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the Essential Duties and Responsibilities.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts and is regularly exposed to fumes or airborne particles and toxic or caustic chemicals used in the cleaning and maintenance of University grounds and buildings. The employee is occasionally exposed to some risk of disease and injury from lifting and moving patients and equipment associated with teaching in clinical situations. The employee is occasionally exposed to some risk of electrical shock. The noise level in the work environment is usually moderate.

By my signature below, I confirm I have read, understand, and can meet all of the expectations and physical requirements in this Job Description.

Signature

Date



Job Description

Job Title: Administrative Assistant
Department: School of Nursing FLSA
Status: Non-Exempt, Staff
Reports To: Dr. Nina Ouimette, Dean-School of Nursing
Prepared By: Dr. Nina Ouimette
Prepared Date: January 15, 2018

Approved By: Bill Fishback, Associate VP for Business and Human
Resources Approved Date: January 16, 2019

Expectation and Condition of Employment - Howard Payne University (hereafter, University), a church-related institution affiliated with the Baptist General Convention of Texas, seeks to employ evangelical Christians, with preference given to Baptists, who are dedicated to teaching and service as they model the principles of the Christian faith and the University's sincere religious beliefs. The University is committed to the integration of learning and Christian faith in the pursuit of truth.

The University expects its employees to be professing Christians who are responsible for assisting the University in accomplishing its Christian mission statement by embracing its core values, vision and curriculum. The University expects its employees to support the University's affirmation of the sincere religious tenets of the Baptist General Convention of Texas by leading lives of service through active involvement in Christian religious life both on campus and through a local Christian church.

As a condition of employment, employees are paid deposit.

Your signature on this job description indicates your understanding and affirmation of the statements above.

Mission Statement - Howard Payne University is a Christ-centered academic community dedicated to excellence by developing and equipping the whole person for intellectual inquiry, personal and professional integrity, and service to God and humanity.

Core Values of Howard Payne University - Seeking to engage the life of the mind and the life of the Spirit, Howard Payne University affirms that:

- God is the loving creator of all things and the author of all truth;
- Because God is the author of all truth, open inquiry is an act of intellect and of faith and is to be wholly embraced;

- Because open inquiry is an act of intellect and of faith, such efforts must proceed from rigorous academic standards and genuine commitment to Jesus Christ as Savior and Lord;
- For open inquiry to contain rigorous academic standards and genuine Christian commitment, there must be at all times a supportive learning environment that affirms human dignity for all as created in the image of God; and
- Committing oneself to the teachings of Jesus will result in Christ-centered, God-honoring and humanity-serving life choices characterized by honesty, integrity, healthy lifestyles and personal responsibility.

Job Summary: Provides clerical and complex administrative support services to the Dean, School of Nursing and the nursing faculty.

Essential Duties and Responsibilities include the following. The Dean of the School of Nursing may assign other duties to support the operations of the school.

1. Serves at the point of contact for prospective and current students. Greets visitors, represents the University's mission, core values, and vision in interactions with guests.
2. Answers telephones, gives information to callers or routes calls to the appropriate official, and places outgoing calls.
3. Monitors the budget and orders supplies for the dean as necessary.
4. Processes purchase requisitions as necessary.
5. Accesses, inputs and retrieves information from computer and campus network.
6. Compiles and manages various types statistical and budget related reports; maintains related databases and enters new data as necessary.
7. Works with word processing, spreadsheet and database software to complete administrative tasks.
8. Provides office and classroom support to faculty including but not limited to printing, course and room scheduling, coordination of meetings, special events.
9. Assists with textbook coordination and website updates.
10. Composes and types routine correspondence; prepares materials for special events such as invitations or guest lists RSVPs.
11. Schedules meetings and records minutes of staff meetings; makes copies of correspondence or other printed matter; may complete room reservations.
12. Arranges travel schedule and reservations.

13. Files correspondence and other records.
14. Manages and organizes complex and extensive student and faculty files while providing strict confidentiality of that information at all times.
15. Verifies faculty RN licenses.
16. Maintains student files and provides admission process assistance.
17. Tracks School of Nursing alumni placement.
18. Maintains prospective student database.
19. Coordinates scheduling and administration of School of Nursing tests for students.
20. Collaborates with other university administrative assistants, nursing faculty and dean to cover the administrative needs of the school and university.
21. Assists in problem solving with faculty and staff on the administrative tasks as they arise with clinical, regulatory, and accreditation demands.

Supervisory Responsibilities - This position has no supervisory responsibility for full-time employees, but may directly supervise up to three student workers. In that capacity, the Administrative Assistant carries out supervisory responsibilities in accordance with the university's policies and applicable laws. These responsibilities might include interviewing, hiring, and training student workers; planning, assigning, and directing their work; appraising performance; rewarding and disciplining student workers; addressing complaints and resolving problems.

Competencies - To perform the job successfully, an individual should demonstrate the following competencies:

1. Analytical - Synthesizes complex or diverse information; Collects and researches data; Uses intuition and experience to complement data; Designs work flows and procedures.
2. Problem Solving - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.
3. Technical Skills - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.
4. Customer Service – Effectively manages difficult or emotional situations; Solicits feedback to improve service; Responds promptly and effectively to requests for service and assistance; Meets commitments.

5. Interpersonal Skills - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

6. Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

7. Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.

8. Managing People - Includes staff in planning, decision-making, facilitating and process improvement; Takes responsibility for subordinates' activities; Is available to staff; Provides regular performance feedback; Develops subordinates' skills and encourages growth; Solicits and applies feedback (internal and external); Fosters quality focus in others; Improves processes, products and services. Continually works to improve supervisory skills.

9. Quality Management - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

10. Diversity - Demonstrates knowledge of EEO policy; Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment.

11. Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds the University's mission statement and core values.

12. University Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports the University's mission statement, and core values; Benefits the University through outside activities; Supports affirmative action and respects diversity.

13. Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes and schedules other people and their tasks; Develops realistic action plans.

14. Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

15. Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

16. Dependability - Follows instructions, responds effectively to supervisor's direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals. Completes tasks on time or notifies appropriate person with an alternate plan.

17. Initiative - Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.

Qualifications - To perform this job successfully, an individual must be able to perform each of the Essential Duties and Responsibilities listed above satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Education and/or Experience - High school diploma or general education degree (GED); or one to three months of directly related experience; or an equivalent combination of education and experience.

2. Language Skills - Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of administrators, faculty, students, and the public.

3. Math Skills - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

4. Reasoning Ability - Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

5. Computer Skills - To perform this job successfully, an individual should have excellent working knowledge of commonly used Internet browsers; Microsoft Excel, Word, Outlook and PowerPoint software.

6. Other Qualifications - Must be at least 21 years old and maintain a valid Texas driver's license to drive any vehicle, including personal vehicles, on behalf of the university.

- Physical Demands - The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is exposed to the normal risks of electrical shock associated with plugging in or unplugging an electrical item. The employee is regularly required to sit, stand, walk and use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee is occasionally required to stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

- Work Environment- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee must be able to maintain focus in a high- traffic environment. The employee is occasionally exposed to fumes or airborne particles and caustic cleaning or landscaping chemicals used on campus. The noise level in the work environment is usually quiet to moderate.

By my signature below, I confirm I have read, understand and can meet all of the expectations and physical requirements in this Job Description.

Signature

Date

Chapter 7: Clinical Preceptor Guidelines

Clinical preceptors should be selected by the end of the first week of class and should meet the Texas Board of Nursing 3.8.3.a. Education Guideline and Rule 215.10:

- Current licensure or privilege to practice as a Registered Nurse in the State of Texas.
- Competence in designated area of practice.
- Philosophy of healthcare congruent with that of the nursing program.

The faculty/staff will assist and advise in the selection process to assure compliance with the requirements.

The faculty/staff will also provide the following for the student and preceptor:

- Orientation for both the student and the preceptor to the preceptor experience.
- Orientation for the preceptor to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discussion of student expectation, skills performance, student guidelines for performance, methods of evaluation and overall responsibility for teaching and evaluating the student.
- Assure compliance with standards on immunization, screenings, OSHA standards, CPR, and current liability insurance coverage.
- Assistance in determining student learning needs and assignments.
- Communication of objectives, assignments, or other essential information to the agency. Regular meetings with student and preceptor to monitor and evaluate information to the experience.
- Monitoring of student progress through rounds, clinical seminars, student-faculty-preceptor conferences and/or review of student clinical arrangements.
- Readily available when the students are in the clinical area.
- Receive feedback from the preceptor regarding student performance.

Preceptor responsibilities will include the following:

- Participate in the preceptor orientation.
- Function as a role model in the clinical setting.
- Facilitate learning activities for student(s).
- Orient the student(s) to the clinical agency.
- Guide, facilitate, supervise and monitor the student in achieving clinical objectives.
- Supervise the student's performance of skills and other nursing activities to assure safe practice.
- Collaborate with faculty in reviewing the student's progress towards meeting clinical learning objectives.
- Contact the faculty/staff for assistance or if any problem with student performance occurs.
- Discuss with faculty and student arrangement for supervision of the student should the preceptor be absent.

- Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

The agency will take responsibility for:

- Retaining ultimate responsibility for the care of clients.
- Retaining responsibility for preceptor's salary, benefits, and liability.
- Arranging preceptors' work schedule so they are available on student clinical days.
- Interpreting the preceptor program and expectations of students to other agency personnel who are not directly involved with the preceptorship.

The student will:

- Maintain open communication with the preceptor and the faculty.
- Maintain accountability for his/her learning activities.
- Be responsible for his/her nursing actions while in the clinical setting.
- Assure preceptor's supervision when performing procedures. Contact faculty/staff if assistance is needed.
- Maintain confidentiality of all information obtained during the clinical experience.

By the end of the first four weeks of class a preceptor should be identified and a contract signed in preparation for the clinical experience.

Chapter 8: Program Evaluation

The HPU School of Nursing program evaluation is an ongoing process that is reviewed periodically by the Dean, School of Nursing.

Specific areas included in the total program evaluation plan follows guidelines provided by the Texas Board of Nursing:

Evaluative criteria – **which** components will be evaluated

Methodology – **how** the data will be collected

Frequency of evaluation – **when** the data will be collected

Assignment of responsibility – **who** will be responsible for data collection

Indicators of program and instructional effectiveness – **benchmarks** to be achieved

For further information refer to 3.11.1.a Education Guideline for total program evaluation information from the Texas Board of Nursing.

https://www.bon.texas.gov/pdfs/education_pdfs/education_nursing_guidelines/3.11Total_Program_Evaluation/3-11-1-a.pdf

HPU School of Nursing Total Program Evaluation

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
A. ORGANIZATION AND ADMINISTRATION OF PROGRAM (Includes Program Policies)						
TOTAL PROGRAM EVALUATION PLAN, METHODS, INSTRUMENTS	Review Evaluation Plan to ensure plan continues to meet accreditation and program criteria (TBON Rule §215.13)	Nursing Dean BSN Director Nursing Faculty Committees HPU Administration	July Annual & when updates occur to program and accreditation standards	Group Decision: •In compliance with TBON §215.13, based on pre-approval standards	•Nursing Program Initial Proposal provides clear direction for evaluation of all aspects of the program within a five-year time frame.	Document changes and identify where documentation located i.e minutes, publications, handbooks, catalogue, official reports, substantive change documents, official communications, personnel files, board of trustees notes.
MISSION, STRUCTURE & GOVERNANCE						
1. Organization of Program	TBON Program Rules & Regulations AACN Standards SACSCOC Standards	Nursing Dean BSN Director Nursing Faculty Committees	September Annual & when updates occur	At all times the Program will meet 100% of the requirements of all accrediting agencies with TBON approval also at 100%	Program meets the requirement of CCNE and SACSCOC, Full approval continues from TBON	
2. Administration of Program Records for faculty, students and graduates	Dean's Professional Growth Plan, Self-Evaluation, and Assessment by Provost Annual review of records, policies and accreditation and approval regulatory methods	Provost Dean/Director/ Provost	April Annual	Provost's Decision: The Dean /Director meets TBON rules and regulations. The Dean provides effective leadership to the School of Nursing in achieving its mission, goals, and expected outcomes Method of record keeping will meet or exceed the regulations of accreditation agencies and institutional criteria.	The Dean/ Director meets TBON program qualifications to act as BSN Program Director and has been employed for 6 months.	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
3. Lines of communication and authority	Review HPU and School of Nursing Organizational Charts Review Committee Structures and Lines of Communication	Nursing Dean BSN Director Nursing Faculty HPU Administration	October Annual	Organizational charts clearly define lines of authority and communication. The organizational chart(s) current and demonstrates the relationship of the program faculty to the administration with clear lines of authority and communication	The organizational chart demonstrates the relationship of the School of Nursing to HPU's administration and indicates lines of responsibility and authority within the School of Nursing and HPU.	
4. Program Philosophy/ Mission and Objectives	Compare HPU's Mission and Goals with School of Nursing Program philosophy. Identify current faculty philosophies related to teaching, learning, nursing practice, and community services Review and compare Program philosophy to recent trends in nursing literature Review a selective baccalaureate program in Texas and/or the United States for comparison	Nursing Dean BSN Director Nursing Faculty HPU Administration	Every five years Begin Jan 2019 or following a change in college direction or professional practice	Formal review of the philosophy will demonstrate that at least 90% of the faculty will agree that the philosophy is consistent with: a. Howard Payne University b. Accrediting agency requirements c. Present faculty beliefs d. Data from present literature and Similar programs	The mission, goals and end of program objectives of the program are written, congruent with those of HPU consistent with Differentiated Entry Level Competences of Texas Nursing Programs Baccalaureate (BSN), December, 2011 (DECs). The program has a clear direction for development and growth consistent with college, professional standards, community of interest and faculty beliefs.	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
5. Program Objectives/ Outcomes	Review of the outcomes for consistency with baccalaureate competencies. Review of program outcomes for consistency with the criteria of TBON rules and regulations, AACN standards and societal trends/concerns	Dean, BSN Director, Faculty, Curriculum committee	September Annual	Formal review of the Program Outcomes will demonstrate that at least 90% of the faculty will agree that the program objectives/outcomes are consistent with: a. Howard Payne University Guidelines b. Accrediting agency requirements and TBON program requirements c. Present faculty beliefs d. Data from present literature and Similar programs		
6. Role of Faculty & in Governance	Review Bylaws of HPU and the School of Nursing Review level of faculty participation on college committees and task forces.	Dean	May Annually	Group Decision: •The faculty meets regularly & functions in such a manner that all members participate in planning, implementing & evaluating the nursing program. 100% Faculty participation as service to the university or on community/professional boards	Group Decision: The School of Nursing is currently participating on college committees and task forces as comparable to other college departments.	
7. Role of Students in Governance – Student membership on committees (Students have a mechanism for input into the development of	Review Student Advisory description in the HPU Handbook. Review adequacy & use of evaluation forms-- course evaluation; clinical	Nursing Dean BSN Director Nursing Faculty Committees	October Annually	Review of meeting minutes will reflect 80% student attendance and 100% membership on each standing committees as specified in the by laws. Review of minutes reflects active student participation as appropriate.	Consideration of the development of a Student Nurse Association (SNA)	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
academic policies & procedures, curriculum planning & evaluation of teaching effectiveness.)	agency & instructor evaluation; and end of program evaluation. Review of the School of Nursing Policies regarding Committee Membership Review of meeting minutes.					
8. Student Recruitment	Review of the numbers of students seeking admission Number of college recruitment days attended. Availability and accessibility of student services Evaluation by current and pre-nursing students.	Nursing Dean BSN Director Nursing Faculty Admissions Director	June	At least 80% of pre-nursing students will evaluate the office of student services at a level of 3.5 or better. At least 90% of current nursing students will evaluate the services and availability of the offices of student services at a 3.5 or better.		
9. Student Policies (Policies are fair, equitable, published and are reviewed and revised as necessary to reflect ongoing improvement. Policies of HPU and the School of Nursing are congruent with and support the mission, goals	Review of the policies for students includes admission, progression, graduation, grievance, etc. for consistency with the policies of the HPU..	Nursing Dean BSN Director Nursing Faculty HPU Administration	May	Policies for students will demonstrate 100% consistency with those of Howard Payne University.	Policies of HPU and the School of Nursing are congruent with and support the mission, goals and expected outcomes of the program	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
and expected outcomes of the program)						
10. Student Handbook (Includes Program Policies, Requirements of Clinical Agencies, Requirements of TBON, Accreditation Standards, reference to HPU student policies and current recommendations)	Review of the student handbook demonstrates that the handbook is current in relationship to HPU and School of Nursing	Nursing Dean BSN Director Nursing Faculty	July to August (Distributed to faculty for review prior to presentation to student in August)	All faculty will have the opportunity to provide input into the student handbook and make any changes. In formal program evaluation, at least 90% of the faculty will identify that the student handbook is current with the policies and procedures of the consortium institutions, the BSN and the CCNE.	Student Handbook Developed	
11. Documentation & Publications	Review college catalog, nursing websites, brochures, nursing student handbook, degree program sheets and other promotional materials for accuracy. Update as needed	Nursing Dean BSN Director Nursing Faculty	August Annually in the fall semester and submit changes to appropriate offices in the spring semester.	Any references in promotional materials to the program's offering, outcome, accreditation/approval status, and academic calendar, admission policies, grading policies, degree completion requirements, tuition and fees are accurate stating formal references to the Texas Board of Nursing Education Guidelines and Accreditation Standards	Documents and publications are based on program proposal and will be updated based on direction from the Texas Board of Nursing, CCNE and SACSCOC. <ul style="list-style-type: none"> 	

