COLLEGE OF NURSING

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

2024-2025

THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE
COLLEGE OF NURSING
FACULTY AND STAFF
HANDBOOK

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I. Mission, Vision, Goals, Core Values, and Strategic Planning

A. Mission

Educate and inspire individuals to become visionary nurse leaders who act with integrity, discover through scientific methods, and champion strategies to promote health and well-being for all in Alabama, the nation, and global communities. We are committed to a healthy learning and work environment, where respect and civility promote creativity, innovation, and social responsibility to improve the human condition.

Vision

To be recognized as an academic leader promoting wellness, advancing access to healthcare, addressing community needs, and transforming healthcare through innovative nursing practice, education, and research.

Goals

1. Achieve Excellence in Student-Centered Nursing Education

2. Promote an Environment that Supports High-Quality Research that Advances Nursing Science and Practice

3. Engage in Community Outreach

4. Advance Access to Healthcare

5. Recruit, Develop, and Retain Outstanding Students, Faculty, and Staff

Core Values

- Integrity - Resolutely adhering to moral, ethical, and professional standards.

- Inspiration - Encouraging, role-modeling, and mentoring others to pursue their professional dreams.

- Caring - Acting with compassion and providing person-centered care.

- Excellence - Pursuing and achieving outcomes of the highest caliber in teaching, practice, and research.

- Respect - Fostering a healthy learning and work environment that values and embraces different perspectives.

- Wellness - Maximizing well-being in different states of health.

B. Strategic Plan

Goal 1: Achieve Excellence in Student-Centered Nursing Education

Objective 1: Develop and teach quality programs and courses to meet demand, increase enrollment, and provide scheduling flexibility and diverse clinical experiences.

- Action 1: Develop new academic programs and increase enrollment by 33%.
- Action 2: Create a comprehensive marketing plan geared toward recruiting students.
- Action 3: Advance academic-practice partnerships to provide innovative clinical learning experiences.

Objective 2: Integrate competency-based outcome measures in teaching and learning.

- Action 1: Develop and implement programs incorporating The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN]).
- Action 2: Employ competency-based assessments to evaluate clinical judgment and clinical decision-making.
- Action 3: Implement systematic competency-based outcome measures to assess program effectiveness.

Goal 2: Promote an Environment that Supports High-Quality Research that Advances Nursing Science and Practice

Objective 1: Support faculty in attaining high-quality, peer-reviewed journal publications.

- Action 1: Provide resources for knowledge creation and dissemination.
- Action 2: Facilitate manuscript submissions to interdisciplinary, impactful, high-quality journals.

Objective 2: Engage students in discovering nursing science.

- Action 1: Incentivize students to attend faculty and student research/project presentations.
- Action 2: Provide opportunities for students to assist with and/or conduct research/ scholarly projects in the CON, other colleges, and/or community partners.

Objective 3: Support faculty in seeking external funding.

- Action 1: Provide guidance in pursuing funding opportunities.
- Action 2: Incentivize faculty for externally funded contracts and grants.

Objective 4: Promote innovative nursing research.

- Action 1: Develop a small grant that funds innovative nursing research within the CON.
- Action 2: Develop a position for and recruit an Associate Dean of Research.

Goal 3: Engage in Community Outreach

Objective 1: Strengthen community partnerships by maintaining a CON Advisory Board to foster communication and collaboration.

- Action 1: Dean and Associate Deans attend community events to network.
- Action 2: Contact community partners to seek interest in the CON Advisory Board.

Objective 2: Partner with academic, clinical, and other health system stakeholders in the ongoing planning, implementation, and evaluation of educational initiatives.
- Action 1: Conduct annual meetings with community leaders, chief nursing officers, clinical affiliation coordinators, and participating schools.
- Action 2: Host community outreach events annually.
- Action 3: Support collaborative research and scholarship with community agencies.

Objective 3: Strengthen the culture of community service by students and employees of the CON.

- Action 1: Develop one service-learning course annually.
- Action 2: Investigate methods to record student community service.
- Action 3: Support CON Association of Nursing Students.

Objective 4: Strengthen interprofessional education and collaboration (IPEC) in undergraduate and graduate programs.

- Action 1: Develop a standing committee for IPEC.
- Action 2: Provide ongoing faculty development on IPEC.
- Action 3: Implement IPEC experiences using academic and community partners in the CON Simulation and Learning Innovation Center (SLIC).

Goal 4: Advance Health Equity

Objective 1: Prepare nursing graduates who promote health equity and healthcare excellence.

- Action 1: Create learning opportunities focused on issues of inequities and disparities.
- Action 2: Cultivate student leadership competencies through quality improvement initiatives to address health disparities.
- Action 3: Form community-based learning partnerships to deliver quality healthcare for marginalized and underserved populations.

Objective 2: Promote research to advance health equity.

- Action 1: Partner with stakeholders to increase research opportunities in underserved areas to promote health equity.
- Action 2: Curate a repository of resources (e.g., data and templates) to support research for underserved populations.
- Action 3: Mentor students to conduct research/scholarly projects aimed at advancing health equity among underserved populations.

Goal 5: Recruit, Develop, and Retain Outstanding Students, Faculty, and Staff

Objective 1: Create and implement sustainable strategies to recruit and retain students, faculty, and staff.

- Action 1: Eliminate obstacles within the CON's application, enrollment, and hiring processes.
- Action 2: Develop a program to aid in preparing students for college.
- Action 3: Evaluate impact of student retention services for undergraduate and graduate students.
- Action 4: Engage stakeholders, especially those from underrepresented groups, to actively engage in the process of recruiting diverse candidates for all positions.
- Action 6: Develop a mentoring program for students, faculty, and staff.

Objective 2: Foster and maintain healthy learning and work environment that recognizes and values respect and civility in all interactions.

- Action 1: Develop College of Nursing norms of behavior.

- Action 2: Provide professional development opportunities centered on problem-solving and management of student academic or behavioral misconduct.
- Action 3: Develop a written plan for conflict resolution.
- Action 4: Provide resources to faculty and staff to support a healthy work environment.

C. Community of Interest

The ability of the College of Nursing to achieve program outcomes is directly related to the needs and expectations of its internal and external community of interest. The internal community of interest includes current students, faculty, staff, and the University community. The external community of interest includes alumni, employers, clinical agencies, preceptors, and accrediting agencies.

D. Total Program Systematic Evaluation Plan

Standard I. Program Quality: Mission and Governance Karen Frith and Melodie Cates

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
I-A. The mission, goals, and expected program outcomes are: congruent with those of the parent institution; and reviewed periodically and revised as appropriate.	Mission, goals, and expected program outcomes are 100% congruent with those of the University and reviewed periodically and revised as appropriate.	Mission Goals Expected program outcomes	Undergraduate Curriculum Committee Graduate Curriculum Committee Joint PhD Oversight Committee Strategic Management Committee	As needed Mandatory review every 5 years Next review of the mission, vision, and core values is 2029-2030	All electronic documents stored in Nursing Shared Drive			
I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021): -10 Domains for Nursing -8 Concepts for Nursing Practice -45 Competencies	The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals 100% of the time.	Copies of all professional nursing standards and guidelines used by the program Strategic Management Committee meeting minutes Undergraduate Curriculum Committee meeting minutes Graduate Curriculum Committee meeting minutes TPSEP data Qualtrics data	Undergraduate Curriculum Committee Graduate Curriculum Committee Joint PhD Oversight Committee Strategic Management Committee	As needed Mandatory review every 5 years Next review of the mission, vision, and core values is 2029-2030	All electronic documents stored in Nursing Shared Drive TPSEP Qualtrics Surveys			
I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.	The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest 100% of the time.	Evidence that the needs of the community of interest are considered Strategic Management Committee meeting minutes CON Advisory Board minutes TPSEP data Qualtrics data	Undergraduate Curriculum Committee Graduate Curriculum Committee Joint PhD Oversight Committee Strategic Management Committee	As needed Mandatory review every 5 years Next review of the mission, vision, and core values is 2029-2030	All electronic documents stored in Nursing Shared Drive TPSEP Qualtrics Surveys			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	CON expected faculty outcomes in teaching, scholarship, service and practice are written and communicated to the faculty, and are congruent with institutional expectations 100% of the time.	Faculty Activity Reports (FARs)in Faculty 180 CON comprehensive faculty personnel files Promotion, Tenure, Appointment Committee Criteria for Rank UAH Faculty Handbook CON Faculty and Staff Handbook	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Promotion, Tenure, Appointment Committee	As needed Mandatory review every 5 years Last review in 2022 Next review in 2027	Faculty 180 Dean's Office All electronic documents stored in Nursing Shared Drive UAH and CON website			
I-E. Faculty and students participate in program governance.	Faculty and students participate according to the CON Organization Bylaws 100% of the time.	Participation documented in minutes of formal CON Organization Committee meetings	CON Organization Chair Standing Committee Chairs	Annual (August)	Electronic meeting minutes stored in Nursing Shared Drive			
I-F. Academic policies of the parent institution and the nursing program are congruent and support the achievement of the mission, goals, and expected program outcomes. These policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement.	Academic policies are reviewed periodically and meet or exceed those of UAH and support achievement of the mission, strategic goals, and expected student outcomes 100% of the time.	UAH Catalog and CON student handbooks regarding academic policies in: - Recruitment - Admission - Retention - Clinical requirements - Progression - Grading policies Academic calendars Program advertising and promotional materials Organizational charts CON Faculty/Staff Handbook Committee meeting minutes	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Chair Standing Committee Chairs Joint PhD Oversight Committee Graduate	Annual	UAH and CON websites Committee meeting minutes stored in Nursing Shared Drive			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
		For APRN programs, evidence that transcripts or other official documentation specify the APRN role and population focus of the graduate	Programs Advisor					
I-G. The program defines and reviews formal complaints according to established policies.	100% of formal complaints that indicate a need for program improvement result in appropriate faculty or administrative action being taken.	Formal complaints Faculty/administrative action taken	Dean CON Organization	Annual (August)	Official Log and records retained in Office of the Dean			
I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	100% documents, website and publications are accurate and constituents are notified of changes 100% of the time.	Program offerings Program outcomes Accreditation status Academic calendar Recruitment policies Admission policies Clinical requirements and placements Transfer credit policies Grading policies Degree completion requirements Tuition Fees Academic Catalog Student Handbooks Information regarding licensure and/or certification exams	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Chair CON Organization Committee Chairs Canvas Courses	Annual (March through August)	UAH and CON website All electronic documents stored in Nursing Shared Drive			

Standard II. Program Quality: Institutional Commitment and Resources Karen Frith and Melodie Cates