B CURRICULUM, PROGRAM-OF-STUDY, AND INSTRUCTIONAL TECHNIQUES AND ONLINE COMPONENTS

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
1. Conceptual Framework	Review of the conceptual framework (Concept-Based Curriculum and Evidence Based Practice) and. Curriculum content mapping crosswalk Review Current NCLEX-RN® Test Plan Review current AACN Essentials of Baccalaureate Education Review current TBON DECs.	Dean, BSN Director, Faculty, Curriculum Committee.	September	At least 90% of the faculty will vote that the conceptual framework reflects the philosophy and objectives of the program; that curriculum components are identified in the curriculum design and in course content and that the conceptual framework reflects current nursing and health care trends, current NCLEX-RN® test plan content, AACN Essentials and TBON DECs.		
2. Program of Study (Sequence, Support & Nursing Courses) (The curriculum is logically structured to meet expected program outcomes)	Review degree plan sequence Review nursing course descriptions to ensure proper progression and sequencing.	Curriculum Committee	February Annually	Group Decision: The curriculum is logically structured to meet expected program outcomes	Degree plan was reviewed and determined to be planned in a logical sequence. The support courses are appropriate and are available to all students.	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
<p>3. Nursing Courses / Instructional Techniques</p> <p>(The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.)</p> <p>(The teaching-learning practices consider the needs and expectations of the identified community of interest).</p>	<p>Review two course syllabi in relation to philosophy, objectives, conceptual framework, and curriculum. Compare recent trends in professional nursing with course objectives. Review bibliography content</p> <p>Review online components</p> <p>Review Curriculum Committee Minutes</p> <p>Review course and instructor evaluation documentation.</p> <p>Development of an Institutional Effectiveness (IE) reporting mechanism: student, graduate, and alumni satisfaction and graduate achievement data as well as attrition and graduation and NCLEX-RN first time pass rate data.</p>	<p>Dean, BSN Director, Faculty, Curriculum committee, IE Committee</p> <p>Dean with report to Faculty</p> <p>Nursing Faculty University Faculty</p>	<p>April Annually</p>	<p>At least 90% faculty will agree that the program philosophy, conceptual framework, and curriculum components are reflected in course objectives and the content is adequate for course instruction. 90% of faculty will further agree that teaching methodologies are adequate for course instruction.</p> <p>Group Decision</p> <p>The proposed didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes. The proposed teaching-learning practices consider the needs and expectations of the identified community of interest.</p>		

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
4. Nursing Pre-Requisites / Instructional Techniques	Review two lower-division course syllabi and audit a class. Review Curriculum Committee minutes Solicit input from lower-division courses. Solicit student input related to lower-division courses Review GPA in courses by parent institution and overall. Review Online Components	Dean, BSN Director, Curriculum Committee, IE Committee	March Annually	All incoming students will have an admission exam score of 75% or better.		
C. INSTITUTIONAL COMMITMENT AND RESOURCES (Educational facilities, Resources and Services)						
1. Budget Funding for instructional and operational expenditures and cost effectiveness	Review current expenditures to fiscal year budget Establish budget expenditures for following year	Provost. Dean BSN Director	March September	Sufficient monies will be available to meet program needs, e.g. library resources, supplies. Professional development records will demonstrate that at least 90% of all faculty use development monies annually.	The current and proposed budget is adequate to accomplish the mission, goals and expected outcomes of the program.	
2. Foundation and Grant sources	Review of grant opportunities for which the program made application	Dean BSN Director	October	The school of nursing will receive at least one successful monetary award each academic year.		
3. Educational Facilities: Classrooms	Review end-of-semester course and program	Instructional Effectiveness Committee with	February Annual	At least 90% of the students and faculty will identify the	Group Decision: •Physical resources are sufficient to	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
	evaluations for student and faculty views of the educational facilities.	report to Director Deans report to Administration		classrooms meet student's needs. At least 90% of the faculty and students identify that seating, lighting, temperature and instructional equipment is adequate.	enable the program to fulfill its mission, goals and expected outcomes. Proposed expansion will allow for increases in student enrollment growth.	
4. Educational Facilities: Nursing Skills Labs/Learning Centers and Simulation Lab Online ,Technology and Informatics Components to be Included	Review of classroom use for adequacy of space and equipment. Review of resources available on campus for currency and adequacy. Review of affective and instructional materials and for currency and congruency with learning objectives of nursing courses. Review of student/faculty evaluations	Instructional Effectiveness Committee with report to Director Deans report to Administration	February Annual	At least 90% of students and faculty will identify that the physical plan is adequate for student population and that equipment, learning center staff, and scheduling meet instructional needs Student evaluations reflect a score of 3.5 or better regarding the learning center and its usefulness for student learning, practice and remediation. 90% of faculty will agree that the learning center is adequately stocked with current supplies and equipment..	Group Decision: •Physical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes. Proposed expansion will allow for increases in student enrollment growth.	
5. Educational Resources	Review learning resources including clinical sites, learning lab equipment, TAC & library resources. Review end-of-semester course and program	Instructional Effectiveness Committee with report to Dean and Faculty	August Annual	At least 90% of students and faculty will identify Educational Resources as adequate for student population and that indicators of instructional effectiveness met Faculty and Student evaluations reflect a score of 3.5 or better	Group Decision: •Learning Resources are sufficient to ensure quality, produce adequate numbers of highly qualified nursing graduates and support faculty	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
	evaluations for student and faculty views of the learning resources.			regarding indicators that educational resources meet program and instructional measures of effectiveness	in achieving departmental goals.	
<p>6. Educational Services</p> <p>Includes School of Nursing Staff: Staff members are qualified and sufficient in number to accomplish the mission, goals and expected outcomes of the nursing program</p>	Review end-of-semester course and program evaluations for student and faculty views of technology, simulation, and academic support services on campus—services of the teaching/learning, testing, and counseling centers.	Instructional Effectiveness Committee with report to Dean and Faculty	August Annual	At least 90% of students and faculty will identify Educational Services as adequate for student population and that indicators of instructional effectiveness met Faculty and Student evaluations reflect a score of 3.5 or better regarding indicators that educational services meet program and instructional measures of effectiveness At least 90% of student's voice awareness of services. Feedback from services suggests that at least 75% of the services are being utilized.	<p>Group Discussion</p> <p>Current academic support services are sufficient to ensure quality for the proposed programs.</p> <p>A Compliance Director position is on hold until program startup to ensure quality of the School of Nursing records, affiliation agreements, policies, and student files as required by the University and the Texas Board of Nursing and Accreditation Bodies.</p>	
<p>7. Libraries</p> <p>Includes online and virtual sources available to students through program and textbook software</p>	Review of library resources for adequacy, availability, and relevance to instructional needs. Student evaluations for course and clinical	Dean BSN Director Consortium Librarians Curriculum Committee	March Annual	At least 90% of students and faculty will identify that the library holdings: current, meet the needs of program, new journal subscriptions are added at faculty request.		

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
AFFILIATING AGENCIES AND CLINICAL LEARNING ACTIVITIES						
8. Affiliating Agencies: Clinical Facilities & Resources	Review Feedback from students and faculty regarding clinical agency orientation and placements. Review of Clinical Agency Policies/Contracts Review Course Reports	Director with Report to Faculty and Administration	August Annual	Agency Update by faculty will demonstrate that 90% of faculty support the continued use of each agency for clinical experiences. Student evaluation of clinical facilities will demonstrate a mean of 3.5 or better Clinical Contracts are Current	Group Decision: Clinical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes. The program will use multiple sites to ensure well rounded clinical opportunities.	
9. Clinical Learning Activities	Agency update by faculty. Student evaluation of clinical learning outcomes – end of semester	Instructional Effectiveness Committee	August Annual	80% of students will return clinical facility evaluations. Student evaluations demonstrate the agencies are meeting the needs of students. Evaluations will be at a level of 3.5 or better on the scale of 1 to 5. Faculty updates suggest each of the agencies currently being used for skill and knowledge acquisition meet the student learning needs. Faculty updates will verify that clinical experiences are sufficient in number and criticality and provide accommodation of students, e.g., parking, etc	The clinical learning environments support the achievement of student learning Simulation learning will be a tool to support the learning process; however, it is the goal of the School of Nursing to support student learning in hands-on clinical for at least 75% of clinical hours/ outcomes.	

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
10. Preceptors	<p>Review composite reports of student feedback on clinical agencies. Review preceptor feedback.</p> <p>Review/revise preceptor selection, orientation, and evaluation guidelines and forms</p>	Course Instructor with report to Faculty	February Annual	<p>Program will be 100% compliant with TBON rules for Preceptors</p> <p>Preceptor evaluations of compliance and instructional effectiveness indicators will be at or above 3.5 on a Likert Scale</p>	Preceptors will be carefully considered during the initial program start-up to insure quality learning environments for students.	
STUDENTS' ACHIEVEMENT						
1. Graduation/ Retention Rates/ Benchmarks for Achievement	<p>Percentage of entering class cohorts who will remain in program for one academic year (retention rate)</p> <p>% of entering class cohort who graduate within two years of initial NUR class. (graduation rate)</p> <p>% of graduates who complete program in designated time period (completion rate)</p> <p>Student Scores on Exams/ Clinical Assignments/ Class Assignments/ Lab Skills Testing (benchmark)</p>	Director with Report to Faculty and Administration	June Annual	<p>Target – 75% Retention rate</p> <p>Target – 75% Graduation rate</p> <p>Target – 80% Completion rate</p> <p>Student performance on exit exams meets or exceeds the outcomes identified by the educational outcome assessment tool for the BSN program</p> <p>80% of students will score above 80 on graded exams/ assignments.</p> <p>Students will evaluate theory classes at a level of 3.5 or better.</p>		

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
GRADUATES' PERFORMANCE ON LICENSING EXAMINATION						
1. NCLEX-RN® performance	% 1st time candidates within an examination year (the time period from September 1 of one year to August 31 of the following year), who achieve a passing score on the NCLEX-RN®. Candidate diagnostic profile for NCLEX-RN® failures	Dean/Director Faculty Students	October Annual	NCLEX results reflect a 90% pass rate. Graduates and employers satisfied at a rate of 3.5 or better with performance of nursing roles and functions. Graduates will meet or exceed the outcomes for employment and performance identified by the educational outcome assessment tool for the BSN program.		
GRADUATES' NURSING COMPETENCE						
1. Graduate Satisfaction with Program in meeting competencies & preparation for NCLEX-RN®	Alumni Survey at graduation and 1 year Post graduation The mean score on each item of the Alumni Survey illustrates graduates believe the program prepared them to pass the NCLEX-RN, meet graduate competencies and possess the requisite knowledge needed for practice.	Dean/Director Compliance Director	August Annual	Target = Mean Score on each item ≥ 4 with 1 denoting strongly disagree with the statement and 5 denoting strongly agree with the statement. Target: 95%		

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
2. Graduate Competence as determined by Employer	Annual Employer Survey •The mean score on each item in competency section of the Employer Survey illustrates that employers believe program graduates are well prepared to meet RN competencies. The mean score on each item of the satisfaction section of the Employer Survey illustrates employers are satisfied with the HPU nursing program.	Dean/Director Compliance Director	October Annual	Target = Mean Score on each item ≥ 4 with 1 denoting strongly disagree with the statement & 5 denoting strongly agree with the statement. Target = Mean Score on each item ≥ 3.5 with 1 denoting poor, 3 denoting good & 5 denoting excellent.		
FACULTY MEMBERS' PERFORMANCE						
1. Faculty Academic Preparation /Competency and Clinical Expertise Faculty members are academically and experientially qualified, and sufficient in number to	Faculty vitae Deans Review of Official Academic Transcripts and CV.	Dean BSN Director	October Annual	100% of faculty vitae will demonstrate experience and qualifications 100% Faculty meet requirement of relicensure and have current Texas RN License Faculty academic preparation is 100%		It is the goal of the School of Nursing that all faculty and staff maintain teaching and clinical competencies, engage in lifelong learning, demonstrate scholarly practice, and fulfill departmental and

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
accomplish the mission, goals with the expected outcomes of program.				congruent with classroom/ clinical assignments Clinical ratios: 1:10 (Faculty/Student) 100% sufficient in number to accomplish the mission, goals with the expected outcomes of program.		University duties, as assigned
2. Faculty Policies/ Handbook	<p>Review/revise all departmental faculty policies & procedures including comparing with college faculty policies & procedures:</p> <p>Faculty bylaws and structure & governance.</p> <p>Faculty roles, : evaluation procedures, position descriptions.</p> <p>: faculty orientation plan and faculty workload issues.</p> <p>Peer review plan,, exam preparation & review, record keeping policy, and course and</p>	Dean BSN Director Faculty	July Annual	<p>Policies for employment will be clearly documented in the Faculty Handbook. The policies will comply with accreditation agencies and institutional criteria.</p> <p>100% of all preceptors will meet the criteria for selection.</p> <p>Students' evaluation of preceptors and preceptor experiences will demonstrate an average score of 3.5 or better on a 5 point scale as, e.g. effective role models, able to provide constructive feedback and guidance, etc.</p> <p>There will be at least an 80% majority of the faculty reporting satisfaction with the employment policies and procedures.</p>	<p>Policies are in compliance with accrediting agencies Group Decision:</p> <ul style="list-style-type: none"> • Polices are fair, equitable, published and are reviewed and revised as necessary to reflect ongoing improvement. • Policies of the parent institution and the nursing program are congruent with and support the mission, goals and expected outcomes of the program. 	.

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
	curriculum change policy.					
<p>3. Faculty Development in Teaching/Scholarship/Service</p> <p>(committee work /presentations/ publications/ service on boards/ grant work./ professional memberships/ Honors)</p>	Review of all faculty goals and objectives as a portion of self-evaluation. CEU certificates in personnel files demonstrate faculty attendance at workshops, seminars, and professional meetings related to teaching responsibilities;	Dean BSN Director Faculty Compliance Director	April	At least 80% of faculty CEU's relate to their fields of academic or clinical expertise. 90% of all faculty will provide evidence of faculty development in both their individual evaluation and through updated curriculum vitae At least 90% of all students will participate in the evaluation of faculty and courses. Student evaluation of faculty will demonstrate a mean of 3.5 (5.0 scale) or higher in all areas of student evaluation of faculty.		
4. Faculty Workload	Review of faculty workload for equality and consistency with School of Nursing and University policies	Dean BSN Director	August,	Faculty workload averages between 28 – 32 contact hours over the academic year. Faculty workload is consistent with accreditation standards and TBON and University guidelines		

Evaluative Criteria	Methodology	Assignment of Responsible	Frequency of Evaluation	Indicators of Program and Instructional Effectiveness	Findings (Aggregate Data) Documentation	Action Plan (Changes made as a result of Findings)
5. Faculty Evaluation, Promotion and Tenure	Review of faculty policies for evaluation and promotion, tenure	Dean BSN Director Faculty	February	<p>At least 90% of the faculty agree that the promotion and tenure policy is clearly written and that faculty performance is evaluated by peers, students and administration.</p> <p>At least 90% of faculty agree that teaching modalities research and writing, Leadership skills Continuing Education Community Service Professional organizational participation and Committee participation and Nursing practice competency are evaluated as a portion of the self-evaluation in the <u>Faculty Performance Evaluation Criteria</u>:</p> <p>Faculty agree that opportunities are provided to meet approved objectives.</p>		

Chapter 9: Student Evaluation, Methods and Tools

Examinations/Tests

A Learning Management System (LMS) provides the ability to track items over time, perform item analysis and an online grade book. All tests will be administered by computer and proctored through LMS.

Item Analysis

The LMS provides full item analysis including item analysis, p-value (Percent Correct) and point Bi-serial correlation coefficient for each test item. Any item with an item difficulty score of 50% or less should be reviewed for errors or problems with the stem or distractors.

Item Difficulty (Percent Correct)

Item difficulty is simply the percentage of students taking the test who answered the item correctly. The larger the percentage getting an item right, the easier the item. To compute the item difficulty, divide the number of people answering the item correctly by the total number of people answering item. The proportion for the item is usually denoted as p and is called item difficulty. An item answered correctly by 85% of the examinees would have an item difficulty, or p value, of .85, whereas an item answered correctly by 50% of the examinees would have a lower item difficulty, or p value, of .50.

The P-value is the difficulty of a test item expressed as a percentage of the correct responses to a question. Test items with a p -value of less than 30% or more than 90% are considered as a poor P Value; a question with a poor P Value should be corrected prior to use again.

Point Bi-serial Correlation Coefficient (PBCC) is an indicator of the ability of the item to separate "good" students (upper 27% of class) from the "poorer" ones (lower 27% of class). The values range from - 1.00 to 1.00. The more positive the value, the more it separates the two groups of students. Low and negative values indicates that the low group of students did as well or better than the high group. This indicates that there is an error with the question or the correct answer was mis-keyed.

Kuder-Richardson (KR-20) is a statistical method used to estimate the consistency of test scores (reliability) from a single administration of the test. The KR-20 score can range from 0.001 to 0.99 with 0.01 being a very unreliable test and 0.99 being highly reliable. For the RN program any test scoring a KR-20 of <0.70 should be reviewed and methods for improving reliability of the test implemented.

Assignments/Written Work

Developing criteria for student assignments or written work, faculty should provide clear information regarding what must be accomplished or included in order to successfully meet the assignment requirements.

Each semester, a random sampling of student work should be evaluated by a different faculty member for inter-rater reliability. A discussion and analysis of similarities and differences in application of grading criteria should be conducted at the nursing faculty meeting.

Clinical Evaluation/Skills Lab Competency

Development of criteria for clinical evaluation or skills lab competencies, students should be provided with clear information regarding what must be accomplished or included in order to successfully meet clinical objectives/outcomes and/or demonstrate skills competency, including objectives/outcomes/competencies that are graded as Satisfactory/Unsatisfactory.

Faculty should clearly indicate the expected behaviors considered critical to successful completion of the learning experience when developing Clinical evaluation tools/skills lab competency tools. Safe administration of medications, reporting changes in client condition, and use of a systematic approach to planning, implementing, and evaluating client care are all critical behaviors. These critical behaviors must sufficiently vary from course to course in order to demonstrate progression throughout the curriculum.

Each semester, a random sampling of student clinical evaluations or skills lab competencies should be evaluated by a second faculty member or preceptor. A discussion and analysis of similarities and differences in application of grading criteria should be conducted at the nursing faculty meeting.

Chapter 10: Records Policy

Records of current and former students are confidential and may not be reviewed, copied, or distributed except in strict compliance with this policy. This policy is based on the federal Family Educational Rights and Privacy Act (**FERPA**). All must comply with this policy.

It also applies to all paper records, electronically stored information, photographs, video or film, and audio recordings. This policy applies to all records containing personally identifiable information about one or more students, including but not limited to the following:

- Academic records
- Disciplinary records
- Health records
- Testing records
- Counseling records
- Administrative records
- Financial aid records

The University shall prepare and maintain a records retention schedule that identifies how long each type of student record shall be maintained. The Record Retention and Disposal Schedule shall be based on recommendations published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and shall conform to any applicable local, state, and federal requirements. The University shall consider the administrative, fiscal, legal and historical/research value of each type of record.

The Record Retention and Disposal Schedule shall be posted on the University's campus network (under the University Information\Academics\Record Retention and Disposal Schedule).

The disposal of all University records will be subject to the approval of the appropriate vice president over the records in question. A Manifest of Disposal form will be completed by each department/office and submitted to the appropriate vice president prior to the disposal of any University records.

Chapter 11: Nursing Program Student Policies

HPU School of Nursing Policy Title:	Committee Assignment:	Original Approval Date: January 11, 2018
ADMISSION TO THE SCHOOL OF NURSING	Admissions and Retention	Effective Date: 4/20/2018 Review Date: 08/07/19 Revision Date:

Purpose: The purpose of this policy is to define the admission process and criteria established for entrance into the Howard Payne University (HPU) School of Nursing Pre-Licensure Baccalaureate Nursing Education Program. There is specific admission criteria also included in the HPU University Catalogue.

Scope: This policy applies to all applicants of the HPU School of Nursing.

Responsible Committee/Position: This policy will be upheld, reviewed and revised by the Nursing Admission and Retention committee in collaboration with the Dean.

Policy Statement: All applicants must complete the following process in order to apply to the School of Nursing:

1. Accepted or currently enrolled as a student at HPU <http://www.hputx.edu/campus-offices/admissions/apply/>
2. Completed application packet (Early Admission Due Date: March 1; Late Admission Due Date: May 1)
3. American Heart Association Basic Life Support (CPR) Healthcare Provider (Call the HPU School of Nursing to register for a CPR course)
4. Immunization Records <https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html> (Note: Additional agency requirements may occur during clinical rotations requiring additional vaccinations)
 - a. Hepatitis B (3 HepB immunizations)
 - b. Measles, mumps, rubella (1 dose of MMR or evidence of immunity)
 - c. Meningococcal (MenACWY) (within 5 year period)
 - d. Tetanus, diphtheria, & pertussis (TDAP) (must be current within 10 years)
 - e. Varicella (evidence of immunity, immunization-2 doses, or titer)
 - f. Zoster for individuals over 50 years old (2 doses of RZV preferred or 1 dose of ZVL)
 - g. Pneumococcal for individuals over 65 years old (1 dose of PCV13 and PPSV23)

- one year after receiving PCV13)
 - h. TB Skin Test 2-Step (Two Annual Mantoux- TST that is negative are required). If TB test is positive, chest x-ray or Interferon Gamma Release Assay or IGRA (blood test) results may be submitted.
 - i. <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>
 - j. Influenza Vaccine Annual (1 dose in the previous 12 months).
5. Recommendation Forms (2); from a current or former college instructor/professor
 6. 3.0 GPA cumulative
 7. HESI® A2 with critical thinking entrance exam
 8. General Education and Nursing Pre-requisite Requirements (See the degree plan included in the admission packet)
 - a. Bible (Old and New Testament)
 - b. Math (College Algebra and Statistics)
 - c. History
 - d. Government
 - e. Biology (Health Professions Seminar)
 - f. English (Composition I & II, Literature)
 - g. University Seminar
 - h. Kinesiology (Principles of Personal Fitness and Wellness and 2 Activity courses)
 - i. Communication
 - j. Medical Terminology
 - k. Fine Arts
 9. Prerequisite courses which require a B or above
 - a. Pathophysiology or General Biology
 - b. Introduction to General, Organic and Biochemistry
 10. Prerequisite courses which require a C or above
 - a. Anatomy and Physiology I & II
 - b. College Algebra
 - c. Intro to Psychology
 - d. Fundamentals of Microbiology
 - e. Lifespan Development
 11. Criminal Background Check completed and cleared by the Texas Board of Nursing as eligible to sit for the NCLEX-RN exam (follow the instruction on the following form https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf to complete the background check)
 12. Drug screen completed prior to beginning the first clinical course (Call the HPU School of Nursing to find a location for a drug screen)

Pre-Entrance Examination: HESI® A2 Testing Requirements

*Call the HPU School of Nursing to register for the HESI® A2 exam

It is strongly recommended that students' wait until they have successfully completed all required English, mathematics and science courses (Chemistry, Anatomy and Physiology and Microbiology) before attempting the exam.

A minimum score of 75% is required on each science section (Biology, Chemistry, Microbiology & Anatomy and Physiology I & II). If the HESI® A2 is re-taken to improve scores, the student only has to show proficiency (75%) once in each section during each admission cycle. Additionally, a HESI® A2 cumulative score of 75% or better and critical thinking score of 750 or better is required.

HESI® A2 Scores will become a part of the applicant's admission consideration file. HESI® A2 scores are considered valid for two admission cycles. After which, all sections must be retaken.

HESI® A2 may only be retaken once per admission cycle. HESI® exam scores from another institution may be sent to HPU, if all of the required sections were taken. If any part of the HESI® A2 exam required was not completed, the score report will not be accepted, and the student will be expected to sit for the full HESI® A2 entrance exam.

To transfer test results, the student must contact Elsevier to request the scores be sent to HPU Admissions Committee Chairperson. A nominal fee is charged by Elsevier for this service.

Associated Procedures: The School of Nursing Dean's Office will receive applications and references. Verification of all admission criteria will be done by the Dean's office. If the applicant meets all criteria, an application file will be prepared for the Nursing Admission and Retention Committee which will review each application. The committee will recommend to the Dean of Nursing whether or not the student should be extended acceptance. The Dean will have pre-determined the number of students being admitted to the program during the specific admission cycle. After review of the application file, the Dean will communicate with the applicant concerning admission or denial. Applicants will then be responsible for accepting their space in the program and submitting further documentation needed for the program by the deadline provided in the acceptance notification. Failure to accept the space by the deadline given in the acceptance letter will indicate that the student does not wish to be a part of the program and that space will be given to the next eligible applicant. The Dean's office will maintain a list of all applicants which will indicate acceptance, non-acceptance, or wait list status.

First priority admission to the School of Nursing will be given to students who have completed all prerequisite courses at HPU. Priority will also be extended to students who transferred to HPU prior to application to the school of nursing. All students who are enrolled in HPU as a pre-nursing major prior to application must meet the admission criteria, AND apply for the nursing program by March 1 to be considered for priority acceptance. After March 1, applications will be accepted from any student wishing to apply. These applications will be reviewed by the Nursing Admission and Retention Committee on a first come, first served basis. Once all clinical program spaces are

filled, applications will be accepted; however, the applicants will be notified that they will be placed on a waiting list and will be notified by August 1 of availability.