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.	Resources are adequate to meet the mission, goals, and expected outcomes. Review process is transparent and follows university policies. Compensation of nursing unit personnel supports recruitment and retention of sufficient staff/support personnel and faculty.	CON budget for the current and previous 2 fiscal years. Simulation and Learning Innovation Center budget prepared by SLIC Manager Joint PhD Oversight Committee CON Committee Meeting Minutes Memoranda Reports State of the College Report	Dean CON Resource Manager Simulation and Learning Innovation Center Manager Joint PhD Oversight Committee	Annual (October)	Office of the Dean			
II-B. Physical resources enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources is reviewed periodically, and resources are modified as needed.	100% of physical resources enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources is reviewed periodically, and resources are modified as needed 100% of the time.	Physical resources Student Instructor Evaluations (SIE) BSN, MSN, and DNP Exit Survey in Qualtrics	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Course Managers SLIC Manager Program Coordinators Faculty	Annual or as needed	Learning Management System for SIE results BSN, MSN, and DNP Exit Survey results Nursing Accreditation and Regulation Office All electronic documents stored in Nursing Shared Drive			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
II.C. Clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of clinical sites is reviewed periodically, and resources are modified as needed.	The program is responsible for providing adequate clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes. The program provides students with information regarding the responsibilities of the program and, if any, the responsibilities of the student in identifying clinical sites. A defined process is used to determine currency, availability, accessibility, and adequacy of clinical sites, and modifications are made as appropriate.	Student Instructor Evaluations (SIE) Undergraduate and Graduate Clinical Site Evaluations BSN and MSN Exit Surveys in Qualtrics Copies of clinical experience agreements and memoranda of understanding Evidence of how the program is responsible for students obtaining clinical placements.	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Course Managers SLIC Manager Program Coordinators Faculty	Every semester	Learning Management System for SIE results NUR 407 Core for NP Clinical Site Evaluations BSN and MSN Exit Survey results Nursing Accreditation and Regulation Office All electronic documents stored in Nursing Shared Drive			
Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
II-D. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.	100% of Academic support services are evaluated regularly. A defined process is used for regular review of academic support services and improvements are made as appropriate whether services are provided directly by the program, institution, or an online program manager (third-party vendor).	Academic support services: -Library -Technology -Distance education support -Research support -Admission services -Advising services Student Instructor Evaluation (SIE) BSN, MSN, and DNP Exit Surveys in Qualtrics UAH Charger 360	Dean Associate Dean for UG Programs Associate Dean for GR Programs Joint PhD Oversight Committee Course Managers SLIC Manager Program Coordinators	Annual or as needed	Learning Management System for SIE results BSN, MSN, and DNP Exit Survey results Nursing Accreditation and Regulation Office All electronic documents stored in Nursing Shared Drive			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
II-E. The chief nurse administrator of the nursing unit: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.	Meets criteria as stated 100% of the time. Effective leadership is demonstrated 100% of the time. Congruent with other Deans with authority of comparable schools.	Board of Nursing license Official transcripts Dean's CV Annual evaluation by UAH Provost 5-year comprehensive evaluation	UAH Provost	Annual (May)	Qualification documents in Office of the Dean and Office of the Provost			
II-F. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.	100% of the faculty is engaged in tri-partite role: research/scholarship practice/service teaching Student-faculty ratio in classroom and clinical activities meet Alabama Board of Nursing (ABN) Rules and Regulations and National Standards 100% of the time. CCNE notes that for NP tracks, the recommended faculty-to-student ratio for indirect faculty supervision, which may include clinical coordination, engagement with preceptors and clinical partners, and monitoring and evaluating student progress, is 1:8.	Faculty Activities Reports (FARs) in Faculty 180 Faculty CVs Alabama Board of Nursing (ABN) Report Summary table of name, title, educational degrees with area of specialization, certification, relevant work experience, and teaching responsibilities of each faculty member and administrative officer associated with the nursing unit. Schedule of courses for current academic year and faculty	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs	Annual (May) Student-faculty ratio reported to Alabama Board of Nursing (ABN) annually in July	Annual Faculty Activity Reports (FARs), CVs, and performance reviews in Office of the Dean Faculty Activity Reports (FARs) via Faculty 180 Nursing Accreditation and Regulation Office Banner Class and course scheduled Nursing Shared Drive			

	100% of faculty have role and functional preparation in area of teaching; academic background in area of teaching. Faculty teaching didactic in the BSN, MSN, DNP, and/or post-graduate APRN certificate programs have a graduate degree.	assigned to those courses. Faculty Workload Policy						
Evaluation Component	**Expected Outcome**	**Supporting Documentation**	**Responsible**	**Schedule**	**Location of Document**	**Actual Outcomes**	**Action Taken**	**Action Result**
II-G. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	100% of clinical preceptors are academically and/or experientially prepared in all programs. 100% of mentors in the DNP Program are academically and experientially qualified for their role. 100% of preceptors' performances are evaluated by the CON. 90% of students report overall satisfaction (strongly agree/agree) with their preceptors in BSN and MSN clinical courses.	Clinical mentor CVs UG Preceptor Agreement NUR 407 Student Evaluation of Preceptors NP Student Evaluations of Preceptors Nursing Executive Leadership Student Evaluations of Preceptors Faculty Evaluations of Preceptors NP Coordinator Report Nursing Executive Leadership Coordinator Report DNP Coordinator Report	Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Promotion, Tenure, Appointment Committee for DNP Clinical Mentors NUR 407 Course Manager NP Coordinator Nursing Executive Leadership Coordinator DNP Coordinator Course Faculty	End of fall and spring semesters	Undergraduate Programs Office Graduate Programs Office Qualtrics for BSN evaluations Core for MSN evaluations			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
II-H. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	Internal and external sources of support are available for faculty development in research, instruction, practice/service. Expected outcomes for faculty role engagement are clearly defined 100% of the time. Institutional support is sufficient so that currency in clinical practice is maintained for faculty roles that require it.	Faculty Activity Reports (FARs) via Faculty 180: Funded faculty research Faculty development programs and appointments Consultation agreements for faculty Criteria for Nursing Faculty Rank and Faculty Workload Guidelines located in the CON Faculty and Staff Handbook	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Promotion, Tenure, Appointment Committee	Annual	Annual Faculty Activity Reports (FARs), CVs, and performance reviews in Office of the Dean Faculty Activity Reports (FARs) via Faculty 180 Professional services contract, Dean's Office, Resource Manager Electronic meeting minutes stored in Nursing Shared Drive			

Standard III. Program Quality: Curriculum and Teaching-Learning Practices

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: are congruent with the program's mission and goals; are congruent with the roles for which the program is preparing its graduates; and consider the needs of the program–identified community of interest.	Curricula reflect clear statements of student outcomes 100% of the time. Curricula are 100% consistent with the CON mission and strategic goals. 100% of learning outcomes are consistent with roles for which the program prepares students. Consider the needs of the community of interest 100% of the time.	CON Organization Meeting Minutes Undergraduate Curriculum Committee Meeting Minutes Graduate Curriculum Committee Meeting Minutes Course Syllabi Program assessment data Expected learning outcomes Undergraduate and Graduate Qualtrics Employer Surveys	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Undergraduate Curriculum Committee Graduate Curriculum Committee Joint PhD Oversight Committee	Mandatory review every 5 years or per program schedule: BSN 2025-2026 NP 2025-2026 Nursing Education and Certificate 2026-2027 Nursing Executive Leadership 2027-2028 DNP 2023-2024 Annually for employer surveys	Electronic meeting minutes and syllabi stored in Nursing Shared Drive Nursing Accreditation and Regulation Office			
III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	BSN curricula are 100% consistent with *The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021,)* ANA Code of Ethics (2025), and QSEN Guidelines.	CON Organization Meeting Minutes Undergraduate Curriculum Committee Meeting Minutes Course Syllabi Program assessment data NCLEX-RN pass rates Semester Report Outs	Dean Associate Dean for Undergraduate Programs CON Organization Undergraduate Curriculum Committee Program Coordinators	Mandatory review every 5 years or as needed. Next review scheduled for 2025-2026	Electronic meeting minutes and syllabi stored in Nursing Shared Drive Undergraduate Programs Office Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	100% of MSN curricula are consistent with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) as appropriate.	CON Organization Meeting Minutes Graduate Curriculum Committee Meeting Minutes Course Syllabi Program assessment data Certification pass rates Enflux/Canvas mastery gradebook for sub-competency assessments Semester Report Outs	Dean Associate Dean for Graduate Programs CON Organization Graduate Curriculum Committee	Mandatory review every 5 years or as needed. The next review scheduled for: NP 2025-2026 Nursing Education and Certificate 2026-2027 Nursing Executive Leadership 2027-2028	Electronic meeting minutes and syllabi stored in Nursing Shared Drive Graduate Programs Office Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	100% of DNP curricula incorporate *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).	CON Organization Meeting Minutes Graduate Curriculum Committee Meeting Minutes DNP Faculty Committee Meeting Minutes Course Syllabi Program assessment data Project Implementation Review/Final presentation rate Enflux/Canvas mastery gradebook for sub-competency assessments Semester Report Outs	Dean Associate Dean for Graduate Programs CON Organization Graduate Curriculum Committee DNP Faculty Committee Program Coordinators	Mandatory review every 5 years or as needed. Next review schedule 2028-2029	Electronic meeting minutes and syllabi stored in Nursing Shared Drive Graduate Programs Office Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	Post-graduate APRN certificate program curricula are 100% consistent with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).	CON Organization Meeting Minutes Graduate Curriculum Committee Meeting Minutes NP Faculty Committee Meeting Minutes Course Syllabi Program assessment data Certification pass rates Enflux/Canvas mastery gradebook for sub-competency assessments Semester Report Outs	Dean Associate Dean for Graduate Programs CON Organization Graduate Curriculum Committee NP Faculty Program Coordinators	Mandatory review every 5 years or as needed. Next review scheduled for 2025-2026	Electronic meeting minutes and syllabi stored in Nursing Shared Drive Graduate Programs Office Nursing Accreditation and Regulation Office			
III-F. The curriculum is logically structured ~~and sequenced~~ to achieve expected student outcomes. Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. Post-graduate APRN certificate programs build on a graduate-level nursing foundation.	100% of BSN curricula build upon a foundation of the arts, sciences, and humanities. 100% of MSN curricula build upon a foundation comparable to baccalaureate level nursing knowledge. 100% of DNP curricula build upon a baccalaureate and/or master's foundation, depending on the level of entry of the student. 100% of post-graduate APRN certificate program builds upon graduate-level nursing competencies and knowledge base.	CON Organization Meeting Minutes Undergraduate Curriculum Meeting Minutes Graduate Curriculum Committee Meeting Minutes Course Syllabi Program assessment NCLEX-RN pass rates Certification pass rates Curriculum Design Review (CDR) Semester Report Outs	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Undergraduate Curriculum Committee Graduate Curriculum Committee	Mandatory review every 5 years or as needed. Next reviews scheduled for: BSN 2025-2026 NP 2025-2026 Nursing Education and Certificate 2026-2027 Nursing Executive Leadership 2027-2028 DNP 2028-2029	Electronic meeting minutes and syllabi stored in Nursing Shared Drive Undergraduate Programs Office Graduate Programs Office Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
III-G. Teaching-learning practices: support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest.	In the Undergraduate Program, faculty review outcomes from classroom assessment techniques, exam blueprints and performance on specialty exams. In the Graduate Program, the faculty compile e-portfolio rubric results from capstone courses in the MSN and DNP Programs.	CON Organization Meeting Minutes Undergraduate Curriculum Meeting Minutes Graduate Curriculum Meeting Minutes Undergraduate Course Meeting Minutes Rubrics results compiled in Compliance Assist Standardized testing exam data on the undergraduate and graduate test blueprint Semester Report Outs SLIC Accreditation and Endorsement Documents	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Undergraduate Curriculum Committee Graduate Curriculum Committee Program Coordinators	Annual or as needed Mandatory review every 5 years Next review scheduled for 2029-2030	Electronic meeting minutes stored in Nursing Shared Drive Rubrics stored in an online drive owned by OIREA Undergraduate Programs Office Graduate Programs Office Nursing Accreditation and Regulation Office Core Examsoft			
III-H. The curriculum includes planned experiences that prepare students to provide care to diverse individuals and populations.	The program provides planned didactic, simulation, and/or clinical practice experiences in a variety of settings appropriate to the role for which students are being prepared. These experiences enable students to provide care to individuals and populations with diverse life experiences, perspectives, and backgrounds.	CON Organization Meeting Minutes Undergraduate Curriculum Meeting Minutes Graduate Curriculum Meeting Minutes Undergraduate Course Meeting Minutes Rubrics results compiled in Compliance Assist Standardized testing exam data on the undergraduate and graduate test blueprint Case log data in Core Rubrics aligned with Domains 3, 6, and 9 IPE in clinical courses	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs CON Organization Undergraduate Curriculum Committee Graduate Curriculum Committee Program Coordinators	Annual or as needed Mandatory review every 5 years Next review scheduled for 2029-2030	Electronic meeting minutes stored in Nursing Shared Drive Rubrics stored online in a drive owned by OIREA Undergraduate Programs Office Graduate Programs Office Nursing Accreditation and Regulation Office Core Examsoft			
III-I. The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge	100% of BSN, MSN, and DNP clinical courses review appropriateness of clinical sites at least once per year.	Course syllabi Evaluations of Undergraduate and Graduate Clinical Sites Undergraduate Course Meeting Minutes	Dean Associate Dean for Undergraduate Programs	Annual or as needed	CON Faculty and Staff Handbook Electronic			