Associated Policies: University Admissions

HPU School of Nursing Policy Title: ATTENDANCE	Committee Assignment: Faculty-Student Affairs Committee	Original Approval Date: January 10, 2018 Effective Date: 8/20/2018 Review Date: 08/07/19 Revision Date:
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Purpose: The purpose of this policy is to provide expected behavior of students with regard to class and clinical attendance. The policy of the School of Nursing differs from that of the university; therefore, this guidance is specific to nursing students.

Scope: All students enrolled in NUR courses, both theory and clinical.

Responsible Committee/Position: Course faculty are responsible for enforcing the attendance policy. The Faculty-Student Affairs Committee is responsible for reviewing, revising, and upholding this policy as lack of attendance may contribute to the “at risk” nature of students not being successful in nursing courses.

Policy Statement: All students are expected to attend all classes, laboratory experiences, and clinical experiences, on time, appropriately dressed, and prepared for learning experience 100% of the time. Students who miss more than 25% of class or clinical time whether excused or unexcused will be required to drop the course. Attendance records will be taken at class and clinical meetings. A written medical excuse is required for make-up of missed examinations and for make-up of missed clinical experiences. Absence from a clinical experience for any reason considered unexcused by the faculty will result in an unsatisfactory clinical evaluation for the missed experience. All excused clinical absences will be made up at the discretion of the faculty.

Students have the responsibility to discuss any conflict with the class or clinical schedule well in advance. Faculty will attempt to work with students around school-related conflicts, this will in many cases be impossible due to the nature of clinical experiences. Students who are involved in athletics, second majors, other university organizations, or employment should consider their commitment to the School of Nursing first; particularly during the clinical nursing courses occurring in the last 2 years of study.

The School of Nursing will follow the university schedule of holiday/vacation time for students; however, nursing students will be required to perform clinicals during evening/night hours and on weekends as needed. Schedules will be provided to students at the beginning of each clinical semester.

Students are expected to make arrangements to attend classes and clinical experiences as scheduled. Attendance for all classes and clinical experiences is mandatory; therefore, failure to

make appropriate arrangements for scheduled classes and clinical experiences may result in dismissal from the nursing program.

HPU School of Nursing Policy Title: GRADING POLICY: DIDACTIC AND CLINICAL COURSES	Committee Assignment: Admission and Retention Committee	Original Approval Date: January 10, 2018 Effective Date: 8/20/2018 Review Date: Revision Date:
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Purpose: The purpose of this policy is to delineate the grading scale and grading procedures to be used in nursing (NUR) courses.

Scope: This policy applies to all courses with the NURS prefix.

Responsible Committee/Position: The Admission and Retention Committee, along with the course faculty and the dean, is responsible for overseeing the grading issues in the School of Nursing and the review of this policy. The course faculty has the ultimate responsibility of assigning and reporting grades.

Policy Statement: The grading scale of the School of Nursing differs from that of the university and is in keeping with the minimum passing criteria of comparative schools of nursing. The following is the grading scale used by the School of Nursing:

92 – 100	A
83 – 91	B
75 – 82	C (75 is minimum passing score)
65 – 74	D (considered a failing grade)
64 & below	F

While other course assignments may figure into the final course grade, a student must achieve a weighted average grade (as shown in each syllabus) of 75% on all major unit exams (combined) in order to pass the course. In the event that the required unit exam average is not achieved, the final course grade will reflect only the unit exam average; grades on other assignments will not be included.

Five (5) points will be deducted for each day that an assignment is late past the due date. This applies to class and clinical assignments. Hybrid assignments (such as online discussion board posts or other assignments to be posted to Blackboard) may be graded differently based on the grading rubric found in the course specific syllabus.

Courses with a clinical component will always include the course and level specific Clinical Evaluation Tool that is used by the instructor and student to record the outcome of the student's

achievement of competencies as well as identify the student's strengths and areas needing improvement. The clinical evaluation tools reflect higher expectations of year 2 students as compared to year 1 students. This reflects the increasing capabilities deemed necessary for students to achieve course competencies as they progress through the curriculum. Criteria for successful completion of clinical components are outlined within each syllabus. In addition to the Clinical Evaluation Tool, students must complete and submit other evaluations (such as agency, preceptor) in order to meet the course requirements.

A student who earns a failing grade in a course clinical component will receive an overall failing grade for the entire course even if the student earned a "C" or better in the theory component of the course. Only one letter grade is recorded for each course.

Rounding will be used only twice throughout a course: the first numerical rounding will occur to determine the major exam average, and the other rounding will occur to determine the overall final course grade. Numerical grades will be rounded up at 0.5 or above by only one digit, and rounded down at anything less than 0.5 by only one digit.

For example, 92.4 will be 92; 89.5 will be 90.

No provision is made within HPU Nursing courses to earn extra credit or bonus points.

Clinical Grading: Each time the student participates in a clinical experience, the faculty will provide an evaluation indicating whether the student performance was Satisfactory or Unsatisfactory. This evaluation will be made prior to the next scheduled clinical experience unless the experiences are on back-to-back days.

Students whose behavior and/or performance in clinical experiences is unsatisfactory are subject to a "Corrective Action Contract." This contract will be initiated by the faculty member when a student is noted to have demonstrated any unsafe or unsatisfactory clinical performance on a clinical evaluation tool. (See Dismissal Policy for list of concerning behaviors.) This "Corrective Action Contract" must be completed by the faculty member and signed by the student. The student's signature does not demonstrate that they are "agreeing" that a problem exists, but rather that they have been informed of the corrective action needed. The contract includes a timeframe by which the action must take place. The faculty member will re-evaluate the student based on the original contract timeline. Failure of the student to demonstrate the desired behavior or competency will result in failure of the clinical course.

Certain behaviors or performance issues including, but not limited to, the following may result in immediate failure of the course and dismissal from the program:

- Committing a medication error.
- Behavior or actions that threaten patient safety.
- Failure to apply previously mastered principles/learning outcomes when performing nursing care skills or delegated tasks.

- Actions that demonstrate inappropriate decision making/judgment.
- Failure to comply with infection control guidelines.
- Failure to recognize own limitations, incompetence, or legal responsibilities.
- Failure to accept moral and legal responsibility for own actions.
- Presenting for clinical practicum in impaired condition (determined by clinical faculty).
- Failure to demonstrate appropriate preparation for the clinical experience.

Didactic Course Grading: Students are responsible for knowing and understanding their grades in courses. At mid-term, students who have less than a 75% test average or class average will be counseled by faculty. The faculty will document the counseling. The student will acknowledge the counseling by signing a formal document which will be placed in the student's file.

At Risk Students: Cases of students who are deemed "at risk" either due to didactic course grades, clinical grades, or other circumstances will be brought before a designated faculty member before the drop date for the semester for counseling. This faculty member will discuss opportunities for remediation and intervention. The student will acknowledge this counseling by signing a formal document which will be placed in the student's file. Permission from students will be obtained as a part of the acknowledgement/signature page associated with the Student Handbook.

Associated Procedures: For courses delineated as requiring a minimum test average, at least 4 major exams must be given over the semester in order to provide adequate opportunities for students to be successful in the course. In addition to a minimum of 4 exams, other assignments for credit may be made by the course faculty. Additional assignment grades will not be calculated into the final grade until the minimum test average has been satisfied as stated in the course syllabus.

When creating the syllabus for each NUR course, the faculty must explicitly state how the grade is being calculated and whether success in the course will be based on the overall or testing average. The online gradebook will be set up to reflect the requirement for the course to ensure that students are aware of their test average or overall average at any point during the semester.

At least 25% of testing points from the course must be completed and disclosed to students prior to the drop date set by the university academic calendar.

Clinical grading will be based on the completion of clinical evaluation tool with each clinical experience indicating a numerical score for performance, which is stated in the course syllabus. A midterm and final evaluation tool is used to document progression toward and meeting clinical course objectives.

Associated Policies: Level Progression; Withdrawal, Reinstatement, and Dismissal Policy

HPU School of Nursing Policy Title: HESI® EXAMS	Committee Assignment: Nursing Curriculum	Original Approval Date: January 11, 2018 Effective Date: 8/20/2018 Review Date: Revision Date:
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Purpose: The purpose of this policy is to define the use of HESI Exams within the nursing courses in the HPU School of Nursing. HESI Exams serve as a benchmark for students and faculty with regard to the student’s competency in specific areas of the nursing curriculum. As the mission of the School of Nursing indicates, students will develop competent intellectual inquiry, professional integrity, and safe service. Use of the HESI content area exams assist the faculty and students in understanding how well the student has mastered the material covered in specific content areas. As this program is focused on preparing BSN graduates to become Registered Nurses, it is vital to assess student progression towards this outcome throughout the curriculum.

Scope: This policy applies to all clinical nursing students in the HPU School of Nursing BSN program.

Responsible Committee/Position: The policy will be reviewed and amended as necessary on an annual basis by the Nursing Curriculum Committee. The policy will be enforced by all faculty as well as the Dean of Nursing.

Policy Statement: HESI Exams covering the following nursing content areas will be administered in the associated course:

RN Specialty: Health Assessment – NUR 3421 (Version 1&2)

RN Specialty Pharmacology – NUR 3323 (Version 1)

RN Specialty: Psychiatric/Mental Health – NUR 3645 (Version 1)

RN Specialty: Fundamentals – NUR 3368 (Version 1)

RN Specialty: Maternity/Pediatrics – NUR 4645 (Version 1)

RN Specialty: Community Health – NUR 4335 (Version 1)

RN Specialty: Fundamentals – NUR 4651 (Version 2)

RN Exit- NUR 4353 (Version 1 & 2)

RN CAT Exit - NUR 4000

RN Specialty: Health Assessment – NUR 4000 (Version 2)

RN Specialty Pharmacology – NUR 4000 (Version 2)

RN Specialty: Psychiatric/Mental Health – NUR 4000 (Version 2)

RN Specialty: Maternity/Pediatrics – NUR 4000 (Version 2)

RN Specialty: Community Health – NUR 4000 (Version 2)

Associated Procedures: Students will be required to take nationally normed HESI® exams at each nursing level. These exams will count toward the overall grade in the course that the exam is given. If the student makes less than 850 (minimal score for “Acceptable Performance”), the student will be required to develop a remediation plan with the course instructor. The course syllabi will discuss how the remediation plan will be incorporated into the grade.

HESI Score Weighting is based on student level. Level 1 = 5% of grade, Level 2 = 10%, Level 3 = 15%, Level 4 = 20%. Course syllabus will provide specific information about points associated with HESI exam.

In all nursing courses where a HESI progression exam is given, the following rubric will be posted in the syllabus and used to assign a grade to be recorded for the course:

The HESI conversion score will be used for grade calculation in the course.

Associated Policies: Grading; Policy Fees

<p>HPU School of Nursing Policy Title:</p> <p>LEVEL PROGRESSION FOR NURSING STUDENTS</p>	<p>Committee Assignment:</p> <p>Admissions and Retention Committee</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date:</p> <p>Revision Date:</p>
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Purpose: The purpose of this policy is to delineate the necessary student achievements in order to progress to the next level within the nursing program. This policy is directly concerned with accomplishing the mission and vision of the school to have graduates that are competent and skilled nurses. This policy is also directly related to both student learning outcomes and overall program outcomes. A goal of the school is to graduate competent individuals who are prepared for entry level practice and are able to fully participate in the health care system. Overall, graduates will be prepared to provide competent, patient-centered nursing care and leadership. This progression policy assists the faculty and administration in determining the readiness of students to progress and ultimately become registered nurse entrusted to provide safe and effective nursing care.

Scope: This policy applies to all students in the pre-licensure baccalaureate nursing program.

Responsible Committee/Position: The Admissions and Retention Committee along with the dean is tasked with the responsibility of ensuring that remediation is effective, detecting student challenges early to promote retention and progression, and ensuring that students who do not meet the progression criteria are placed on probation or dismissed from the school as appropriate.

Policy Statement:

Grades for Progression

Students making less than a “C” (75%) in **any** nursing course (clinical or non-clinical) will not be allowed to progress on to the next nursing course. If students are identified as having difficulty in a course early in a semester, they may drop the course. This withdrawal will not count against the student academically. The withdrawal must take place before the university deadline for withdrawal from a course as posted on the academic calendar. **It is the responsibility of the student to keep track of course grades and to drop by the posted date as needed.**

Dropping/retaking courses may influence payment and financial aid. Students have the responsibility to consult with the financial aid office and student accounts office to understand financial implications and meet financial obligations to the university.

Students may not retake a course more than once. Failing a course for a second time results in dismissal from the School of Nursing. For students who transfer to the HPU School of Nursing after having failed a nursing course at another program, failure of one (1) course will result in dismissal from the program.

Students are required to take a medication administration and calculation exam at the beginning of each semester. Students must score 90% to successfully pass this exam. The scores for this exam are not calculated into any course grade. Students will have two (3) opportunities to take this exam. Failure to score 90% on this exam requires that a student withdraw from all clinical nursing courses. The medication exams are based on clinical level and are progressive throughout the program. Clinical facilities may require additional medication and/or calculation exams and may require up to 100% accuracy. Students must take clinical facility exams and pass them based on the agencies criteria in order to proceed with clinical. Failure to meet the agency criteria on medication exams will result in the student being unable to complete the assigned clinical rotation.

General Education Core Completion for Progression

Students may be accepted to the School of Nursing on a “conditional” status prior to completing specific general education courses designated below based on the policy allowing 11 credit hours outstanding at admission to the School of Nursing. All remaining general education courses must be completed prior to students enrolling for Senior Level nursing courses (NUR 4XXX).

Allowable Courses to Be Completed Post School of Nursing Acceptance:

BIB 1303 Introduction to New Testament

BIB 1304 Introduction to Old Testament

BIO 1159 Health Professions Seminar

GEN 1101 University Seminar

KIN 1100 Personal Fitness & Wellness

SCI 1200 Medical Terminology

Standardized Progression Exams

Standardized HESI® exams will be used within the nursing program. See the HESI® Exam policy for further explanation on how these exams will be used guide progression of students.

Associated Procedures: Students will be provided with adequate opportunities to pass nursing courses. They will be given at least 4 exams per class for classes using the 75% testing average. Students will be evaluated by their clinical faculty on an on-going basis and contracts will be written for unsatisfactory clinical experiences in an effort to assist students in passing clinical courses.

All students are assigned to a faculty advisor to assist with course scheduling. Ensuring that all courses are completed is the responsibility of the student. It is the responsibility of the student to contact his/her advisor to discuss course schedules and needed courses. Students are also responsible for reviewing the degree audit posted on the HPU Student Gateway account on a regular basis and contacting the advisor and/or Registrar's office if errors are found.

Associated Policies: Standardized Progression Exam Policy; Grading Policy; Withdrawal, Reinstatement, and Dismissal Policy

<p>HPU School of Nursing Policy Title:</p> <p>MANAGEMENT OF CLINICAL LEARNING EXPERIENCES</p>	<p>Committee Assignment:</p> <p>Nursing Curriculum</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date:</p> <p>Revision Date:</p>
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Purpose: The purpose of this policy is to provide written criteria related to the management of clinical learning experiences described in Texas Board of Nursing’s Rule 215.10.

Scope: This policy applies to all nursing students and faculty in the HPU School of Nursing.

Responsible Committee/Position: The policy will be reviewed and amended as necessary on an annual basis by the Nursing Curriculum Committee. The policy will be enforced by all faculty as well as the Dean of Nursing.

Policy Statement: Faculty shall be responsible and accountable for managing clinical learning experiences and observation experiences of students. The faculty/student ratio in clinical areas in the acute care setting is not expected to exceed 1:10. In certain cases, such as when assigned clinical areas are not contiguous, the number of students is reduced to assure that appropriate teaching/learning activity is possible. If a nursing education associate is assigned to the faculty, the ratio should not exceed 2:15. If the clinical experience involves the sole use of preceptorships, the ratio should not exceed 1:24. When the preceptors are used for a portion of the course, then the ratio is 1:12. Direct faculty supervision is not required for an observation experience. In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students. Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes

Various agencies throughout the community are utilized as clinical learning experience sites for nursing students. The student has a responsibility to follow the regulations of each agency (including but not limited to orientation materials, immunization verification, health screenings, and maintaining CPR certification) and to exhibit professional conduct at all times. All students must submit information to the HPU School of Nursing for background/drug screening and current clearance items as a requirement for clinical placement at health care facilities. Screening and clearance items must be kept up-to-date by the student at all times, or students may not be allowed to attend clinicals.

Consideration of selection of a clinical site shall include:

- a. client census in sufficient numbers to meet the clinical objectives/outcomes of the program/courses; and

- b. evidence of collaborative arrangements for scheduling clinical rotations with those facilities that support multiple nursing programs.

Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.

The Evaluation of Clinical Agency form will be completed by clinical faculty at the end of each clinical rotation to ensure optimal student learning experiences are achieved. The results of the evaluations will be used to develop action plans and changes will occur for program improvement.

Written agreements between the program and the affiliating agencies shall be in place before clinical learning experiences begin and shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.

Howard Payne University will take responsibility for:

1. Assume responsibility for approval of the nursing program.
2. Provide the basic preparation to the students through classroom instruction and laboratory practice so as to ensure that the student's clinical and technical skills are at a level which is appropriate for a clinical affiliation.
3. Provide a Faculty Liaison who shall be responsible for the direction of the student program, and coordinate communication between Howard Payne University and FACILITY. The Coordinator shall plan with the Director of Education and Professional Development or designee for FACILITY the assignments of students and provide information on developments within the program which may affect FACILITY.
4. Submit to the Director of Education and Professional Development or designee for FACILITY the specific educational objectives, prior to the beginning of the assignment.
5. Provide coordination and supervision of the students by a qualified instructor, who shall be on-site at all times when students are in the FACILITY, except: (i) when the students are there solely to gather patient data related to clinical assignments; or (ii) when the students are acting under a formal Clinical Preceptor Agreement, when such instructor must, at a minimum, be readily available by telephone. Provide coordination and supervision of the students by a qualified instructor, who shall be on-site at all times when students are in the FACILITY, except: (i) when the students are there solely to gather patient data related to clinical assignments; or (ii) when the students are acting under a formal Clinical Preceptor Agreement, when such instructor must, at a minimum, be readily available by telephone.
6. Require each student and faculty participating in the clinical affiliation to provide proof of a clear criminal background check according to FACILITY's policies and requirements prior to having access to FACILITY's clinical areas, and shall provide FACILITY with documentation/verification of such background check according to FACILITY's policies and requirements.
7. Timely notify FACILITY should any situation or problem arise, within Howard Payne University's knowledge or which Howard Payne University has become aware, which could impede the educational process or threaten completion of the instructional period for the student.

8. Require students assigned to FACILITY to meet the standards of health for both Howard Payne University and the FACILITY. Such current standards of health shall include, but shall not be necessarily limited to, a drug screen, a TB test, and proof of current immunizations.

The agency will take responsibility for:

1. Accept students in accordance with the requirements of the Howard Payne University's applicable clinical affiliation program and the ability of FACILITY to provide the required learning experience as stated in the course objectives.
2. Provide students with appropriate orientation as to FACILITY's general hospital and programmatic policies, procedures, protocols, and practices, as well as applicable standards by appropriate accrediting agencies.
3. Consider the students members of the health care team.
4. Accept that the status of the student is one of a learner, and that students shall not replace members of FACILITY staff.
5. The FACILITY shall retain ultimate responsibility for the care of clients.
6. Notify Howard Payne University, within five working days, should any situation or problem arise which impedes the educational process or threatens completion of the instructional period for the student.
7. Arrange preceptors' work schedule so they are available on student clinical days.
8. Interpreting the preceptor program and expectations of students to other agency personnel who are not directly involved with the preceptorship.

The student will:

1. Maintain open communication with the preceptor and the faculty.
2. Maintain accountability for his/her learning activities.
3. Be responsible for his/her nursing actions while in the clinical setting.
4. Assure preceptor's supervision when performing procedures. Contact faculty/staff if assistance is needed.
5. Maintain confidentiality of all information obtained during the clinical experience.

Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing, or after a student has received clinical and didactic instruction in the basic areas of nursing for the related course or specific learning experience.

Clinical preceptors should be selected by the end of the first week of class and should meet the Texas Board of Nursing 3.8.3.a. Education Guideline and Rule 215.10:

1. Current licensure or privilege to practice as a Registered Nurse in the State of Texas.
2. Competence in designated area of practice.
3. Philosophy of healthcare congruent with that of the nursing program.

The faculty/staff will assist and advise in the selection process to assure compliance with the requirements.

The faculty/staff will also provide the following for the student and preceptor:

1. Orientation for both the student and the preceptor to the preceptor experience.
2. Orientation for the preceptor to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discussion of student expectation, skills performance, student guidelines for performance, methods of evaluation and overall responsibility for teaching and evaluating the student.
3. Assure compliance with standards on immunization, screenings, OSHA standards, CPR, and current liability insurance coverage.
4. Assistance in determining student learning needs and assignments.
5. Communication of objectives, assignments, or other essential information to the agency. Regular meetings with student and preceptor to monitor and evaluate information to the experience.
6. Monitoring of student progress through rounds, clinical seminars, student-faculty-preceptor conferences and/or review of student clinical arrangements.
7. Readily available when the students are in the clinical area.
8. Receive feedback from the preceptor regarding student performance.

Preceptor responsibilities will include the following:

1. Participate in the preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for student(s).
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise and monitor the student in achieving clinical objectives.
6. Supervise the student's performance of skills and other nursing activities to assure safe practice.
7. Collaborate with faculty in reviewing the student's progress towards meeting clinical learning objectives.
8. Contact the faculty/staff for assistance or if any problem with student performance occurs.
9. Discuss with faculty and student arrangement for supervision of the student should the preceptor be absent.
10. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development

Faculty shall be responsible for student clinical practice evaluations. Clinical evaluation tools shall be correlated with level and/or course objectives and shall include a minimum of a formative and a summative evaluation for each clinical in the curriculum.

Courses with a clinical component will always include the course and level specific Clinical Evaluation Tool that is used by the instructor and student to record the outcome of the student's achievement

of competencies as well as identify the student's strengths and areas needing improvement. The clinical evaluation tools reflect higher expectations of year 2 students as compared to year 1 students. This reflects the increasing capabilities deemed necessary for students to achieve course competencies as they progress through the curriculum. Criteria for successful completion of clinical components are outlined within each syllabus. In addition to the Clinical Evaluation Tool, students must complete and submit other evaluations (such as agency, preceptor) in order to meet the course requirements. The Clinical Evaluation Tool will be completed at mid-term and end of clinical rotation. The tool can be found in the syllabus of each clinical course.

Associated Policies: Level Progression for Nursing Student

HPU School of Nursing Policy Title: SUBSTANCE ABUSE	Committee Assignment: Risk Management Training	Original Approval Date: January 11, 2018 Effective Date: 8/20/18 Review Date: Revision Date:
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Purpose: HPU maintains a drug testing policy in the *HPU Student Handbook*. This policy will be followed; however, additional requirements to this policy will be implemented by the School of Nursing.

Scope: All students and faculty participating in clinical nursing courses.

Responsible Committee/Position: The Student Representative along with the Dean of Nursing will be responsible for reviewing, revising and upholding this policy.

Policy Statement: The HPU School of Nursing requires the students and faculty submit to drug testing under any or all of the following circumstances:

- Prior to beginning first clinical course
- Random testing as required by the clinical sites affiliated with the school or at the request of the School of Nursing faculty/dean
- For cause – which includes, but is not limited to, direct observation of drug use, observed manifestations of drug use, report from a reliable source, the need for treatment following an accident related to drug use, conviction by a court related to drug use

Failure to comply with random drug testing at the time specified will result in suspension from clinical attendance until the test is completed.

In the clinical environment, a faculty member or designated preceptor will confirm the “for cause” behavior. The student will be asked to leave the clinical area with the faculty member, preceptor, or designee to discuss the situation in a private, confidential manner. The decision to drug test will be made after consultation with the dean or lead faculty member for the course.

The cost for the drug screen prior to beginning nursing clinical courses will be at the expense of the student. If the student is tested “for cause,” the student will be responsible for the fee associated with the testing.

Testing may include alcohol, amphetamines, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics. If the student or faculty member receives a non-negative test, the same specimen may be retested; however, the student or faculty will not be allowed to participate in clinical activities during the retesting time.

For students, all non-negative test results will be reported to the dean of students for further review and sanctions through the university procedures. For all non-negative test results of faculty, the result will be reported to the dean and the Office of the Vice President of Academic Affairs.

The nursing faculty, nursing dean, and the dean of students will work together to ensure that the student is treated fairly and provided with assistance as needed. Non-negative drug testing may result in dismissal from the School of Nursing and other sanctions as described in the University Student Handbook. If lab tests are negative, the student will be allowed to return to normal class and clinical schedules and arrangements will be made to complete any missed work. **Confidentiality will be maintained.**

In the profession of nursing, patient safety is of the highest concern; therefore, drug use of any kind will not be tolerated in the School of Nursing.

Associated Procedures: None

Associated Policies: Withdrawal or Dismissal from the Nursing Program

HPU School of Nursing Policy Title: CRIMINAL BACKGROUND CHECK	Committee Assignment: Admissions and Retention	Original Approval Date: May 4, 2018 Effective Date: 4/20/2018 Review Date: Revision Date:
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Purpose: The purpose of this policy is to define the requirement of the criminal background check and criteria for licensure as established by the Texas Board of Nursing.

Criminal Background Check Conditions that may disqualify nursing student graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility are found in this policy and the Texas of Board of Nursing website. It is a requirement for each nursing student to read and sign the Declaratory Order Receipt form.

Students are required to notify the School of Nursing Director of any type of arrest, conviction or change in mental health status during their time in the nursing program. The seriousness of the infraction or condition will determine the actions the director will need to implement with respect to our clinical affiliation agreements. Clinical partners require this oversight by the SON director.

Scope: This policy applies to all applicants of the HPU School of Nursing (SON).

Responsible Committee/Position: This policy will be upheld, reviewed, and revised by the Nursing Admission and Retention Committee in collaboration with the dean.

Policy Statement: The Texas Board of Nursing is tasked with the mission to protect and promote the welfare of the people of Texas. To this end, the board requires licensure as a registered nurse before one begins to practice within the scope of practice for a registered nurse. Licensure is required in order to use the title Registered Nurse (RN). Graduates from approved clinical nursing programs who pass the jurisprudence exam are eligible to take the NCLEX licensure examination. Each nurse licensed in the State of Texas is responsible to know and comply with the Nursing Practice Act and the board rules and regulations. All students are required to become acquainted with these documents.

The policy of the HPU School of Nursing is to comply with the Texas Board of Nursing’s Rules and Regulations relating to nurse education, licensure, and practice as currently published. Students should refer to the Texas Board of Nursing Rules and Regulations as follows:

- 213.27 – Good Professional Character
- 213.28 – Licensure of Persons with Criminal Offenses
- 213.29 Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
- 213.20 – Declaratory Order of Eligibility for Licensure

Declaratory Order by the Texas Board of Nursing:

Per Texas Board of Nursing Rule §213.30, nursing graduates seeking licensure in Texas are required to submit a complete an electronic set of fingerprints for the purposes of obtaining a criminal history from the Texas Department of Public Safety and the Federal Bureau of Investigations.

Certain conditions may disqualify nursing students from licensure. Being aware of these conditions prior to entering a school of nursing is important for students and faculty. Therefore, students who may have these conditions will be advised of their right to petition the Texas Board of Nursing for a Declaratory Order of Eligibility.

(https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf)

For any criminal offense, including those pending appeal, the student must answer the following questions:

Have you:

1. been convicted of a misdemeanor?
2. been convicted of a felony?
3. pled nolo contendere, no contest, or guilty?
4. received deferred adjudication?
5. been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
6. been sentenced to serve jail or prison time? court-ordered confinement?
7. been granted pre-trial diversion?
8. been arrested or have any pending criminal charges?
9. been cited or charged with any violation of the law?
10. been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

Applicants to the Board for examination must be able to answer “No” to these questions.

Expunged and Sealed Offenses

While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, the student has the responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. Submitting a copy of the Court Order expunging or sealing the record in question with your application is recommended. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed will, at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character of the nurse.