and demonstrate attainment of program outcomes and are evaluated by faculty.	SLIC simulation-based experiences designed using international best practices from the International Nursing Association of Clinical and Simulation Learning (INACSL) and Society for Simulation Healthcare (SSH) accreditation standards.	Undergraduate Curriculum Committee Meeting Minutes Graduate Curriculum Committee Meeting Minutes Simulation Objective Maps SIEs MSN Executive Leadership, FNP, AGACNP preceptor forms in Core		Associate Dean for Graduate Programs Undergraduate Curriculum Committee Graduate Curriculum Committee Joint PhD Oversight Committee		meeting minutes and syllabi stored in Nursing Shared Drive Undergraduate Programs Office Graduate Programs Office Course Books in Nursing Accreditation and Regulation Coordinator Office Core Qualtrics Canvas			
Evaluation Component	**Expected Outcome**	**Supporting Documentation**		**Responsible**	**Schedule**	**Location of Document**	**Actual Outcomes**	**Action Taken**	**Action Result**
III-J. The curriculum includes planned experiences that foster interprofessional collaborative practice.	The program provides purposeful, didactic, simulation, and/or clinical practice experiences that prepare students to engage in interprofessional collaborative practice. The program affords opportunities for students to collaborate with a variety of individuals and/or organizations that enable students to develop the necessary communication and negotiation skills to enhance patient outcomes.	Course syllabi Systematic Interprofessional Experience Plan Evaluations of Undergraduate and Graduate Clinical Sites Undergraduate Course Meeting Minutes Undergraduate Curriculum Committee Meeting Minutes Graduate Curriculum Committee Meeting Minutes IPE Committee Meeting Minutes Simulation Objective Maps		Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Undergraduate Curriculum Committee Graduate Curriculum Committee IPE Committee Joint PhD Oversight Committee	Annual or as needed	CON Faculty and Staff Handbook Electronic meeting minutes and syllabi stored in Nursing Shared Drive Undergraduate Programs Office Graduate Programs Office Course Books in Accreditation Coordinator Office Core Qualtrics Canvas			
III-K. Individual student performance is evaluated by the faculty and reflects the achievement of expected student outcomes. Evaluation policies and procedures for individual student	Faculty use undergraduate clinical evaluation tool 100% of the time to evaluate individual student performance. Faculty use NP and Nursing Executive Leadership clinical	Undergraduate Student Clinical Evaluation Compiled clinical evaluations for NP and Nursing Executive Leadership students Rubrics for Projects OSCE Rubrics Rubrics for Papers		Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs	Annual or as needed Mandatory review every 5 years Next review scheduled	CON Faculty and Staff Handbook Undergraduate Programs Office Graduate Programs Office			

performance are defined and consistently applied.	evaluation tools 100% of the time to evaluate individual student performance.	Exams Strengths and Opportunities per Examsoft Faculty and Preceptor Evaluations in Core		Faculty Program Coordinators	for 2025-2030	Grades in Banner Student Files Core			

Evaluation Component	Expected Outcome	Supporting Documentation		Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
III-L. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.	In the Undergraduate Program, faculty review outcomes from classroom assessment techniques and performance on NSE specialty exams. In the Graduate Program, the faculty compile e-portfolio rubric results, projects, and exams from capstone courses in the MSN and DNP Programs.	Undergraduate Course Meeting Minutes Undergraduate Curriculum Meeting Minutes Graduate Curriculum Meeting Minutes CON Organization Meeting Minutes Undergraduate end of semester course report Graduate course report Rubrics Simulation Student Evaluation in Qualtrics SAIRS and PAIRS		Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Undergraduate Curriculum Committee Graduate Curriculum Committee Program Coordinators	End of fall and spring semesters for the Undergraduate Programs End of each semester for the Graduate Programs	Undergraduate Programs Office Graduate Programs Office Nursing Accreditation and Regulation Office Electronic meeting minutes stored in Nursing Shared Drive Rubrics results stored Google Drive owned by OIREA			

Standard IV. Program Effectiveness: Assessment and Achievement of Program Outcomes

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
IV-A. A systematic process is used to determine program effectiveness. *Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process: is written, is ongoing, and exists to determine achievement of program outcomes; is comprehensive (includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes); identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes; includes timelines for each of the following: data collection, review of expected and actual outcomes, and analysis; and is periodically reviewed and revised as appropriate.*	CON TPSEP is reviewed and outcomes are evaluated to determine program effectiveness	Program assessment data: -Student Instructor - Evaluations -Completion rates -Licensure rates -Certification rates -Employment rates -Faculty outcomes	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Strategic Management Committee Program Coordinators	Annual or as needed	Electronic documents stored in Nursing Shared Drive Nursing Accreditation and Regulation Coordinator Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Plan	Action Result
IV-B. Program completion rates demonstrate program effectiveness. *Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways: the completion rate for the most recent calendar year is 70% or higher; the completion rate is 70% or higher when averaged for the three most recent calendar years; or the completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.*	70% of students promoted to upper division are retained and complete the program (includes RN-BSN) within 7 semesters 70% of ABSN students will be retained/complete the program within 3 continuous semesters/1 calendar year 70% of students in the graduate program are retained and complete the program within: All MSN Tracks=4 Years MSN to DNP=6 years BSN/MSN to PhD = 8 years excluding semesters with a leave of absence Use first option to gather data (completion rate for the most recent calendar year).	Undergraduate Programs cohort completion rate Graduate Programs cohort completion rate	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Program Coordinators	Annual (completion rate for the most recent calendar year)	Undergraduate Programs Office Graduate Programs Office University data compiled and stored online by the Office of Institutional Research (OIR)			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
IV-C. Nursing licensure pass rates demonstrate program effectiveness. *Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways: the pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31); the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year; the pass rate for each campus/site and track is 80% or higher for first-time takers across the three most recent calendar years; or the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) across the three most recent calendar years. Identify for each campus/site and track which of the above methods for calculating the pass rate was used.*	NCLEX-RN pass rates for the most recent calendar year will be 80% or higher The program may exclude test takers who take the licensure examination more than 2 years after program completion.	Reports from Alabama Board of Nursing (ABN) and National Council of State Boards of Nursing (NCSBN)	Associate Dean for Undergraduate Programs Program Coordinators	Annual (Alabama Board of Nursing NCLEX Report calculated on a calendar year January through December)	Undergraduate Programs Office Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Plan	Action Result
IV-D. Certification pass rates demonstrate program effectiveness. *Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state. For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers. The pass rate is provided separately for each degree program (master's and DNP) and the post-graduate APRN certificate program. A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways: the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1-December 31); the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year; the pass rate for each certification examination is 80% or higher for first-time takers across the three most recent calendar years*	The pass rate for each certification examination is 80% or higher for the most recent calendar year (January 1-December 31).

FNP
PM FNP
AGACNP
PM AGACNP

The program may exclude test takers who take the licensure examination more than 2 years after program completion. | American Nurses Credentialing Center (ANCC) Reports

Qualtrics survey emailed to NP alumni every February

American Academy of Nurse Practitioners (AANP) Reports

American Association of Critical-Care Nurses (AACN) Reports

Nursys database | Dean

Associate Dean for Graduate Programs

CON Faculty Staff Assistant

FNP Program Coordinator | Annual (January 1 – December 31) | Graduate Programs Office

CON Faculty Staff Assistant

Nursing Accreditation and Regulation Office | | | |

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
IV-E. Employment rates demonstrate program effectiveness. *Elaboration: The program demonstrates achievement of required outcomes regarding employment rates. The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program. Data are collected within 12 months of program completion, not at program entry. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.* *The employment rate is 80% or higher. However, if the employment rate is less than 80%, the employment rate is 80% or higher when excluding graduates who have elected not to be employed.*	Undergraduate employment rates are 80% within 12 months of program completion Graduate employment rates are 80% within 12 months of program completion	Undergraduate Alumni/Employ-ment Qualtrics Survey Undergraduate Exit Qualtrics Survey Graduate Alumni/Employ-ment Qualtrics Survey Graduate Exit Qualtrics Survey	Dean Associate Dean for Undergraduate Programs Undergraduate Programs Staff Assistant Associate Dean for Graduate Programs Program Coordinators	Undergraduate Alumni/Employ-ment Qualtrics Survey emailed yearly 12 months after graduating cohort Graduate Alumni/Employ-ment Qualtrics Survey emailed yearly 12 months after graduating cohort	Undergraduate Programs Office Graduate Programs Office Nursing Accreditation and Regulation Office Nursing Shared Drive			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Plan	Action Result
IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement. *Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement. Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 80%) inform areas for improvement. Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness. Faculty are engaged in the program improvement process.*	100% of program effectiveness data are reviewed by faculty and program improvements are documented appropriately, deliberately, and ongoing. Changes to the program foster improvement and achievement of program outcomes and are deliberate, ongoing, and analyzed for effectiveness.	Program effectiveness data Undergraduate Curriculum Committee Meeting Minutes Graduate Curriculum Committee Meeting Minutes Semester Report Outs	Dean Associate Dean for Graduate Programs Associate Dean for Undergraduate Programs CON Organization Undergraduate Curriculum Committee Graduate Curriculum Committee Program Coordinators	Annual (August)	Undergraduate Programs Office Graduate Programs Office Electronic meeting minutes stored in Nursing Shared Drive Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
IV-G. Aggregate faculty outcomes demonstrate program effectiveness. *Elaboration: The program demonstrates achievement of expected faculty. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations. Expected faculty outcomes: are identified for the faculty as a group; specify expected levels of achievement for the faculty as a group; and reflect expectations of faculty in their roles. Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty. These outcomes correspond to the faculty expectations identified in Key Element I-D.*	80% of tenured and tenure-earning faculty have at least 1-2 publications per year or an average of 1 per year in 5 years. 50% of clinical faculty at Clinical Assistant Professor or above have at least 1 publication per year or an average of 1 per year in 5 years. 50% of tenured, tenure-earning, and clinical faculty at the Assistant Professor or Clinical Assistant Professor level or higher have at least 1 presentation or poster at a state, national, or international meeting per year or an average of 1 poster or podium presentation every other year in 5 years. 80% of tenured and tenure-earning faculty submit one grant as PI, Co-PI, or grant-writing member per year. 100% of full-time faculty serve in the governance of the CON. 80% of full-time faculty are members of professional organizations. 25% of full-time faculty participate in clinical practice. 25% of full-time faculty will participate in community service. The average CON	Aggregate faculty data as relates to teaching effectiveness, scholarly activity and faculty practice -Student Instructor Evaluations -Part-time Clinical Instructor Evaluations Faculty Activity Reports (FARs) via Faculty 180 Curriculum Vitae (CVs)	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs	SIE data available at the end of each semester Faculty data available after Faculty Activity Reports are submitted in April Part-time Clinical Instructor Evaluations available at the end of each semester	Learning Management Systems for SIEs FARs, CVs, and annual performance reports in Office of the Dean FARs via Faculty 180 Undergraduate Programs Office Graduate Programs Office Nursing Accreditation and Regulation Office			

|								
	70% of full-time faculty hold a PhD, DNP, or EdD. Student-Instructor evaluation (SIE) scores for full-time and part-time faculty are greater than 4.0 on a 5.0-point scale each semester.							
Evaluation Component	**Expected Outcome**	**Supporting Documentation**	**Responsible**	**Schedule**	**Location of Document**	**Actual Outcomes**	**Action Plan**	**Action Result**
IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement. *Elaboration: The program uses faculty outcome data for improvement. Discrepancies between actual and expected levels of achievement inform areas for improvement. Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness. Faculty are engaged in the program improvement process.*	100% of aggregate full-time and part-time faculty outcome data are reviewed by faculty and program improvements are documented. Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.	Aggregate faculty outcome data State of the College Report CON Strategic Plan	Dean Associate Dean for Graduate Programs Associate Dean for Undergraduate Programs CON Organization Program Coordinators	Annual (start of the fall semester of the next academic year)	Undergraduate Programs Office Graduate Programs Office Electronic meeting minutes stored in Nursing Shared Drive Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
IV-I. Other program outcomes demonstrate program effectiveness. *Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G). Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.* *Programs that do not yet have completers identify other program outcomes and specify the expected levels of achievement for those outcomes.*	CON SIE Instructor scores are greater than 4.0 on a 5.0-point scale Qualtrics Exit Surveys for the Undergraduate, Master's, and DNP Programs scores on quality of instruction will be greater than 3.0 on a 4.0 scale Qualtrics Exit Surveys for the Undergraduate, Master's, and DNP Programs scores on overall program effectiveness will be 4reater than 3.0 on a 4.0 scale Qualtrics Employer Surveys Qualtrics Alumni Surveys At or above the national average on the Clinical Judgment Readiness Exam	SIE scores for faculty and courses in Undergraduate and Graduate programs Undergraduate and Graduate Exit Surveys in Qualtrics Undergraduate and Graduate Surveys for Employers and Alumni in Qualtrics Clinical Judgment Readiness Exams	Dean Associate Dean for Undergraduate Programs Associate Dean for Graduate Programs Undergraduate Curriculum Committee Graduate Curriculum Committee Program Coordinators	SIE data available at the end of each semester Qualtrics data available annually	Undergraduate Programs Office Graduate Programs Office Electronic meeting minutes stored in Nursing Shared Drive Nursing Accreditation and Regulation Office			