Orders of Non-Disclosure

Pursuant to Texas Government Code §552.142(b), if you have criminal matters that are the subject of an order of non-disclosure, you are not required to reveal those criminal matters on this form; however, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness of duty issue. Pursuant to other sections of the Government Code Chapter 411, the Texas Board of Nursing is entitled to access criminal history record information that is subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character. The following questions may be asked:

- Are you currently the target or subject of a grand jury or governmental agency investigation?
- Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you? (You may exclude disciplinary actions previously disclosed to the Texas Board of Nursing on an initial or renewal licensure application.)
- *Within the past five (5) years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or a psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder? (You may answer "No" if you have completed and/or are in compliance with Texas PeerAssistance Program for Nurses (TPAPN) for mental illness OR if you have previously disclosed to the Texas Board of Nursing, have remained compliant with your treatment regimen, and have had no further hospitalization since disclosure.)
- *In the past five (5) years, have you been addicted or treated for the use of alcohol or any other drug? (You may answer "No" if you have completed and/or are in compliance with TPAPN.)

*Pursuant to the Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Occupations Code §301.466.

The BON recognizes that having new students complete the background check process before entering school would be extremely beneficial, and thus instituted the New and Accepted Student Roster process. This process allows both the potential applicant and school to be provided some guidance regarding the student's eligibility for licensure prior to investing the time, energy, and funds into a nursing program. The following is a breakdown of the process and some related FAQs.

New/Accepted Student Criminal Background Check Process

Step One: The Texas based nursing program submits the New/Accepted Student Roster to the BON.

Step Two: BON staff enters the data into our internal fingerprint database. This step is what adds them to the list with MorphoTrust.

Step Three: BON staff sends an email to confirmation to Howard Payne University to a designated person informing them that the roster has been entered.

Step Four: Students will receive an email from Identogo including the Service Code and instructions on scheduling their appointment. The email will be sent to the email address provided on the school roster.

Step Five: The BON receives information from The Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI) regarding the criminal background check (CBC) results and staff inputs this data within ten business days.

HPU School of Nursing Policy Title: TESTING: ADMINISTERING, ANALYSIS, REVIEW, MAKEUPS	Committee Assignment: Nursing Curriculum Committee Admission and Retention Committee	Original Approval Date: January 11, 2018 Effective Date: 8/20/2018 Review Date: Revision Date:
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Purpose: The purpose of this policy is to delineate the guidelines for faculty scheduling, preparing, administering, analyzing and reviewing course exams.

Scope: This policy applies to all NUR prefix courses and all faculty administering nursing course exams.

Responsible Committee/Position: Responsibility for this policy will be shared by the Nursing Curriculum Committee and the Admissions and Retention Committee. The Admissions and Retention Committee is tasked with upholding and reviewing this policy in relation to student grades and appropriate remediation process. The Nursing Curriculum Committee is tasked with upholding this policy in relation to ensuring that the objectives of the course and program are adequately evaluated by the tests and testing procedures.

Policy Statement: Course exams will always be created or reviewed and revised by the faculty responsible for the content covered on that exam. All exams will be given via the electronic learning management system (LMS) in use by the university unless the exam requires question types that are not supported by the LMS. Exams may be given in the computer lab or classroom. Once an exam is started, late students may not enter the testing area and will be referred for a makeup exam. An analysis will always be run on the exam. This analysis will be reviewed by the faculty member who originally created the exam with consultation from other faculty as needed.

Students will be given the opportunity to review all exams within 7 business days after the exam is completed. Make up exams will be facilitated by the course instructor. Using the same exam or providing students with a different exam is at the discretion of the faculty member.

Associated Procedures:

Exam Analysis: Each exam will be analyzed using the software associated with the assessment function of the LMS. Each question will be evaluated. The instructor may choose to delete questions, accept more than one correct answer, or correct mis-keyed items on the exam during the analysis phase. Any change that is made to the grading of the exam must be written with the change, why it was made, and how it impacted student grades. Faculty will not have the option of “giving credit” for questions that are thrown out of the exam, but rather must recalculate the grade based on the number of questions remaining in the exam. If this process lowers a specific

student's grade, the higher grade will be recorded. This documentation is then attached to the exam along with the analysis report and filed electronically.

Exam Review for Students: Students will be given the opportunity for test review. This will be accomplished in the class or outside of class time at a specified date and time. During the review students may not write or in any way record anything from the exam. The student may ask for clarification; however, the review time is limited to 10 minutes or less per student when conducting reviews during class time. Students needing more time to clarify content will make an appointment to meet with the faculty member outside of the test review time. Students may express their reasons for choosing a specific answer or may question the validity of an exam item; however, the faculty member will make a note of the student's concern and will evaluate the concern after the test review. Faculty will not engage in disputes over questions or change any grades during test review time.

Makeup Exams: Makeup exams may be the same as the original exam or not at the discretion of the faculty member. If a student is late for a scheduled exam, this will result in the student needing to take the exam on the date arranged by the course instructor. Once an exam is started, students will not be allowed to enter the testing area.

Associated Policies: Grading

<p>HPU School of Nursing Policy Title:</p> <p>WITHDRAWAL, REINSTATEMENT, AND DISMISSAL FROM THE NURSING PROGRAM</p>	<p>Committee Assignment:</p> <p>Admissions and Retention Committee</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date:</p> <p>Revision Date:</p>
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Purpose: The purpose of this policy is to delineate the appropriate procedures for withdrawing from the School of Nursing or being reinstated to the School of Nursing. This policy also delineates reasons for the dismissal of students.

Scope: This policy applies to all students in the nursing program.

Responsible Committee/Position: The Admissions and Retention Committee is responsible for ensuring that students placed on probation, dismissed from the program, or provided with disciplinary action understand and access university policies and procedures for due process and appeals.

Policy Statement:

Withdrawal from the Nursing Program

Withdrawal from the School of Nursing will follow the policy found in the HPU *Academic Catalog*. Rather than withdrawing from the university, students might find themselves in a situation requiring them to withdraw from the School of Nursing but change their major and continue at the university. In this case, the student will need to contact the University Registrar. Students who withdraw from the university must apply for readmission to the university through the admissions office. Likewise, students who withdraw from the School of Nursing or change their major must reapply for admission to the School of Nursing.

Dismissal from the Nursing Program

All students enrolled in the HPU School of Nursing program are required to follow all standards of conduct as published in the HPU *Student Handbook* as well as adhering to the Texas Board of Nursing Rule 217.11 of standards for nursing behaviors. Noncompliance with any standard of behavior noted in the *Student Handbook*, *Texas Board of Nursing Rules* or the *ANA Code of Ethics* may result in suspension or dismissal from the School of Nursing or denial of acceptance into the school and additional university disciplinary response, in coordination with the dean of students.

Students may be dismissed from the nursing program for academic or behavioral issues. The Nursing Faculty Committee for Retention and Progression will be charged with ensuring that students placed on probation or dismissed from the program access and understand the university policies and procedures regarding Academic Probation and Suspension, Grade Change/Appeals (*Howard Payne University Academic Catalog*) and the Student Complaint/Grievance Procedure located in the HPU Student Handbook.

Students who fail two (2) courses will be dismissed based on poor academic performance. See policy for Level Progression. Students who have failed a nursing course at another institution prior to becoming a nursing student at HPU, will be dismissed if they fail one (1) course.

Reasons for Dismissal from the Nursing Program

Based on Texas Board of Nursing Rule (§215.8), students will be dismissed from the School of Nursing for demonstration of the following, including, but not limited to:

1. Evidence of actual or potential harm to patients, clients, or the public;
2. Criminal behavior whether violent or non-violent, directed against persons, property or public order and decency;
3. Intemperate use or abuse of drugs or alcohol (see Appendix C: Substance Abuse Policy), diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity; and
4. The lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicate that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board's rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.

In addition, nursing students will be held to the highest standards of integrity with regards to professional conduct in both the classroom and clinical settings. Students are expected to adhere to ethical standards consistent with the American Nurses' Association (ANA) Code of Ethics (<http://nursingworld.org/codeofethics>). The following behaviors may lead to dismissal from the nursing program (this list is not all inclusive):

1. Committing fraud, deceit, or dishonesty, which may include plagiarism, falsification, or negligently making incorrect entries on records or any other written work.
2. Violating Health Insurance Portability and Accountability Act (HIPAA) rules and regulations including breach of confidentiality through unauthorized access to client information or verbal or written information about clients in public circumstances.

3. Disorderly conduct including disruption or obstruction of teaching and unprofessional and/or inappropriate communication or contact with faculty, peers, clients, or staff.
4. Implementing nursing care without supervision or instruction.
5. Neglecting or violating any rule, regulation, or policy of Howard Payne University, the School of Nursing, or any clinical facility. This may include dress code violations.
6. Physical, mental, or emotional behavior causing the student to be unable to provide safe nursing care.
7. Failure to follow policies and procedures of the clinical agency to which the student is assigned.
8. Absenteeism or tardiness to class or clinical.
9. Demonstrating behaviors that the faculty deem unsafe for the clinical area.
10. Unsatisfactory clinical evaluations from faculty. An unsatisfactory final clinical evaluation in any clinical course will constitute failure of the course regardless of theory grade.
11. Inappropriate use of a cell phone or other electronic devices in clinical or classroom settings.

Unsafe Clinical Performance

Unsafe clinical performance may result in a student's removal from a clinical setting, disciplinary action, a negative clinical evaluation, course failure, and/or dismissal from the nursing program. Unsafe clinical practice during a clinical practicum is defined as:

- Committing a medication error.
- Behavior or actions that threaten patient safety.
- Failure to apply previously mastered principles/learning outcomes when performing nursing care skills or delegated tasks.
- Actions that demonstrate inappropriate decision making/judgment.
- Failure to comply with infection control guidelines.
- Failure to recognize own limitations, incompetence, or legal responsibilities.
- Failure to accept moral and legal responsibility for own actions.
- Presenting for clinical practicum in impaired condition (determined by clinical faculty).
- Failure to demonstrate appropriate preparation for the clinical experience.

Associated Procedures: Students will be counseled by the course faculty if they are identified as having academic challenges (see Level Progression Policy). A "Correct Action Contract" (see Grading Policy) will be used for students having challenges in a clinical course.

Associated Policies: Grading Policy; Level Progression Policy

<p>HPU School of Nursing Policy Title:</p> <p>HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)</p>	<p>Committee Assignment:</p> <p>Faculty-Student Affairs Committee</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date:</p> <p>Revision Date:</p>
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Purpose: The purpose of this policy is to ensure that brands and reputation of Howard Payne University and the HPU School of Nursing, as well as the faculty, clinical partners, and students, are represented in a fair, accurate, and legal manner and that sensitive and confidential information is protected.

Scope: This policy applies to all faculty and students in the clinical nursing program.

Responsible Committee/Position: The Faculty-Student Affairs Committee in collaboration with the Dean of Nursing is responsible for the review, revision and upholding of this policy.

Policy Statement: HIPAA guidelines must be followed at all times. Identifiable information concerning clients/patients and clinical rotations must not be posted in any online forum or webpage. Zero tolerance applies to anyone posting comments on social media that violate HIPAA guidelines or this policy.

Students and faculty are responsible for the following:

- 1) Do not post confidential, sensitive, or proprietary information about the university, clinical nursing staff, students and peers, clinical facilities, clients/patients, or others you may come in contact with while in the role of HPU nursing student/faculty.
- 2) Protect all private and confidential information related to you and to others. Be responsible for what you post and protect yourself and others.
- 3) Be aware that you are associated with HPU and the School of Nursing when engaging in online social networks. Ensure that your profile and related content is consistent with how you wish to present yourself to colleagues, clients/patients, and potential employers.
- 4) Identify your views as your own. When posting your point of view, you should neither claim nor imply that you are speaking on behalf of HPU, unless you are authorized to do so in writing.
- 5) Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the university.

- 6) Do not use HPU or School of Nursing marks, such as logos and graphics, on personal social media sites. Use of the School of Nursing logos and graphics for university sanctioned events (posters, fliers, postings, or others) must be approved by the dean of nursing.
- 7) Do not use the name of Howard Payne University (or HPU) to promote a product, a cause, or a political party or candidate.
- 8) Comply with policies on the use of all electronic devices.
- 9) Do not take pictures of any client/patient or inside any clinical facility unless written authorization is received for a specific cause. Pictures of clients/patients or pictures taken inside a clinical facility (even pictures of fellow student nurses) may NEVER be posted to a social media by a student nurse.
- 10) Adhere to all university policies concerning privacy and confidentiality.
- 11) Sign confidentiality statement

Consequences: Each student and faculty 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 or policy. Students/faculty may also be liable if individual postings include confidential or copyrighted information from music, videos, text, and any other media. 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. Faculty are subject to disciplinary action of the university.

Associated Procedures: None

Associated Policies: Social Media Policy; Withdrawal and Dismissal from the Nursing Program

HPU School of Nursing Policy Title: BLOOD AND BODY FLUID EXPOSURE CONTROL POLICY	Committee Assignment: Nursing Curriculum Committee	Original Approval Date: January 11, 2018 Effective Date: 8/20/2018 Review Date: Revision Date:
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Purpose: The purpose of this policy is to provide information and guidance to ensure a safe and healthful work environment for faculty, staff, and students. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 CFR 1910.1030, "Occupational Exposure to Bloodborne Pathogens."

Scope: This policy applies to all students and faculty involved in clinical experiences in the nursing school labs or in outside clinical facilities.

Responsible Committee/Position: This policy will be reviewed, revised and upheld by the Nursing Curriculum Committee and the Dean of Nursing based on standards and policies of OSHA and clinical partner facilities.

Policy Statement: The ECP is a key document to assist our institution in implementing and ensuring compliance with the standard, thereby protecting our faculty, staff and students. This ECP includes:

1. Determination of exposure
2. Implementation of various methods of exposure control, including:
 - a. Universal precautions
 - b. Work practice controls
 - c. Personal protective equipment
 - d. Housekeeping
3. Hepatitis B vaccination
4. Post-exposure evaluation and follow-up
5. Communication of hazards to faculty, staff, and student and training
6. Recordkeeping
7. Procedures for evaluating circumstances surrounding exposure incidents

Implementation methods for these elements of the standard are discussed in the subsequent pages of this ECP.

Determination of Exposure

One of the keys to implementing a successful Exposure Control Plan is to identify exposure situations faculty, staff, and/or students may encounter. The following is a list of job classifications that identifies those individuals who may have occupational exposure.

- Housekeeping
- Nursing students
- Faculty

Implementation of Compliance with Exposure Control Plan

A number of areas must be addressed in order to effectively eliminate or minimize exposure to bloodborne pathogens in our institution. The following six elements that must be implemented:

1. The use of Standard Precautions (referred to as Universal precautions in 1910.1030)
2. Establishing appropriate Environmental Controls
3. Sharp Injury Reduction Plan
4. Implementing appropriate Work Practice Controls
5. Using necessary Personal Protective Equipment
6. Implementing appropriate Housekeeping Procedures.