Evaluation Component	Expected Outcome	Supporting Documentation	Responsible	Schedule	Location of Document	Actual Outcomes	Action Taken	Action Result
IV-J. Other program outcome data are used, as appropriate, to foster ongoing program improvement. *Elaboration: For program outcomes defined by the program: Discrepancies between actual and expected levels of achievement inform areas for improvement. Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness. Faculty are engaged in the program improvement process.*	100% of program outcome data are reviewed by faculty and program improvements are documented appropriately, deliberately, and ongoing. Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.	Program outcome data

Undergraduate Curriculum Committee Meeting Minutes

Graduate Curriculum Committee Meeting Minutes

Semester Report Outs

State of the College Report

SAIRS/PAIRS

CIPR | Dean

Associate Dean of Graduate Programs

Associate Dean of Undergraduate Programs

CON Organization

Undergraduate Curriculum Committee

Graduate Curriculum Committee

Strategic Management Committee Chair

Program Coordinators | Annual (end of spring semester) | Undergraduate Programs Office

Graduate Programs Office

Electronic meeting minutes stored in Nursing Shared Drive

Nursing Accreditation and Regulation Office | | | |

DATE APPROVED: Fall 2014
EFFECTIVE DATE: Fall 2014
DATE REVIEWED/REVISED: Spring 2025
NEXT MANDATORY REVIEW: Fall 2029
BY: Strategic Management Committee

II. Administration

A. College of Nursing Organizational Chart
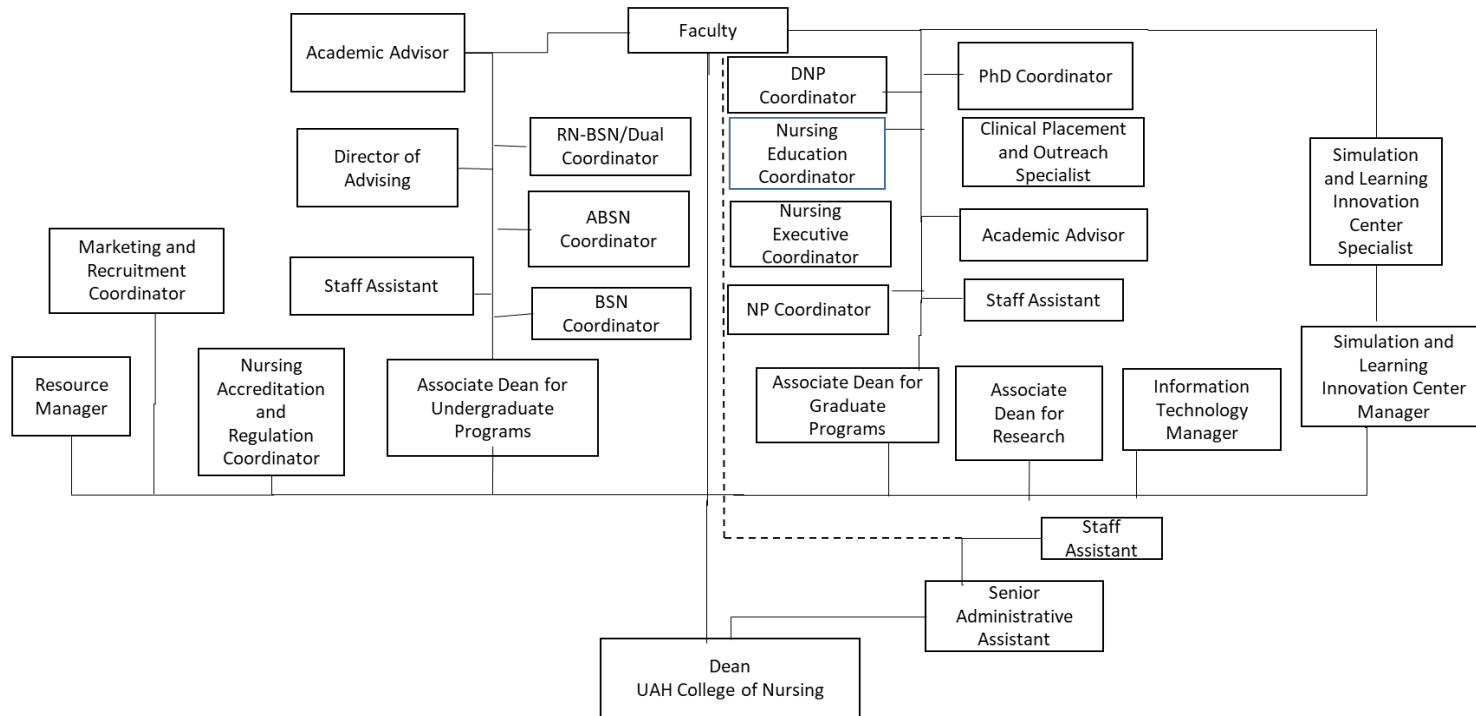
B. Administrators

1. Dean: The chief academic and executive officer of the College and reports directly to the Provost. The Dean is to provide vision and leadership for the College of Nursing (CON) to support excellence in research, clinical practice, teaching, and service, in concert with The University of Alabama in Huntsville's mission and vision.

   Responsibilities:

   Administration:
   - Provides strategic leadership that values existing strengths, while enabling partnerships with other colleges.
   - Lead and manage curriculum, program offerings, and accreditation activities for the CON.
   - Manages and allocates budgets effectively.
   - Engage proactively in fundraising for CON while working with the Vice President for Advancement.
   - Identify, recruit, and retain faculty who excel in research, teaching, clinical practice, and professional service.
   - Works collaboratively with faculty, staff, and students in setting strategic goals and priorities that are aligned with the University.
   - Works collaboratively with Deans of other Colleges and heads of other campus units.
   - Receives input from relevant stakeholders and makes all final decisions pertaining to the College of Nursing.
   - Promotes an inclusive environment, respectful of diversity of race, culture, religious, gender, sexual orientation, abilities, and age.

Teaching: Participates in teaching activities.

Research/Scholarship: Participates in research/scholarship activities.

Service: Serves as a resource person for faculty and students.

Reports to: Provost

Qualifications:
- PhD in Nursing.
- Professor rank required.
- Current, unencumbered Alabama or multistate licensure as a registered nurse. Knowledge of nursing education, healthcare practice, and university operations.
- Leadership positions for five or more years.

2. Associate Dean for Undergraduate Programs: Appointed by the Dean to provide leadership in the Undergraduate Programs. The major function is to manage day-to-day activities of the Undergraduate Programs. The Associate Dean works with the Administrative Leadership Team (ALT) and faculty in implementing the Undergraduate Programs.

Responsibilities:

Administration:
- Provides leadership across the undergraduate programs in refining, implementing, and evaluating the curricula.
- Participates in the recruitment and orientation of faculty to the undergraduate program.
- Communicates information and policy changes to undergraduate students and faculty as appropriate.
- Coordinates undergraduate policy implementation.
- Provides guidance to undergraduate students and faculty as needed.
- Develops the schedule of undergraduate courses for each semester in collaboration with the course managers.
- Serves as the first level for resolution of undergraduate student and faculty issues and concerns.
- Consults with the Dean as needed to resolve undergraduate student and faculty concerns and issues.
- Communicates with clinical agencies regarding clinical needs for student placement.
- Assures faculty and student compliance with clinical agency contract requirements.
- Develops the annual undergraduate teaching assignments for faculty in collaboration with the Dean.
- Collaborates with the course managers to assure that course planning, implementation, and evaluation procedures are completed.
- Coordinates undergraduate program evaluations in collaboration with the Accreditation/Regulation Coordinator and provides summary reports to the Undergraduate Curriculum Committee as appropriate.
- Participates in the recruitment activities of the College and University in collaboration with the Director of Advising.
- Oversees work of the CON Undergraduate Programs Office to assure   provision of needed services to students.
- Revises BSN Student Handbook, CON portion of the Undergraduate Catalog and CON Faculty and Staff Handbook annually and submits changes to appropriate individuals for updates to website, etc.
- Provides guidance to faculty in developing the undergraduate portion of the CCNE self-study and conducting the on-site evaluation visit.
- Coordinates program and college data acquisition and reporting of state, regional, and national organizations as required in collaboration with the Accreditation/Regulation Coordinator.
- Provides enrollment projections for courses to the Dean prior to each semester.
- Participates in the annual evaluation of faculty, staff, and administrators.
- Collaborates with the Administrative Leadership Team (ALT) to plan, implement, and evaluate strategies for successful operation of the college.

- Creates and maintains open communication and working relationships within the College and with other UAH departments and central administration offices to facilitate student and faculty success.
- Collaborates with members of the administration, faculty, and staff to plan, implement, and evaluate strategies for successful operation of the College, consistent with the College's Strategic Plan.
- Promotes an inclusive environment, respectful of diversity of race, culture, religious, gender, sexual orientation, abilities, and age.

Teaching: Teaches one course annually at the undergraduate or graduate level.

Research/Scholarship: Participates in research/scholarship activities.

Service: Serves as a resource person for faculty and students.

Reports to: Dean, College of Nursing

Qualifications:
- Master's degree in nursing and doctorate in nursing or related field.
- Professor rank preferred.
- Current, unencumbered Alabama or multistate licensure as a registered nurse.
- Successful teaching experience at the undergraduate and/or graduate level.
- Ability to work independently and collaboratively with individuals and groups.
- Promotes an environment of inclusivity and equity, respectful of the diversity of race, culture, religion, gender, sexual orientation, abilities and age.

3. Associate Dean for Graduate Programs: Appointed by the Dean to provide leadership and manage the day-to-day activities of the Graduate Programs. The Associate Dean works with the Administrative Leadership Team (ALT) and faculty in implementing the Graduate Programs.

Responsibilities:

Administration:
- Provides leadership across the Graduate Programs in refining, implementing, and evaluating the curricula using national standards.
- Participates in the recruitment and orientation of faculty to the Graduate Program.
- Communicates information and policy changes to graduate students and faculty as appropriate.
- Coordinates graduate policy implementation.
- Provides guidance to graduate students and faculty as needed.
- Develops the schedule of graduate courses for each semester in collaboration with the program coordinators.
- Serves as the first administrative level for resolution of graduate student and faculty issues and concerns after course manager and program coordinator.
- Consults with the Dean as needed to resolve graduate student and faculty concerns and issues.
- Communicates with clinical agencies regarding clinical needs for student placement.
- Assures faculty and student compliance with clinical agency contract requirements.
- Collaborates with the course managers to assure that course planning, implementation, and evaluation procedures are completed.
- Coordinates Graduate Program evaluations in collaboration with the Accreditation/Regulation Coordinator and provides summary reports to the Graduate Curriculum Committee as appropriate.
- Participates in student recruitment activities for the College and University in collaboration with the Academic Advisor for Graduate Programs.
- Oversees work of the CON Graduate Programs Office and staff assistant to assure provision of needed services to students.
- Revises Graduate Student Handbooks in collaboration with program coordinators, CON Graduate Catalog, and CON Faculty and Staff Handbook annually and submits changes to appropriate individuals for updates to website, etc.
- Provides guidance to faculty in developing the graduate portion of the CCNE self- study and conducting the on-site evaluation visit.
- Coordinates program and CON data acquisition and reporting of state, regional, and national organizations as required in collaboration with the Accreditation /Regulation Coordinator.
- Provides enrollment projections for courses to the Dean prior to each semester.
- Participates in the annual evaluation of faculty, staff, and administrators.
- Collaborates with the Administrative Leadership Team (ALT) to plan, implement, and evaluate strategies for successful operation of the college.

- Creates and maintains open communication and working relationships within the College and with other UAH departments and central administration offices to facilitate student and faculty success.
- Collaborates with members of the administration, faculty, and staff to plan, implement, and evaluate strategies for successful operation of the college, consistent with the College's Strategic Plan.
- Promotes an inclusive environment, respectful of diversity of race, culture, religious, gender, sexual orientation, abilities, and age.

Teaching: Teaches one course annually at the graduate level.

Research /Scholarship: Participates in research /scholarship activities at level consistent with academic.

Service:
- Serves as a resource person for faculty and students.
- Serves as ex-officio on committees and chairs the Graduate Faculty Committee.

Reports to: Dean, College of Nursing

Qualifications:
- Master's degree in nursing and PhD in nursing.
- Professor rank preferred.
- Current, unencumbered Alabama or multistate licensure as a registered nurse
- Successful teaching experience at the graduate level.
- Ability to work independently and collaboratively with individuals and groups.
- Promotes an environment of inclusivity and equity, respectful of the diversity of race, culture, religion, gender, sexual orientation, abilities and age.

4. Associate Dean for Research: Appointed by the Dean and is pivotal in advancing the research agenda within the College of Nursing. This position combines administrative responsibilities with mentorship to cultivate a culture of research excellence, collaboration, and innovation. The ADR works closely with the administrative leadership team, faculty, students, and external partners to enhance the College of Nursing's capacity to advance nursing science by discovering effective interventions and implementing best practices in health care. The ADR will work on a 12-month contract.

Responsibilities:

Leadership and Administration:
● Provide strategic leadership for nursing research and scholarship, aligning it with the overall goals and mission of the College of Nursing and the University.
● Serve as a member of the Administrative Leadership Team.
● Develop and implement policies, procedures, and initiatives to support research and evidence-based practice activities within the College of Nursing.
● Manage budgets, resources, and staffing, ensuring efficient and effective utilization of resources.
● Collaborate with other university departments, research centers, and external stakeholders to promote interdisciplinary research and scholarly collaborations.

Research Development:
● Educate new faculty or doctoral students on the development of research proposals, grant applications, and funding opportunities.
● Provide guidance and support to faculty in designing, conducting, and disseminating research or scholarly projects.
● Offer support to meet post-award requirements successfully.
● Participate in grant writing teams in the College of Nursing.
● Facilitate the development of grant applications that include funding for graduate research assistants.
● Write grant applications for educational programs or initiatives at the College of Nursing.
● Foster a culture of research excellence and integrity within the College of Nursing through mentorship, workshops, and seminars.
● Stay abreast of emerging trends, best practices, and regulatory requirements in nursing research.

Collaboration and Partnerships:
● Cultivate formal research agreements with healthcare organizations, community agencies, and funding bodies to enhance research opportunities and impact.
● Collaborate with other academic departments, institutions, and industry partners to promote interdisciplinary research initiatives.
● Represent the College of Nursing in professional associations, conferences, and networking events related to nursing research.

Evaluation and Assessment:
● Develop and implement mechanisms to assess the quality, impact, and outcomes of nursing research and scholarly activities.
● Monitor and evaluate research productivity, including publications, presentations, and external funding, to inform strategic decision-making.

- Collect and analyze data to identify areas for improvement and develop strategies to enhance the research and scholarship performance of the College of Nursing.

Teaching:
- Teach one course per year.
- Supervise PhD dissertations. DNP project supervision is welcomed.
- Provide faculty development as outlined under research development.
- Other duties as assigned.

Qualifications:
- PhD in Nursing.
- Must be a tenured associate professor or professor.
- Demonstrated track record of successful research grant funding and publications.
- Teaching experience at the doctoral level for 3 or more years; past supervision of PhD or EdD dissertations is required. Supervision of DNP projects is desirable.
- Excellent communication, interpersonal, and collaboration skills.
- Strong organizational and problem-solving abilities.
- Knowledge of research methodologies, evidence-based practice, ethical standards, and regulatory requirements in nursing research.
- Commitment to excellence in research and scholarly initiatives.

C. Administrative Policies and Procedures

1. Formal Complaint Policy and Procedures

The purpose of this policy and procedure is to provide a mechanism for disposition and tracking of formal complaints.

Formal complaints include: student grievances which are defined and have a process for resolution described in the UAH Student Handbook; any concern put in writing and signed by a student or other person related to the College, e.g., parent, applicant, and directed to a faculty member, Course Manager, Associate Dean, or Dean.

Students are encouraged to seek guidance of the Director of Advising, Undergraduate Office, or the Academic Advisor, Graduate Office, when problems arise. If problems occur that are directly related to nursing courses, resolution should be sought through conference with course faculty. If the problem is not resolved at that level, the student may seek resolution through a conference with the Course Manager, Associate Dean, or the Dean of the CON, in the respective order.

Formal complaints will be reviewed by the individual to whom it is directed, actions will be taken, and the individual submitting the formal complaint will be notified of the decision within two weeks of the College receipt of the grievance statement.

Formal complaints need to be filed in a central location to facilitate tracking and resolution of complaints. Within one week of receiving a formal complaint, the individual who received the complaint notifies the Office of the Dean that a formal complaint has been received and the date it was received. The Office of the Dean will note in the file that a complaint has been received including the date the complaint was received and the individual who received the complaint. The individual who receives a formal complaint should review the complaint, collect additional information, if needed, and take the necessary action(s). Action(s) may include involving individuals at the next level of communication. The individual who received the formal complaint notifies the person who initiated the complaint once a decision has been made (within two weeks of receipt of complaint). If the individual who initiated the written complaint is not satisfied with the decision, it may be forwarded to the next level.

The individual receiving any formal complaint, including a student grievance, must keep a log with the following information:

> The original complaint;
> The date the complaint was received;
> The action(s) taken;
> The date initiator of the complaint was notified of the decision.

As soon as possible after the decision is made, the log including the original complaint should be filed in the Office of the Dean.

2. Protection of Health Data

The purpose of this policy is to define the responsibilities of users for supporting and protecting data containing protected health information (PHI) at the University of Alabama in Huntsville

(UAH) College of Nursing (CON) including, but not limited to, data obtained from the Centers for Medicare and Medicaid Services (CMS).

This policy establishes the responsibilities of all users to support, secure, and protect data containing PHI at The University of Alabama in Huntsville (UAH) College of Nursing (CON). While UAH is responsible for properly securing its intellectual property, contracts, research, the CON has additional responsibilities pertinent to the acquisition, storage, maintenance, and use of personally identifiable information (PII) protected health information (PHI), such as that obtained from CMS, for use in research and scholarly work. This policy evinces the responsibilities of all users in supporting and protecting the data at UAHCON regardless of user's affiliation or relation with UAHCON, and irrespective of where the data location, utilization, and access. All members of the UAHCON community have a responsibility to protect the confidentiality, integrity, and availability of data from unauthorized generation, access, modification, disclosure, transmission, or destruction.

This policy applies to all faculty, staff, students, researchers, or other users of information technology (IT) resources that connect to UAH-CON platforms and networks, and/or store or transmit UAHCON data containing PHI and/or PII, regardless of ownership of the device or system, including personally owned devices or systems.

All UAHCON data (containing PII and/or PHI) stored, processed, or transmitted must be categorized in accordance with this requirement. The required level of security depends on the nature of the data, as defined in the UAH Data Categorization Rule. Based on categorization assigned data custodians are required to implement appropriate security controls for access, and appropriate handling of the data. Managing and protecting data are responsibilities shared by all members of the UAHCON community [i.e., all individuals (faculty/staff/students/visitors), schools, departments, affiliates, and/or other similar entities within the UAHCON, including employees of contracted or outsourced non-UAHCON entities]. This policy applies to all UAHCON data including healthcare data obtained from Centers for Medicare and Medicaid Services (CMS) at UAHCON and systems, including, but not limited to, centralized institutional systems, departmental/unit systems, systems created or operated by third party vendors under the direction of UAHCON, and UAH CON data in any system. Any information system that stores, processes or transmits institutional data must be secured in a manner that is considered reasonable, appropriate and compliant with University, State and Federal standards including, but not limited to: National Institute of Standards and Technology (NIST), Department of Health and Human Services (DHHS), and Centers for Medicare and Medicaid Services (CMS) laws, policies and standards.

UAHCON functional units operating or utilizing IT resources, also known as data custodians, are responsible for managing and maintaining the security of the data, IT resources, PII, and/or PHI. These functional units are responsible for implementing appropriate managerial, operational, physical, and technical controls for access to, use of, transmission of, and disposal of data in compliance with this policy. This requirement is especially important for those UAHCON IT resources that support or host PII and/or PHI. Data custodians will receive applicable periodic training to ensure compliance with federal requirements for protection of healthcare data.

Healthcare data containing PHI and/or PII obtained from organizations such as CMS will not be disclosed except as provided by specific policies of the data supplier, associated university policy and procedures, or as required by law or court order. PHI is categorized as *Controlled Unclassified Information* categorized as Private per Executive Order #13556 (2010) and as confidential information per UAH Data Categorization Rule (1.2). PHI and PII are also subject to compliance with data storage regulations irrespective of location including, but not limited to cloud-based data storage, which includes compliance with applicable policies, laws including, but not limited to Federal Risk and Authorization Management Program (FedRAMP), and Federal CMS data protection regulations and standards. Adherence to the Data Categorization standards (1.2) for data and systems will be used to determine the appropriate level of protection including accessibility (1.3) that will be utilized.

The U.S. Federal Government established Federal Risk and Authorization Management Program ([FedRAMP](https://www.fedramp.gov)), a government-wide program that provides a standardized approach to security assessment, authorization, and continuous monitoring for cloud products and services. UAH will ensure that all Cloud- Based Services utilized for healthcare data are vetted and authorized by FedRAMP with the attainment of Moderate certification.

All electronic healthcare data of UAHCON shall be categorized as public, private, or confidential according to the following categories:

Public data - Public data are defined as data that any person or entity either internal or external to the university can access. The disclosure, use, or destruction of public data should have no adverse effects on the university nor carry any liability

Examples include but not limited to: Readily available news and information posted on the university's website, public phone directory, course catalogs, public research findings, enrollment figures, public web sites, general benefits data, press releases, newsletters, etc.

Private data - Private data are defined as any data that derive value from not being publicly disclosed. These data include information that the university is under legal or contractual obligation to protect. The value of private data to the university and/or the custodian of such data would be destroyed or diminished if such data were improperly disclosed to others. Private data may be copied and distributed within the university only to authorized users. Private data disclosed to authorized, external users must be done in accordance with a Non-Disclosure Agreement.

Examples include but not limited to: Employment data, budgetary plans, proprietary business plans, patent pending information and data protected by law etc.

Confidential data - Confidential data including, but not limited to PHI and or PII, and healthcare data obtained from Centers for Medicare and Medicaid Services (CMS) at UAH-CON, in which the law prohibits public disclosure. This designation is used for highly sensitive information whose access is restricted to authorized users. The recipients of confidential data have an obligation not to reveal the contents to any individual unless that person has a valid need and permission from the appropriate authority to access the data. The person revealing such confidential data must have specific authority to do so. Confidential data must not be copied

without authorization from the identified data custodian. Privacy and Security controls must be consistent with compliance requirements from the data supplier.

Examples include, but not limited to: Data that are regulated by federal compliance requirements such as Centers for Medicare and Medicaid Services (CMS), Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Federal Information Security Management Act (FISMA), International Traffic in Arms Regulations (ITAR), Export Administration Regulations (EAR). Log-in credentials, Payment Card Industry Data Security Standard (PCI DSS), and information protected by non-disclosure agreements.

Abbreviations Used: CMS (Centers for Medicare and Medicaid Services), DHHS (Department of Health and Human Services), EAR (Export Administration Regulations), FedRAMP (Federal Risk and Authorization Management Program), FERPA (Family Educational Rights and Privacy Act), FISMA (Federal Information Security Management Act.), GLBA (Gramm-Leach-Bliley Act), HIPAA (Health Insurance Portability and Accountability Act), PHI (Protected Health Information), ITAR (International Traffic in Arms Regulations), NIST (National Institute of Standards and Technology), and PCI DSS (Payment Card Industry Data Security Standard) .

Although some protected information, private data, and confidential data the university maintains may ultimately be determined to be "public records" subject to public disclosure, such status as public records shall not determine how the university classifies and protects data until such a determination is made. Often public records are intermingled with confidential data and protected information, so that all the information and data should be protected as confidential until it is necessary to segregate any public records.

It shall be the responsibility of the data custodian and researchers to know the identified categorization level of the healthcare research data as stated by agency supplying data, and to ensure that guidelines for the identified categorization level of the data are adhered to at UAH (aligned with applicable regulations). This may require the assistance of, appropriate university administrative units such as the College of Nursing and the Office of Counsel.

However, all individuals accessing data are responsible for the protection of the data at the level determined by the data owner and/or data custodian, or as mandated by law. Therefore, the data owner or data custodian is responsible for communicating the level of classification to individuals granted access. Any data not yet categorized by the data owner or data custodian shall be deemed *protected health information* and handled as described above in this section. Access to data items may be further restricted by law, beyond the categorization systems of UAH and the CON.

UAHCON electronic information assets (data) must be protected and maintained in accordance with all applicable federal and state laws and university policies.