By following the requirements of OSHA's Bloodborne Pathogens Standard in these six areas, occupational exposures to bloodborne pathogens are believed to be minimized for faculty, staff, and students as much as is possible.

Universal Precautions

Howard Payne University observes the practice of universal precautions to prevent contact with blood and other potentially infectious materials. As a result, faculty, staff, and students shall treat all human blood and the following body fluids as if they are known to be infectious for HBV, HIV, and other bloodborne pathogens:

- Saliva
- Blood
- **Mucus membranes**

***In circumstance where it is difficult or impossible to differentiate between body fluid types, all body fluids are assumed to be potentially infectious.*

All faculty, staff and students have the responsibility to comply with standards.

Work Practice Controls

In addition to environment controls, Howard Payne University uses a number of work practice controls to help eliminate or minimize faculty, staff, and student exposure to bloodborne pathogens.

Work Practice Controls are as follows:

- Faculty, staff and students must wash their hands immediately or as soon as feasible, after removal of gloves or other personal protective equipment. To facilitate comfort and minimize allergic reactions to latex containing gloves, all gloves used in the campus clinical labs will be latex free.
- Following any contact of body areas with blood or any other infectious materials, faculty, staff and students wash their hands and any other exposed skin with soap and water as soon as possible following exposure. Exposed mucous membranes should be flushed with copious amounts of water.
- Contaminated needles and other contaminated sharps are not to be bent, recapped, or removed.
- Contaminated reusable sharps are placed in appropriate containers immediately, or as soon as possible, after use.
- Eating, drinking, applying cosmetics or lip balm and handling contact lenses is prohibited in clinical lab areas where there is potential for exposure to bloodborne pathogens.
- All procedures involving blood or other infectious materials minimize splashing, spraying or other actions generating droplets of these materials.
- Specimens of blood or other materials are placed in designated leak-proof containers, appropriately labeled for handling and storage.
- If outside contamination of a primary specimen container occurs, that container is placed within a second leak-proof container, appropriately labeled, for handling and storage. (If the specimen can puncture the primary container, the secondary container must be puncture resistant as well).
- Equipment which becomes contaminated, is examined prior to servicing or shipping, and decontaminated as necessary (unless it can be demonstrated that decontamination is not feasible).
- An appropriate biohazard warning label is attached to any contaminated equipment, identifying the contaminated portions.
- Information regarding the remaining contamination is conveyed to all affected employees, the equipment manufacturer and the equipment service representative prior to handling, servicing, or shipping.

Personal Protective Equipment

Howard Payne University provides the personal protective equipment needed to protect faculty, staff, and students against such exposure. Appropriate personal protective equipment in the appropriate sizes is readily accessible to the faculty, staff and students. Examples of equipment provided include:

- Gloves
- Gowns
- Face Shields/Masks
- Safety Glasses
- Goggles
- Hoods
- Resuscitation Bags
- Shoe Covers

Faculty, staff, and students are educated and trained regarding the use of the appropriate personal protective equipment for their job classifications and tasks/procedures they perform.

To make sure that equipment is used as effectively as possible, Howard Payne University faculty, staff, and students adhere to the following practices when using their personal protective equipment:

- Any garments penetrated by blood or other infectious materials are removed immediately or as soon as feasible.
- All personal protective equipment is removed prior to leaving the work area
- Gloves are worn in the following circumstances:
 - Whenever faculty, staff or students anticipate hand contact with potentially infectious materials.
 - When performing vascular access procedures.
 - When handling or touching contaminated items or surfaces.
- Disposable gloves are replaced as soon as practical after contamination or if they are torn, punctured or otherwise lose their ability to function as an exposure barrier.
- Utility gloves are decontaminated for reuse unless they are cracked, peeling, torn or exhibit other signs of deterioration, at which time they are disposed of.
- Masks and eye protection (such as goggles, face shields, etc.) are used whenever splashes or sprays may generate droplets of infectious materials.
- Protective clothing (such as gowns and aprons) is worn whenever potential exposure to the body is anticipated.
- Surgical caps/hoods and/or shoe covers/boots are used in any instances where “gross contamination” is anticipated (such as autopsies and orthopedic surgery).
- Any garments penetrated by blood or other infectious materials are removed immediately or as soon as feasible.
- All personal protective equipment is removed prior to leaving the work area
- Gloves are worn in the following circumstances:

- Whenever faculty, staff or students anticipate hand contact with potentially infectious materials.
- When performing vascular access procedures.
- When handling or touching contaminated items or surfaces.
- Disposable gloves are replaced as soon as practical after contamination or if they are torn, punctured or otherwise lose their ability to function as an exposure barrier.
- Utility gloves are decontaminated for reuse unless they are cracked, peeling, torn or exhibit other signs of deterioration, at which time they are disposed of.
- Masks and eye protection (such as goggles, face shields, etc.) are used whenever splashes or sprays may generate droplets of infectious materials.
- Protective clothing (such as gowns and aprons) is worn whenever potential exposure to the body is anticipated.
- Surgical caps/hoods and/or shoe covers/boots are used in any instances where
- “gross contamination” is anticipated (such as autopsies and orthopedic surgery).

Housekeeping

Maintaining a clean and sanitary environment is an important part of our Bloodborne Pathogens Compliance Program.

- All equipment and surfaces are cleaned and decontaminated after contact with blood or other potentially infectious materials.
 - After completion of medical procedures.
 - Immediately (or as soon as feasible) when surfaces are overtly contaminated.
 - After any spill of blood or infectious materials.
 - At the end of the work shift if the surface may have been contaminated during the shift.
- All pails, bins, cans, and receptacles intended for uses routinely are inspected, cleaned, and decontaminated as soon as possible if visibly contaminated.
- Potentially contaminated broken glassware is picked up using mechanical means (such as dustpan and brush, tongs, forceps, etc.)
- Contaminated reusable sharps are stored in containers that do not require “hand processing”
- Contaminated laundry is handled as little as possible and is not sorted or rinsed where it is used.

The Howard Payne University’s janitorial personnel will be responsible for cleaning the campus labs. Instructions will be provided to them regarding cleaning procedures and schedule.

Regulated Waste

Extreme caution is urged of all Howard Payne University faculty, staff and students in the handling of regulated waste (including contaminated sharps, laundry, used bandages, and other potentially infectious materials). Currently the following procedures are being used with all of these types of wastes:

1. They are discarded or “bagged” in containers that are:

- Closeable
 - Puncture-resistant
 - Leak-proof if the potential for fluid spill or leakage exists.
 - Red in color or labeled with the appropriate biohazard warning label.
2. Containers for this regulated waste are located in the clinical lab within east access of our employees and as close as possible to the sources of the waste.
 3. Waste containers are maintained upright, routinely replaced and not allowed to overfill.
 4. Whenever faculty, staff, and/or students move containers of regulated waste from one area to another the containers are immediately closed and placed inside an appropriate secondary container if leakage is possible from the first container.

HEPATITIS B VACCINATION & POST-EXPOSURE EVALUATION AND FOLLOW-UP

Howard Payne University recognizes that even with good adherence to all exposure prevention practices, exposure incidents can occur. As a result, a Hepatitis B Vaccination is mandatory for all students and faculty.

POST-EXPOSURE EVALUATION AND FOLLOW-UP:

1. If a faculty, staff or student is involved in an exposure to blood/body fluids, there are two things that are immediately focused on:
 - Making sure faculty, staff and students receive medical evaluation, consultation, and treatment as soon as possible.
 - Investigation of the circumstances surrounding the exposure incident.
2. The faculty member responsible for the student or the dean at the time of exposure will investigate the occurrence, gathering the following information:
 - When the incident occurred - date and time
 - Where the incident occurred
 - What potentially infectious materials were involved in the exposure – type of material (blood, amniotic fluid, etc.)
 - Source of exposure
 - Type, brand, and size of sharp involved in the exposure
 - Under what circumstances the exposure occurred – type of work being performed
 - How the incident was caused – accident unusual circumstances (e.g. equipment malfunction, power outage, etc.)
 - Personal protective equipment being used at the time of the incident -
 - Actions taken as a result of the exposure –
 - Employee decontamination
 - Notification to the Health Services Offices
 - Cleanup
 - Corrective Action

MEDICAL RECORD KEEPING

The School of Nursing will maintain records for faculty, staff and students involved in an exposure incident which include the following information:

- Name and social security number of the individual exposed
- A record of the faculty, staff or student's Hepatitis B Vaccination status.
- Dates of any vaccinations
- Medical Records relative to the faculty, staff or student's ability to receive the vaccine.
- Copies of the results of the examinations, medical testing, and follow-up procedures which took place as a result of an employee's exposure to bloodborne pathogens.

An incident report (see attached) will be completed for all exposure and injuries to students and faculty member. All medical information is kept confidential. Any information acquired will not be disclosed or reported without the faculty, staff or student's written consent except as required by law.

Labels and Signs

For faculty, staff, and students of Howard University the most obvious warning of possible exposure to bloodborne pathogens are biohazard labels. Because of this, a biohazard warning labels with the red-orange biohazard symbol or use of red color-coded container will be used.

The following items are labeled as biohazard:

- Containers of regulated waste.
- Sharps disposal container.
- Other containers used to store, transport or ship blood and other infectious materials.
- Laundry bags and containers.
- Contaminated equipment.

Associated Procedures: Well-informed and educated faculty, staff and students are imperative when attempting to eliminate or minimize exposure to bloodborne pathogens. Howard Payne University's faculty, staff, and students who have the potential for exposure bloodborne pathogens are provided education and training on this issue.

Information and training for faculty, staff, and students is accomplished in orientation and references in the faculty and student handbooks. Howard Payne University is responsible for seeing that faculty, staff and students who have potential exposure to bloodborne pathogens receive this training.

Completion of the incident form should begin at the time of the exposure/injury and continue as information comes available. This form is kept in the student or faculty file in the School of Nursing.

Associated Policies: None

Reference: OSHA, Model Plans and Programs for the OSHA Bloodborne Pathogens and Hazard Communications Standards. <https://www.osha.gov/bloodborne-pathogens>.

HOWARD PAYNE
UNIVERSITY
SCHOOL OF NURSING

STUDENT INCIDENT REPORT

Date/Time of Incident _____

Student Name _____ HPU Student ID # _____

Course Number and Title in Which Incident Occurred _____

Course Faculty _____

Exact Location of Incident _____

Nature of Incident _____

Action Taken (Including Medical Care Provided) _____

Follow-Up Instructions _____

Drug Screening Obtained

Signature of Person Making Report _____

Printed Name of Person Making Report _____

Date Submitted _____

NOTE: All incident reports will be placed in individual student files in the Office of the Dean, Howard Payne University School of Nursing. All reports will be sent to the Associate Vice President of Business and Human Resources and Chief Financial Officer; Vice President for Finance and Administration.

Form approved by Nursing Faculty 1/11/2018

APPENDIX A

RESOURCES FOR STUDENTS

HPU Student Handbook Online Reference (<https://www.hputx.edu/wp-content/uploads/2020/08/2020-2021-Student-Handbook.pdf>)

Academic Resources (<http://www.hputx.edu/academics/the-collegium/>)

The HPU Learning Services Center determines accommodations for each student on an individual basis, with input from qualified professionals. Accommodations are intended to level the playing field for students with disabilities, while maintaining the academic integrity and standards set by the University.

Students or professors can contact the Office of Learning Assistance directly through webpage

(<http://www.hputx.edu/academics/the-collegium/learning-assistance-services/>)

Documentation and online forms can be found on the webpage.

Learning Resources (<http://www.hputx.edu/library/>).

Walker Memorial Library provides collections and research assistance in support of the teaching and learning goals of Howard Payne University. The 23,000-square-foot facility offers individual and group study spaces, wireless Internet access, and a self-serve coffee bar. The library is a member of TexShare, a state-wide resource sharing consortium of universities, colleges, and public libraries.

Financial Aid Resources (<http://www.hputx.edu/campus-offices/financial-aid/>).

Forms of financial aid include gift aid (scholarship and grants which do not have to be repaid), student loans, work study programs, or a combination of these. Students should remember to check out scholarship programs available through community organizations, corporations, and their church and school. The availability of such aid can be obtained through the school guidance counselor, church, and parents' employers.

Career Services (<http://www.hputx.edu/academics/the-collegium/career-services/>).

Career Services provides career assessment, career exploration and one-on-one counseling to assist students in choosing a career path that is consistent with their academic and personal goals as well as assist students in job location, resume writing, portfolio development and interview skills. Career Services provides job fairs, workshops and one-on-one assistance to all students.

Counseling Services (<https://www.hputx.edu/student-life/student-resources/>).

HPU has a licensed professional counselor available to assist currently enrolled students.

Residence Life Services (<http://www.hputx.edu/student-life/residence-life/>).

A housing application/agreement and housing deposit are required for all students who will be living on campus. Students who meet one or more of the exemptions and desire to live off campus must submit a Request for Permission to Live Off Campus form. Students who meet one or more of the exemptions and desire to live on campus must submit a housing application/agreement and housing deposit. Incoming students with 60+ academic credits and/or four long semesters in a residence hall have the option to request housing in a residence hall or campus apartment.

Clubs and Organizations (<http://www.hputx.edu/student-life/student-organizations/>).

Involvement is a major part of student success and a key component to a well-rounded college experience. On campus students will find a variety of academic and non-academic clubs and organizations. Specifically, for nurses, HPU will have on-campus meetings for a student nurses association and a Nurses Christian Fellowship group.

Spiritual Life Resources (<http://www.hputx.edu/student-life/baptist-student-ministry/>).

The BSM (Baptist Student Ministry) is an excellent way to get involved at Howard Payne University. The BSM offers several different ministries for students to be engaged in both on and off campus. Whether you are new to faith or have been following Christ for a long time, the BSM would like to partner with you in your relationship with Jesus. From discipleship groups among college peers to outreach and missions, the BSM exists to help college students become disciples of Jesus Christ while they are at school. We provide opportunities for students to serve in leadership roles, grow deeper in their faith, and let that faith be acted out in their daily lives.

Chapel attendance is required for graduation. Specific information may be found at <http://www.hputx.edu/student-life/chapel/>. Students are responsible for understanding the chapel requirements when they are enrolled in clinical courses.

Student Health Services (<https://www.hputx.edu/student-life/student-resources/>).