All data access must be authorized under the principle of least privilege, and based on minimal need. End user authentication standards will be implemented to ensure appropriate access to Cloud-Based Products and Services. The application of these principles limits the damage that can result from accident, error, or unauthorized use. All permissions to access confidential data must be approved by the data owner, the data custodian, or their designee, and written or electronic record of all

permissions must be maintained. The approving authority for the data shall ensure access aligns appropriately with applicable University, State, and Federal requirements and will audit data access at a minimum frequency of annually or at the frequency required by the regulatory agency or data supplier, as indicated.

During data access audits, data owners and custodians will be provided a list of users with access and their access rights. The data owner or custodian must respond with appropriate changes, updates, terminations or concurrence, within 20 business days. Failure to do so will result in notification to the vice president responsible for the data owner's unit and the access rights being audited may be revoked. A written response to the data access audit is required, even if there are no changes to the access list and/or the rights detailed in the list.

Private or confidential data shall not be provided to external parties or users without approval from the data owner and/or data custodian.

When an individual who has been granted access changes responsibilities in a specific research unit, all of their access rights should be re-evaluated and any access to protected data outside of the scope of their new position or status should be revoked.

When an individual who has been granted access leaves the university, all of their access rights shall be revoked at the time of termination.

Data Backup

In the interest of securing information protected under FERPA, HIPAA, FISMA, PCI, ITAR, EAR, other state and federal legislation, university policies, and reducing the risks to the university of fines and other penalties. UAH will ensure cloud-based storage providers have security measures for the protection of data that are aligned with federal, state, and local regulations. This will include but not

limited to: separation of each End User's data, isolation of data per End User, Authentication, Data Center access and Data Center security processes which are multi-layered including physical security measures on top of security layers provided by the data center operator.

Data in Transit

Data that is transmitted without encryption has increased possibility of eavesdropping attacks, where an attacker may intercept the data being transmitted. Private and confidential data shall only be transferred through encrypted channels. This may include secure socket layer (SSL), secure shell (SSH), virtual private networks (VPN) or other encrypted sessions. UAH will ensure alignment with federal encryption requirements, including but not limited to CMS & Department of Health and Human Services (DHHS) for data containing PHI and/or PII both in transit and at rest.

Data Encryption

UAH-CON IT Resources that store data categorized as private or confidential shall utilize strong encryption mechanisms to maintain confidentiality of the data and greatly reduce the risk of theft, viewing of data by unauthorized persons or loss of IT Resources. Data encryption standards will be in compliance with applicable University, State, and Federal regulations. UAH- CON will ensure alignment with federal encryption requirements including, but not limited to healthcare data containing PHI/PII obtained from CMS at UAH whether it is at rest or in transit, regardless where the data is stored

(onsite, remote, or cloud-based). UAH-CON will adhere to encryption standards required by CMS Federal regulations for acquisition of healthcare data from CMS.

Media Sanitization

NIST 800-88r1 defines media sanitization as the process that makes access to the targeted data on the media infeasible for a given level of effort. When the data or IT resource is no longer needed or is being repurposed, UAH will follow federal NIST standards for appropriate guidance for media sanitization.

Risk Assessment

The UAH-CON IT will use resources in ways that vigilantly mitigate cybersecurity risks, maximize physical security for IT systems, and minimize unacceptable risks to IT resources and data from natural disasters. All units of UAH-CON (in conjunction with UAH Information Technology) are responsible for ensuring the assessment and periodic review of the business processes and technical risks associated with implementing any planned, proposed, or existing electronic information system or data collection system. Risk assessments must identify specific procedures to minimize risks, compliance with configuration to secure the data properly based on the classification category and the impact of potential breach/compromise of data.

The primary means of reducing and mitigating cyber risks at UAH-CON is for units to use the secure facilities, common information technology infrastructure, and services provided by OIT or contracted vendors to the greatest extent practicable for achieving their work.

To the extent that the primary means of cyber risk mitigation is not practicable for achieving a unit's work, the unit shall formally document their role, responsibilities, and ongoing vigilance to mitigate cyber risks to UAH-CON.

Documentation should include approval from unit head, data owner, or data custodian, a brief description of IT resource, purpose, timeframe needed, and justification for exception. Documentation should be provided to UAH CIO, or direct reports, to maintain record. Documentation shall be updated at least annually. If updated documentation is not submitted, or is found to be unsuitable, network access to the facility may be revoked.

Approved Data Storage Facilities

OIT is responsible for operating local storage IT facilities that maximize physical security, provide reasonable protections for IT systems from natural disasters, and minimize cybersecurity risks for UAH-CON data and IT Resources.

OIT is also responsible for provisioning an evolving set of information technology infrastructure and services that meet the common, evolving needs of all units. This may include contracting for services via cloud and off-site service providers that offer desirable and secure common services of value to the UAH-CON community.

Non-approved Locations for Data Storage

Storage systems that have not been approved by UAH Chief Information Security Officer (CISO), UAH CON data custodians, or direct reports, shall not be utilized to store data categorized as private or confidential. This includes cloud-based services such as Dropbox. See the "Cloud Service and Information Technology Procurement" policy for approval process.

Storage of Data on Non-UAH Owned Systems

Data categorized as private or confidential shall not be stored on non- UAH owned IT resources without approval of the data owner(s) and or data custodian in conjunction with compliance requirements of the data supplier. UAH-CON IT resources storing the data shall be configured to secure the data properly. For further requirements see the "Security of IT Resources" policy.

IT Incident Reporting and Breach Notification

Any suspected breach or compromise of Sensitive or Restricted Data must be reported immediately to the university IT Security Incident Response Team (IT- SIRT) at it-sirt@uah.edu. Specific procedures for suspected or actual breech of data are outlined in the "Incident Reporting and Breach Notification policy".

Compliance with Policy

Failure to abide by this policy may result in the loss or suspension of UAHCON IT privileges, claims for reimbursement of damages, disciplinary action, and/or referral to appropriate state/federal law enforcement authorities.

Violations that constitute a breach of the Student Conduct Code, the Faculty Handbook, or the Staff Handbook will be referred to appropriate authorities. OIT and/or UAHCON personnel may take immediate action as needed to abate ongoing interference with system or network operations or to ensure integrity of university systems or data.

Confirmed violations of this policy will result in consequences commensurate with the offense. Intentional release of Restricted Data or egregious violations of this policy may result in termination of employment, appointment, student status or other relationships with UAHCON.

III. CON Organization

  A. CON Organization Bylaws

ARTICLE I
Name

The name of this organization will be The University of Alabama in Huntsville College of Nursing Organization and is hereafter referred to as the "Organization."

ARTICLE II
Purpose

The purposes of the Organization will be to provide a mechanism for participating governance of the faculty, staff, and students and to establish academic, faculty, and staff policies necessary to achieve the mission of the College of Nursing and the University.

ARTICLE III
Functions

The functions of the Organization will be to:
A. Establish rules to govern the Organization's procedures, provide for its committees and make recommendations to the Dean on matters of importance to the College.
B. Establish and evaluate the educational programs of the College of Nursing and revise them as necessary to assure consistency with the missions of the College of Nursing and the University.
C. Establish academic policies of the College of Nursing and monitor their implementation.
D. Establish faculty and staff policies of the College of Nursing and monitor their implementation.
E. Promote teaching, research scholarly activities, professional service, and faculty practice.
F. Promote the general welfare of the College of Nursing, the faculty, the staff, the students, the alumni, and the nursing profession.

ARTICLE IV
Membership

The membership of the Organization will be full-time faculty and full-time permanent staff in the College of Nursing. Part-time faculty and staff and adjunct faculty will be associate members of the Organization and will have voice, but not voting rights.

The Graduate Faculty of the College of Nursing, who have appointments to The University of Alabama in Huntsville Graduate Faculty, will constitute the Graduate Faculty of the College of Nursing: will be chaired by the Associate Dean for Graduate Programs and will meet at least 3 times a semester to transact business specified for that component of the CON Organization. The Graduate Faculty will inform the Organization of any decisions made affecting the Graduate Programs in a "for information only" format.

The Undergraduate Faculty of the College of Nursing, who have appointment based on their undergraduate work assignment, will constitute the Undergraduate Faculty of the College of Nursing: will be chaired by the Associate Dean for Undergraduate Programs and will meet at least three times a semester to transact business

specified for that component of the CON Organization. The Undergraduate Faculty will inform the Organization of any decisions made affecting the Undergraduate Programs in a "for information only" format.

ARTICLE V
Officers

Section 1. The elected officers of the Organization will be the Chair, Vice-Chair, and the Parliamentarian.

Section 2. The Chair of the Organization will:
   a. Establish the agenda for meeting.
   b. Preside at all meetings of the Organization.
   c. Make other appointments as specified in these bylaws.

Section 3. The Vice-Chair of the Organization will:
   a. Serve as presiding officer in the absence of the Chair.
   b. Assist and consult with the Chair as necessary.
   c. Prepare ballots of eligible members in April for election to CON Standing Committees, considering needs of the College, faculty, and staff preferences.

Section 4. The parliamentarian of the Organization will maintain parliamentary procedure at all meetings of the Organization according to *Robert's Rules of Order, Newly Revised.*

Section 5. The Recording Secretary will be the Senior Administrative Assistant from the Office of the Dean and will:
   a. Record membership attendance at each meeting.
   b. Record the minutes of the meetings.
   c. Distribute the agenda and meeting minutes prior to each meeting.
   d. Maintain the permanent files of the Organization with accurate master copies of all minutes and documents of the Organization including committees.

Section 6. Terms of office: The Chair, Vice-Chair, and Parliamentarian of the Organization will serve for term of two years. The term for the Chair and Vice-Chair will be staggered to provide continuity of leadership.

ARTICLE VI
Attendance

Attendance at regular meetings is expected of full members and encouraged for associate members (part-time faculty and staff and adjunct faculty).

ARTICLE VII
Quorum

Chair, Vice-Chair or appointment and two-thirds (2/3) of the full members of the faculty and staff will constitute a quorum.

ARTICLE VIII
Meetings

Section 1. There will be at least three regular meetings of the Organization during the fall semester and three regular meetings during the spring semester. Meetings will be scheduled at a time which does not conflict with nursing classes, except when extenuating circumstances preclude.

Sections 2. An agenda will be prepared by the Chair, allowing for input from the faculty and staff, and will be presented to the membership **at least five working days prior to regularly scheduled meetings.** Committee reports that include recommendations will generally be distributed with the agenda. If presented separately, they must be distributed at least five working days prior to the meeting.

Section 3. Special meetings may be called by the Chair as necessary or on request of two-thirds of the members. The purpose of the special meetings will be stated in the call and at least five working days' notice will be given, except in cases of emergency.

Section 4. The final regular meeting of the academic year will include annual reports from the Chair of the Organization and standing committees as well as conducting regular business.

Section 5. All actions will be by majority vote of members present and voting. For matters specific to programs, voting will take place at the Undergraduate and Graduate Faculty meetings. Only Undergraduate Faculty will vote on undergraduate recommendations and only Graduate Faculty will vote on graduate recommendations.

ARTICLE IX
Standing Committees

Section 1. The work of the Organization will be conducted by the following standing committees:
   a. Undergraduate Curriculum Committee
   b. Graduate Curriculum Committee
   c. Strategic Management Committee
   d. Promotion, Tenure, and Appointment Committee
   e. Nursing and Aerospace Committee
   f. Faculty Affairs Committee
   g. Well-being and Success Committee
   h. Staff Affairs Committee
   i. Interprofessional Education Committee

Section 2. Chairs of standing committees will:
   a. Be elected by members of the Organization unless specified under the individual standing committees.
   b. Serve for two years and will begin at the end of the annual meeting at which their appointment is announced.
   c. Will not serve as Chair of more than one standing committee at a time.
   d. The Chair of each standing committee will:
      1. Preside at meetings of the committee.
      2. Establish the agenda for committee meetings with input from committee members.
      3. Submit a written annual report of committee activities by the last day of spring semester to the Recording Secretary of the Organization.
      4. Vote on committee business.
      5. Serve no more than two full consecutive terms on any standing committee.

Section 3. Members of standing committees will:
   a. Be composed of a combination of elected and appointed members from the Organization as described for each committee in these bylaws. Election of members will be completed prior to the appointment of members.
   b. Serve for terms of two years. Terms will be staggered.
   c. If a committee chair or member is unable to complete a term, a replacement will be appointed by the Organization Chair for the remainder of the term.
   d. Not serve on more than two standing committees at a time until all eligible members have been appointed/elected to two standing committees.
   e. Not serve more than two full consecutive terms on any standing committee.
   f. The Dean will serve as ex-officio on all committees.
   g. Attend all regular meetings of the committee and maintain confidentiality of matters coming before the committee. Committee minutes will record the names of members who are present and absent.

Section 4. Each standing committee will:
   a. Be responsible to the Organization.
   b. Meet monthly during each semester of the academic year.
   c. Select a secretary from among the members of the committee, when applicable.
   d. File the original signed copy of the minutes plus attachments with the Recording Secretary of the Organization.
   e. Perform the functions of the committee as specified in the bylaws or otherwise assigned by the Organization.
   f. Submit recommendations and reports to the Organization or, when appropriate, to the administration of the College of Nursing.
   g. Implement portions of the College's Strategic Plan that are related to the purpose(s) of the committee.
   h. Assist in the orientation of new faculty and staff members.

Section 5. Committee Structure
   a. Undergraduate Curriculum Committee
      1 Purpose of the Undergraduate Curriculum Committee is to meet on matters specifically focused on curriculum for the Undergraduate Program. A chair will be assigned by the Associate Dean for Undergraduate Programs. The committee shall:
         a) Direct curriculum development and evaluation for each program.
         b) Monitor the quality of the educational offerings by the College.
         c) Monitor curriculum policies to ensure consistency with the College and University educational missions.
         d) Collaborate with the Dean, Associate Dean for Undergraduate Programs, and appropriate others regarding resources needed to implement and evaluate the educational programs.
         e) Participate in preparing documents for accreditation and other institutional studies.
         f) Recommend changes in the undergraduate curricula to the Undergraduate Faculty.
         g) Review, revise and update the College of Nursing's admission policies.
         h) Recommend to the Undergraduate Faculty changes in admission, progression, and graduation policies and procedures.
         i) Plan, develop, revise, and evaluate the curriculum and make recommendations to the Undergraduate Faculty.

      2 Membership of the Undergraduate Curriculum Committee will be:
         a) Chair of the committee is appointed by the Associate Dean for Undergraduate Programs.

b) Two undergraduate faculty members, one junior level and one senior level elected by the Organization.
c) Two undergraduate faculty members appointed by the Dean.
d) Academic Advisor, Undergraduate Programs.
e) Program Manager, Undergraduate Admissions and Advising
f) Information Technology Manager.
g) Associate Dean for Undergraduate Programs with voting privileges.
h) Dean, College of Nursing, Ex-Officio.

B. Graduate Curriculum Committee
1. Purpose of the Graduate Curriculum Committee is to meet on matters specifically focused on curriculum for the Graduate Program. A chair will be appointed by the Associate Dean for Graduate Programs from the existing committee membership. The committee shall:
   a) Direct curriculum development and evaluation for each program.
   b) Monitor the quality of the educational offerings by the College of Nursing.
   c) Monitor curriculum policies to ensure consistency with the College and University educational missions.
   d) Collaborate with the Dean, Associate Dean for Graduate Programs, and appropriate others regarding resources needed to implement and evaluate the educational programs.
   e) Participate in preparing documents for accreditation and other institutional studies.
   f) Recommend changes in the graduate curricula to the Graduate Faculty.
   g) Review, revise and update the College of Nursing graduate admission policies.
   h) Recommend to the Graduate Faculty changes in admissions, progressions, and graduation policies.
   i) Plan, develop, revise, and evaluate the curriculum and make recommendations to the Graduate Faculty.

2. Membership of the Graduate Curriculum Committee will be:
   a) Two graduate faculty members elected by the Organization.
   b) Two graduate faculty members appointed by the Dean.
   c) Faculty members (elected and appointed) from the master's and doctoral programs.
   b) Program Manager, Graduate Admissions and Advising.
   a) Associate Dean for Graduate Programs with voting privileges.
   b) Dean, College of Nursing, Ex-Officio.

C. Strategic Management Committee
1. Purpose of the Strategic Management Committee is to consult with the Dean and provide leadership in strategic directions for the College of Nursing. The Chair of the Strategic Committee will be appointed by the Dean of the College from the existing committee membership. The committee shall:
   a) Consult with and advise the Dean in matters brought forward by the Dean, standing committees, faculty, staff, or Organization.
   b) Scan, evaluate, and report on internal and external environments relevant to the College, including the workplace environment, professional and healthcare trends, policy and regulatory issues, and economic variables.
   c) Provide leadership in strategic directions for the College. Collaborate on the development of the CON Strategic Plan. Evaluate consistency with the UAH Strategic Plan. Monitor the implementation of the Strategic Plan. Assist with determining action priorities needed for specific outcomes.

d) Review periodically the Mission, Vision, Core Values, and Strategic Goals of the College and recommend revisions to the Organization and the Dean. Assure congruence with those of the University. Collaborate with the Dean and the Organization in constructing and implementing requested change.
e) Review and report data for the CON Total Program Systematic Evaluation Plan.
f) Collaborate with Community Advisory Board on outcome evaluations, community needs, and input into strategic planning.
g) Assist with development and implementation of policies not inclusive within the scope of the other College communities, as determined by the Dean and the Organization.

2. Membership of the Strategic Management Committee will be:
a) Chair of the Committee is appointed by Dean.
b) Three faculty members (at least one undergraduate and one graduate) elected by the Organization.
c) One faculty member appointed by the Dean.
d) Nursing Accreditation and Regulation Coordinator.
e) Simulation and Learning Innovation Center Manager.
f) Chair of the CON Organization.
g) Associate Dean for Undergraduate Programs.
h) Associate Dean for Graduate Programs.
i) Dean, College of Nursing, Ex-Officio.

D. Promotion, Tenure, and Appointment Committee
1. Purpose of the Promotion, Tenure, and Appointment Committee (PTAC) is to provide oversight and make recommendations for promotion, tenure, and appointment decisions in the College of Nursing. The committee shall:
a. Make recommendations relative to policies and procedures for reappointment, promotion, and tenure with the College in alignment with the University reappointment, promotion, and tenure policies.
b. Evaluate criteria for faculty rank within every five years or as needed.
c. Make recommendations to the Dean regarding rank and tenure for new faculty and faculty who are seeking promotion and tenure in the College.
d. The PTAC will offer a formal training session to candidates prior to the deadlines for submitting their reappointment, promotion, and/or tenure packets. Training will include development and organization of packets.

2. Make recommendations to the Dean regarding rank and tenure for new faculty and faculty who are seeking promotion, reappointment, and/or tenure in the College.
a. The PTAC will form a Review Committee for each case prior to faculty submitting promotion, reappointment, or tenure packets.
b. The Review Committee will provide recommendations to the Dean for renewal and reappointment of faculty.
c. The Review Committee will include the following members:
1) Three members from the PTAC will be assigned to each case, may add an additional member to a case if the expertise of the additional member is relevant to the expertise of the candidate.
2) The three review committee members for each case must be at the rank or higher than the candidate.
3) If the candidate is tenured or tenure earning, the three review committee members must have tenure.

4) If the candidate is tenured earning the review committee will **also include an additional member who is outside of the CON**. This additional member must be from another college within the university, have tenure, and at the rank or higher than the candidate.
5) If the candidate is clinical track, two of the review committee members must have tenure, at the same rank or above and the third review committee member must be on the clinical track at the same rank or above.
6) The review committee members will be responsible for:
   a) Reviewing assigned faculty cases in RPT
   b) Preparing a recommendation letter
   c) The review committee members will vote on the approval status.
      1) If all review committee members are in agreement with the recommendation, all review committee members will sign the recommendation letter.
      2) If the recommendation by the Review Committee is not a unanimous decision, a minority letter will **also be sent** and will be signed by the dissenting member.
      3) If the review committee is unable to make a determination for approval status, they will identify why a determination for approval status cannot be made at this time. The review committee members will sign the letter.
   d) Submitting the recommendation letter(s) so the case can move forward.
3. Membership of the Promotion, Tenure, and Appointment Committee will be:
   a. Four faculty members (two Associate Professors on the clinical track and two Associate Professors on the tenure track/tenured) elected by the Organization.
   b. Three faculty members (one Professor on the clinical track and two Professors with tenure) appointed by the Dean.
   c. Chair, Tenured (Associate or Full Professor Rank), elected by the membership or appointed by Dean.
   d. A faculty member serving on the University Review Board (URB) cannot serve on PTAC during the same period
   e. Associate Dean, College of Nursing, Ex-Officio.
   f. Dean, College of Nursing, Ex-Officio.
   g. Other members appointed in alignment with the *UAH Faculty Handbook.*

E. Nursing and Aerospace Committee
   1. Purpose of the Nursing and Aerospace Committee is to actively seek opportunities to promote professional service, research, scholarly activities, and teaching related to the Aerospace, and physiological human responses to space travel. The committee shall:
      a. Archive College materials related to nursing and space, and maintain an online finding guide on the UAH website.
      b. Collaborate with continuing education in planning and conducting conferences.
      c. Seek funding to support faculty research and special projects related to Aerospace.
      d. Collaborate with governmental and private agencies in developing programs.
      e. Represent the College at local, regional, and national meetings to present information related to the Aerospace and nursing initiative.

   2. Membership of the Nursing and Aerospace Committee will be:
      a. Two faculty members elected by the Organization who collectively represent expertise in undergraduate and graduate education.
      b. Two faculty members appointed by the Dean.
      c. Associate Deans, College of Nursing, Ex-Officio.
      d. Dean, College of Nursing, Ex-Officio.

F. Faculty Affairs Committee
1. Purpose of the Faculty Affairs Committee will be to provide recommendations that will enhance faculty development. The Faculty Affairs Committee shall:
   a. Plan, implement, and evaluate professional faculty development activities.
   b. Develop, review, and suggest revisions to the CON faculty orientation plan, overseeing its implementation.
   c. Coordinate the process for CON peer-selected faculty awards and revise as needed.
   d. Review and suggest revisions to faculty-related policies as needed.
   e. Coordinate faculty mentorships.
   f. Review faculty concerns about work environment issues and make recommendations to administration.

2. Membership of the Faculty Affairs Committee will be:
   a. One undergraduate faculty elected by the Organization.
   b. One graduate faculty elected by the Organization.
   c. One doctoral faculty elected by the Organization.
   d. Two faculty appointed by the Dean.
   e. Chair of the Faculty Search Committee Ex-Officio.
   f. Chair of the Promotion, Tenure, and Appointment Committee, Ex-Officio.

G. Well-being and Success (WaS) Committee:
1. Purpose of the Well-being and Success Committee aims to ensure that the College of Nursing (CON) maintains a safe and healthy learning and working space for all individuals. This includes providing the necessary resources to support the environment's physical, psychological, and social aspects, helping students, staff, and faculty manage tasks effectively, and enhancing overall satisfaction and productivity.
   a. Establish rules to govern the Organization's procedures, provide for its committees, and make recommendations to the Dean on matters of importance to the College, focusing on promoting the overall well-being of all members of the College of Nursing.
   b. Establish support and mentoring systems to assist all students, ensuring they can access the resources and guidance necessary to succeed academically and professionally.
   c. Develop programs within the College of Nursing focused on enhancing students' and employees' physical, mental, and emotional well-being and monitor their implementation to ensure they meet the CON community's needs.
   d. Promote an environment that fosters peer-to-peer education, networking, and collaboration, emphasizing the creation of supportive and healthy spaces conducive to learning and working.
   e. Promote teaching, research, scholarly activities, and service that emphasize creating a healthy, supportive learning and professional growth environment.
   f. Foster awareness of the importance of well-being within the College of Nursing for students, staff, faculty, alumni, and the broader nursing profession, encouraging practices that support a balanced and healthy work-life dynamic.
   g. Establish and facilitate the Organization's commitment to maintaining a healthy work and learning environment that supports the well-being of all members of the College of Nursing.

2. Membership of the Committee is:
   a. The CON Organization will elect a faculty representative from each program (BSN, MSN, Doctoral).
   b. The Committee will nominate the chair and chair-elect and submit them to the Dean for final consideration.

        i. The Chair is nominated on even years.

      ii. The Chair-Elect is nominated on odd years.

    c. One full-time staff member to be appointed by the Dean.

    d. Graduate Programs Associate Dean, College of Nursing, Ex-Officio.

    e. Undergraduate Programs Associate Dean, College of Nursing, Ex-Officio.

    f. Dean, College of Nursing, Ex-Officio.