The university employs a nurse who maintains office hours for consultation on minor ailments and first aid at no cost to students. Prescription medicine and injections may be given on orders of a physician, but students must pay for all medicine and physician charges. If a student does not have a local physician, the nurse will help make arrangements when requested. In the event of an emergency, students will be sent to Brownwood Regional Medical Center.

All students are required to complete the HPU Student Health Form and submit it to the University Nurse (<https://www.hputx.edu/student-life/student-life-forms/>)

FORMS

Faculty Evaluation

Criteria for Evaluation

Faculty of Howard Payne University serve in several roles, including teaching, scholarship, academic advising, university service, and church/community service. Because each of these is considered of importance to the university, the evaluation of faculty is intended to take these roles into consideration. Decisions regarding continued employment, promotion, raises, and specific assignments within the university will draw upon evaluation of these factors.

Evaluation of Teaching Effectiveness

Excellence in teaching is an ongoing goal of the university. Evaluation of teaching effectiveness will be judged on, but not limited to, the following criteria:

1. Development of course goals and content that is current in the area of study
2. Development of course syllabi which are clear guides to the content, methodology, and course requirements of each course taught, for use by students and other faculty using the syllabi for their own subsequent course development
3. Use of teaching techniques that assist in learning including varied methodologies in response to individual student learning and interest levels
4. Development of resource materials to assist in the achievement of both course objectives and long-term ability on the part of students to continue their own learning beyond the end of the course
5. Willingness to help students in and outside of class
6. Development and use of tests and measurements that are discerning and fair appraisal instruments for the evaluation of a student's ability
7. Demonstration of fair and impartial dealings with all students
8. Achievement of critical thinking on the part of students in utilization of course materials
9. Consistency in planning and preparation for instruction
10. Development and utilization of a personal plan of continued study and professional development related to the teaching field and methods for improving teaching effectiveness
11. Evidence through student evaluations of the achievement of quality learning
12. Demonstration through optional peer evaluations of competence in the subject area and effective teaching techniques.

Scholarship and Professional Commitment

It is important, both to the institution and to the individual faculty member, that growth in scholarship and commitment to one's profession occur with continuity. Some of the ways this growth and commitment can be demonstrated include:

1. research activities
2. publication in professional resources
3. presentation at professional meetings
4. professional consulting
5. speaking
6. artistic creation or performance
7. committee or organization leadership in the profession
8. holding office in professional organizations
9. grantsmanship
10. other personal and professional growth plans

Academic Advising

Academic Advising is the process of effectively guiding and helping students to obtain the maximum educational benefit available to them through the resources of the university and outside support services. It is the responsibility of the advisor to:

1. Be totally familiar with the currently applicable editions of the university *Catalog*, including overall graduation requirements, general education requirements, and the major and minor requirements in the assigned academic fields of the advisees
2. Help students plan their academic program in a manner which incorporates university schedule and course rotations, course prerequisites, general education priorities and individual factors affecting student progress toward a degree or other educational goal
3. Keep accurate and current records concerning the advisee
4. Be willing to advise students on career and other goals and be familiar with available internal and external support services related to these goals
5. Be willing to assist and/or refer students on non-academic matters
6. Know when and how to refer students to the Office of Student Life for guidance and counseling referral.
7. Be available to students and advisees during regular posted office hours at times appropriate and convenient to the students being served.

Service to Church and Community

Because of the inseparable relationships between the university and the church and the university and the community, it is expected that faculty members will be actively involved in the life of these entities. Some ways this commitment may be achieved include the following:

1. Involvement in church in a manner that provides a role model for students
2. Informed participation in local civic and governmental functions
3. Voting in local, state, and national elections.
4. Promoting good relations between the university and the community.

Commitment to the University

A key factor in the long life of the university and its present vitality is the commitment to the university on the part of those who are or have been a part of its life, including not only faculty but alumni and current students. The enduring heritage of Godly men and women who have dedicated their lives to teaching and service in Christian higher education is an inspiration to those currently serving the university. Some ways in which this commitment may be demonstrated include the following:

1. Support for the purpose and objectives of the university
2. Involvement in university functions and activities
3. Involvement in university committees and faculty meetings
4. Seeking grants, gifts, and funds which enhance the program of the university
5. Encouragement for fellow faculty members and others who work in behalf of the university
6. Contributions to an academically challenging atmosphere
7. Cooperation with the various administrative processes of the university

Faculty Self-Assessment

Instructor: _____ Department: _____

Academic Year: _____

The purpose of the faculty evaluation process is to improve instruction. The departmental chair evaluations, professional development evaluation, faculty peer evaluations, student evaluations, and self-assessment (which feed into the Final Evaluation Report) provide for a wide range of input and feedback to be used in clarifying and improving teaching goals.

Use information from the student evaluations, classroom observations, and your own observations and experiences in completing this form. During your discussion of your Final Evaluation Report with your department chair, have this form available so he or she can review your Self-Assessment with you. The purpose of the discussion will be to commend strengths, identify areas for growth, and focus on planning for improvement in at least one area of instructional performance.

I. Educator

1. Briefly identify areas in which you are enhancing your role of educator such as discipline mastery, classroom effectiveness, quality of course materials, creative guidance of individual students, attention to preparation, care in advising, and accessibility to students.

2. Based on responses from the student evaluations or comments made of your classes, name your
 - a) Strengths:

- b) Areas for improvement:

3. Based on responses to the faculty peer observation(s) and comments made of your classroom instruction, name your

a) Strengths:

b) Areas for improvement:

4. Assess the following skills:

a) Syllabus is current and includes the primary objectives, the grading procedures, number and point value of tests, and their approximate dates.

b) You are available to students to assist them in achieving course objectives.

5. Analyze your tests and assignments with respect to the following:

a) CONTENT: The tests and assignments maintain a consistent relationship with course objectives.

b) CONSISTENCY: The test questions are asked at the same thinking level as class activities, teaching presentations, and learning materials.

c) EFFECTIVENESS: Test results are used to evaluate/change instructional methods.

d) WRITING COMPONENT: Tests and assignments provide opportunities for students to express themselves and display learning in writing.

1. Identify some current objectives related to your role of scholar such as professional society, presentations, publications, public addresses, and research activities.

III. Citizen

- 1) Identify service areas to university, community and church such as service to university departments, constituents, supporting educational agencies, community, local churches, religious bodies, and to professional groups.

- 2) Exhibit commitment to the mission and goals of the university and School of Nursing.

Faculty Member

Date

Department Chair/Instructional Supervisor

Date

HPU School of Nursing Faculty Professional Development Plan (20XX-20XX)

Faculty Name: _____

HPU School of Nursing Faculty Professional Development Plan (20XX-20XX)	Outcomes were accomplished:	Expected Completion Date
<u>Educator</u>		
<u>Scholar</u>		
<u>Citizen</u>		

Faculty Signature _____ Date _____

Director/Dean Signature _____ Date _____

Faculty Performance Appraisal Review Form

Faculty Job Description Requirements: Answer Yes, No, or NA (not applicable). Explain any No or NA responses. Attach support if needed.

PRIMARY RESPONSIBILITY:

_____ 1. Provided quality instruction.

SECONDARY RESPONSIBILITIES:

_____ 1. Maintained posted office hours.

_____ 2. Served as an academic advisor.

_____ 3. Managed program and course curricula.

_____ 4. Maintained a flexible schedule to meet program and department needs.

_____ 5. Contributed to developing, implementing, and evaluating approved academic programs and developing new academic programs to meet community needs.

_____ 6. Fulfilled course, program, and department goals and objectives.

_____ 7. Participated in the assessment of student learning outcomes for the program and/or department.

_____ 8. Responded in a timely fashion to information requests from program, dean, and university administrators.

_____ 9. Attended program, Nursing Faculty Organization (NFO), and university meetings.

_____ 10. Acquired new knowledge and skills as appropriate for nursing education via practice hours, research, and/or doctoral/academic studies.

_____ 11. Maintained license or professional certification specific to program requirements.

_____ 12. Developed and implemented a professional development plan.

_____ 13. Participated in continuing education learning opportunities.

_____ 14. Participated in mutually agreed upon committees.

_____ 15. Satisfied objectives for mutually agreed upon special assignments.

_____ 16. Participated in faculty-related activities to and retain students.

_____ 17. Supported the Nursing Program and the HPU vision, mission, goals, and priorities.

_____ 18. Abided by the policies and procedures published in the faculty handbook.

Dean or Program Director Signature: _____ Date: _____

Faculty's Signature: * _____ Date: _____

*Professor's signature indicates that this review form has been discussed with the professor and does not imply agreement with the conclusions.

Howard Payne University School of Nursing
Faculty/Staff Evaluation by Clinical Agency

Date: _____

Faculty/Staff Name: _____

Evaluator's Name & Title: _____

Goal: Objective evaluation of clinical instruction and learning experience for nursing students.

Purpose: This is an opportunity to express your views regarding the clinical instructor in HPU's School of Nursing's effort to improve the learning experience in the clinical setting. Your fair and honest opinion is of great importance toward helping us achieve our goal of providing our student nurses with a solid educational clinical experience.

Use the following scale to rate the clinical experience.

- 5 – Strongly agree
- 4 – Agree
- 3 – NA (not applicable)
- 2 – Disagree
- 1 – Strongly disagree

- ___ The instructor acquainted the agency staff with the objectives of the course
- ___ The instructor was acquainted with policies and procedures of the clinical unit
- ___ The instructor consulted with the clinical staff
- ___ There was clear communication with the staff related to student assignments
- ___ The instructor was accessible to the learning needs of the students

Suggestions for improvements or your overall thoughts to the clinical program's learning experience, please provide here:

Please return completed evaluation in the attached self-addressed envelope to HPU School of Nursing.

Howard Payne University School of Nursing
Faculty – Peer Review for Classroom Teaching

Date: _____

Course Name & Number: _____

Instructor: _____

Evaluator: _____

Using the following scale, provide the number of your rating that best describes your view.

- 1 – Evident
- 2 – Not Evident
- 3 – Cannot Assess
- 4 – No Opportunity

Presentation:

1. Presenter identified objectives to be emphasized in class. _____

Comments:

2. Presenter discussed student assignments related to objectives. _____

Comments:

3. Presented classroom content in an organized, systematic and clear manner. _____

Comments:

4. Relates content to objectives. _____

Comments:

5. Uses teaching strategies appropriate to objectives and amount of time
Allotted to class. _____

Comments:

6. Stresses relevant material identified in objectives. _____

Comments:

7. Provides explanations and examples to facilitate interpretation of
Objectives. _____

Comments:

8. Discussed current developments and related research. _____
Comments:

9. Relates theory to practice. _____
Comments:

10. Integrates critical thinking elements into all course content. _____
Comments:

Classroom Participation

1. Encouraged students to participate in class. _____
Comments:

2. Students felt free to ask questions. _____
Comments:

3. Permitted freedom of discussion. _____
Comments:

4. Receptive to divergent points of view. _____
Comments:

5. Is available to students as a resource person after class and/or
Outside of the classroom. _____

Instructor Style

1. Punctual to class. _____
Comments:

2. Spoke distinctly and with sufficient volume. _____
Comments:

3. Presented materials at a reasonable pace. _____
Comments:

4. Displayed a sense of humor. _____
Comments:

5. Showed enthusiasm regarding content. _____
Comments:

Howard Payne University School of Nursing
Agency Clinical Agreement for Preceptor Experience

The undersigned Agency agrees that HPU School of Nursing student(s) will utilize the Agency for an assigned learning experience. The student will be under the supervision of assigned preceptor. During the time the student is in the Agency, he/she will follow the policies and procedures established by the Agency.

Agency agrees to:

1. Retain ultimate responsibility for the care of the patients
2. Retain responsibility for preceptor's salary, benefits and liability
3. Arrange preceptor's work schedule so they are available on student clinical days
4. Interpret the preceptor program and expectations of students to other Agency personnel who are not directly involved with preceptorship

This document serves to confirm the necessary administrative approval for the named Agency. Please find two original letters to sign. Return one to the HPU School of Nursing and retain the other for your file.

Name of Agency (Please print)

Authorized Agency Representative Signature

Date

Dean, School of Nursing Signature

Date

HPU President, Provost or
VP of Finance and Administration Signature

Date

Howard Payne University School of Nursing

Preceptor Profile

The Texas Board of Nursing Rule: TAC §215.10(j)(6) relating to Professional Nurse Education, Licensure and Practice guidelines are:

Clinical Preceptors, if used, shall have the following minimum qualifications:

1. Current licensure or privilege to practice as a Registered Nurse in the State of Texas, or,
2. Competence in designated area of practice.
3. Philosophy of healthcare congruent with that of the nursing program.

Name

Title/Position

Registered Nurse License # / State / Date of Expiration

Education & Other Professional Certifications

Phone Number

Name of Employer

Employer's Address and Phone Number

Your Manager's Name and phone #

Howard Payne University School of Nursing

Student Evaluation of Preceptor

Please rate the extent to which each statement describes your preceptor's teaching behaviors by entering a number in the blank following each item, using the following scale:

4= to a large extent

3= to a moderate extent

2= to a small extent

1= not at all

1. The preceptor was an excellent professional role model _____
2. The preceptor guided my clinical problem solving _____
3. The preceptor helped me to apply theory to clinical practice _____
4. The preceptor was responsive to my individual learning needs _____
5. The preceptor provided constructive feedback about my performance _____
6. The preceptor communicated clearly and effectively _____
7. The preceptor encouraged my independence _____
8. The preceptor was flexible and open-minded _____
9. Overall, the preceptor was an excellent clinical teacher _____
10. I would recommend this preceptor for other students _____

Howard Payne University School of Nursing
NEW FACULTY/STAFF ORIENTATION CHECKLIST

Name: _____ Date: _____

Mentor: _____

Tour of HPU facility/introductions Date: _____

Attendance of New Faculty Orientation Date: _____

Receive and review employee handbook Date: _____

Review of curriculum/course assignments Date: _____

Observe nursing peer with lecture/skills lab Date: _____

Orientation to Clinical site assigned Date: _____

Meeting with the program coordinator/ program director Date: _____

Orientation to BNE Rules & Regulations Date: _____

Orientation to Howard Payne University IT systems Date: _____

Orientation to skills laboratory Date: _____

Orientation to forms: evaluations/clinical assignment sheets Date: _____

Orientation to online student resources and testing Date: _____
Blackboard
Pearson
Elsevier Evolve

Comments and Suggestions:

Signature: _____