H. Staff Affairs Committee

  1.Purpose of the Staff Affairs Committee will be to provide recommendations that will enhance staff development. The Staff Affairs Committee will:

    a. Plan, implement, and evaluate professional staff development activities. All staff will meet as a group at least once an academic year as determined by the Staff Affairs Committee Chair.

    b. Develop, review, and suggest revisions to the CON Staff Orientation plan, overseeing its implementation.

    c. Review and suggest revisions to staff-related policies as needed.

    d. Review staff concerns about work environment issues and make recommendations to the Dean.

  2.Membership of the Staff Affairs Committee will be:

    a. One staff member from the Undergraduate Programs Office, rotating among UG staff every 2 years in the following order:

        1. Staff Assistant

        2. Program Manager

        3. Advisor

    b. One staff member from the Graduate Programs Office, rotating among GR staff every 2 years in the following order:

        1. Staff Assistant

        2. Academic Advisor

        3. Clinical Placement and Outreach Specialist

    c. One staff member from the Simulation and Learning Innovation Center, rotating SLIC staff every 2 years in the following order:

    1. SLIC Specialist

    2. SLIC Manager

    d. Two staff members from the Dean's Office, rotating Dean's Office staff every 2 years in the following order and pairs:

    1. Nursing Accreditation and Regulation Coordinator and Information Technology Manager

    2. Senior Administrative Assistant and Marketing and Recruitment Coordinator and Resource Manager

    3. Resource Manager and Staff Assistant

    e. Staff Affairs Committee Chair will be selected by majority vote from within the Staff Affairs Committee at their first meeting during the academic year and serve for 2 years.

    f. Staff Affairs Committee membership of the UG Office and GR Office will rotate on even years and the Dean's Office and SLIC membership rotating on odd years.

I. Interprofessional Education Committee

  1.Purpose of the Interprofessional Education Committee is to monitor and oversee the implementation of the College's Interprofessional Education Plan (IPEP). The Committee will determine if program activities are congruent with required accreditation standards. The Committee will:

a. Consult with the Dean in matters pertaining to the IPE.
b. Evaluate and report on IPE activities relevant to the College, including professional and healthcare trends, policy and regulatory issues (including accreditation), and costs for IPE activities.
c. Provide leadership relevant to IPE activities. Collaborate on the development of the CON IPEP and determine action priorities across both graduate and undergraduate programs.
d. Provide reports consistent with committee action bylaws.
e. Develop collaborations with community partners to facilitate effective IPE education.
f. Assist with the development and implementation of policies as needed to support IPE's scope of work.

2. Membership of the Interprofessional Education Committee will be:
a. Chair and Co-Chair will serve alternating 2-year overlapping terms and will be voted by Committee members.
b. Undergraduate Simulation Coordinator.
c. Graduate Simulation Coordinator.
d. Simulation Learning and Innovation Center (SLIC) Manager.
e. SLIC Specialist or CON staff member appointed by the CON Dean.
f. Two full-time UG faculty members are elected on alternating years by the CON Organization to serve a 2-year term.
g. Two full-time GR faculty members are elected on alternating years by the CON Organization to serve a 2-year term.

ARTICLE X
Special Committees

Section 1. Ad hoc committees, special committees, and task forces, hereafter called special committees, will be established and members appointed by the Dean, standing committees, or the Organization as needed for accomplishing designated tasks, and will function according to the general provisions of these bylaws.

Section 2. Each special committee will be dissolved upon completion of its task and the submission of a full report of its activities.

ARTICLE XI
Student Participation in Governance

Students enrolled in the College of Nursing Undergraduate Programs and Graduate Programs will have the opportunity to participate in the governance of the College through membership on the Undergraduate Student Advisory Council to the Dean and the Graduate Student Advisory Council to the Dean. The Student Advisory Councils will be governed by their own bylaws in accordance with University and College policies. College of Nursing committees/task forces needing student input will submit a written request to the appropriate Associate Dean for consideration at the relevant student advisory council meeting.

ARTICLE XII
Parliamentary Authority

The rules contained in *Robert's Rules of Order, Newly Revised*, will serve as a guide for the Organization in all cases to which they are applicable and in which they are not inconsistent with the bylaws of this Organization.

ARTICLE XIII
Amendment of the Bylaws

These bylaws may be amended at a regular CON Organization meeting by a two-thirds vote. Proposed revisions will be written and distributed to faculty and staff two weeks prior to voting. A ninety-nine percent affirmative vote will be required for any revision that does not meet these criteria for notice.

B. Committee Agenda/Minutes Template

The University of Alabama in Huntsville
College of Nursing
[Name of Committee] Meeting Agenda/Minutes
Date: Time: Location:

Members Present:

Members Absent:

Approve Previous Meeting Minutes:

Old Business:

Topic	Key Points	Decision/Actions	Follow-up (who, what, when)

New Business:

Topic	Key Points	Decision/Actions	Follow-up (who, what, when)

Announcements:

Adjourn:

_____   _____
Name, Recorder   Name, Chair

C. Committee Annual Report Template

<div align="center">
The University of Alabama Huntsville
College of Nursing
[Name of Committee/Task Force/Unit, Name of Chair]
Annual Report [Academic Year]
</div>

I.   Topic:
Narrative

II.   Topic:
Narrative

III.   Topic:
Narrative

IV.   Topic:
Narrative

V.   Topic:
Narrative

IV. Faculty Policies and Procedures

A. Faculty Onboarding

Onboarding is a vital part of a new employee's introduction to the University. It is designed to inform new hire employees of the University policies, procedures and benefits related to their employment.

Before Your First Day: Complete the Employee Profile form which is required to obtain your employee ID, email address, and access to Canvas. New Hire Forms List may be found at the UAH Human Resources webpage.

On Your First Day: New Faculty members must bring the following items to the Onboarding session:
- New Hire Forms
- Voided check or deposit slip for electronic direct deposit of payroll check
- Supporting documents to accompany the I-9 form.

After Your First Day
- Complete Required New Employee Training on campus.
- Make Your Insurance Elections online.

Below are topics for your review and reference to the University.
- University Policies and Procedures
- Disability Support Services for Students
- UAlert Emergency Notification System
- Schedule of Bi-Weekly Pay Dates
- Telecommuting Resource Information Portal (TRIP)

B. Clinical Instructor Guidelines

Clinical Teaching
1. Orients to the course. Reviews student learning objectives, course syllabus, textbooks, and weekly assignments. Attends course meetings with clinical faculty and course manager.
2. Schedules office hours that are timed to help students with the course (two hours for each section taught). These must occur when students are available to meet--at set times and also by appointment. Encourages students to request time when needed.
3. Is familiar and complies with agency policies and procedures. Completes agency HIPAA training.
4. Spends at least 8 hours on the clinical unit with a registered nurse before taking students to the unit if this is the instructor's first time on the unit or if a year has elapsed since last on the unit.
5. Prepares in advance for clinical and is organized. Promotes time management skills for students.
6. Uses course clinical objectives for each clinical, and communicates the objectives to the students in advance.
7. Arrives at the facility before students to complete their clinical patient assignments before the start of the clinical day.
8. Assigns appropriate patients to match the clinical objectives for the day and ensures that assignments are appropriate for the educational level of the student.
9. Contacts the nurse manger before clinical days begin to: 1) Provide contact information; 2) Discuss scheduling and clinical objectives; 3) Arrange for a tour for the first day; 4) Provide a schedule of student days on the unit.
10. Orients facility nurses regarding level of students learning (Ex. 1st semester Jr, first day of patient care) and clinical objectives for each day. Encourages facility nurses to communicate immediately with clinical instructor regarding any student performance issue.

11. Communicates with the facility's nurse manager/clinical director on a regular basis, including a beginning of the semester and an end of the rotation communication.
12. Fills time constructively in clinical. Ensures that all stay busy: has a "toolbox" of backup teaching activities for unscheduled down time.
13. Stays highly visible and instructive within the patient care setting, (not breakroom or nursing desk).
14. Directly observes and guides students' learning activities with clients.
15. Is always present for students' medication administration or procedure/skill performances in the clinical setting, which is mandated by the facilities.
16. Utilizes the care plan/concept map format used by the undergraduate program.
17. Supervises handoff reports.
18. Gives timely feedback on submitted work.
19. Refers and coordinates remediation of skills not mastered or performed incorrectly in the clinical setting.
20. Uses post conference for teaching and learning. Allows students to discuss/debrief about topics of interest arising from the events of patient care.
21. Administers medication quizzes to students in post conference as directed by course manager.
22. Participates in ongoing communication with course manager and discusses instructional issues and individual student learning needs and progress.
23. Uses creative ways to help students keep skills current (Examples: reviews in post conference, provides practice opportunities in the LTRC).
24. Schedules meetings with students at the midterm and final weeks of the course for the purpose of discussing the formal written midterm and final evaluations.
25. Reviews student evaluations of teaching effectiveness, and self-assesses for personal learning needs.
26. Retains students in lab or clinical for the full assigned time.

Student mentoring/support
1. Role modeling: Serves as a professional role model and representative of the College of Nursing.
2. Role models professional dress expectations and monitors students for compliance with the College of Nursing dress code.
3. Maintains a professional demeanor and fosters an environment that is conducive to learning.
4. Is approachable and encourages students to ask questions.
5. Professional communication: Has an appropriate instructor/student relationship based on respect (friendly, but not a friend). Discourages inappropriate use of social media.
6. Promotes cooperation and communication among the clinical facility staff, students, faculty, and other team members.
7. Manages students that are acting inappropriately.
8. Gives feedback in a professional manner in an appropriate place.
9. Serves as a resource for the facility's nurses for educational opportunities for their professional development.

Course Support
1. Collaborates well with course manager—keeps up to date.
2. Works well with facility/community partners to maintain facility options. Serves as a liaison between the clinical agency and College of Nursing.
3. Provides tutoring as needed for skill review/practice. Can share/delegate this with graduate teaching assistants when the student's needs are extensive.
4. Provides proctoring support as needed for tests and standardized exams.

5. Provides feedback to the course manger/ course team for curriculum development, and for evaluating the adequacy of the clinical site for allowing students to meet course objectives.

C. Criteria for Nursing Faculty Rank

Criteria for Nursing Faculty Rank developed by College of Nursing (CON) faculty are the interpretation and application of nursing discipline specific information developed from the *University of Alabama in Huntsville Faculty Handbook*, *Chapter 7, "Criteria for Evaluating Tenure-Earning, Clinical, and Tenured Faculty."* These Criteria for Nursing Faculty Rank will serve as a guide for interpretation and evaluation of faculty members for appointment, reappointment, promotion, tenure, annual performance reviews, and salary reviews (*UAH Faculty Handbook*) and will be evaluated and utilized in the following capacities:

- Recommendation of rank for nursing faculty.
- Information for faculty who are seeking reappointment at an existing rank.
- Information for faculty who are seeking promotion to a higher rank.
- Information for faculty who are seeking tenure.
- Assist faculty in the evaluation and formulation of professional goals commensurate with the CON and broader University community.
- Assist administration with information to consider for salary reviews.

In interpreting this grid, it is understood criteria at a specific rank include criteria previously met at the current or preceding rank(s). It is an expectation that an individual will stay in Clinical Assistant, Assistant, Clinical Associate, and Associate rank for at least 5 years unless otherwise negotiated by the dean.

CRITERIA FOR BOTH TENURE TRACK and CLINICAL TRACK FACULTY RANK TEACHING+

Clinical Instructor (Clinical Track only)	Assistant Professor and Clinical Assistant Professor	Associate Professor and Clinical Associate Professor	Professor and Clinical Professor
Educational preparation commensurate with rank: ● Master's in Nursing ● Has enrolled in a terminal nursing degree program with the expressed goal of preparation for a professional career of academic citizenship related to an area of scholarly interest.	**Educational preparation commensurate with rank:** ● Doctorate in Nursing or related field.	**Educational preparation commensurate with rank:** ● Doctorate in Nursing or related field.	**Educational preparation commensurate with rank:** ● Doctorate in Nursing or related field.
Instruction: Demonstrates evidence of excellence in clinical and/or didactic teaching.	**Instruction:** Demonstrates evidence of excellence in clinical and/or didactic teaching.	**Instruction:** Demonstrates evidence of excellence in clinical and/or didactic teaching.	**Instruction:** Demonstrates evidence of excellence in clinical and/or didactic teaching.

• Exhibits an understanding of the outcomes of teaching (SIEs). • Participates in activities to maintain competency in areas of teaching (such as: CEUs, conference attendance, certifications, licenses, professional development). • Incorporates evidence-based practice into teaching. • Provides evidence of the promotion of a healthy teaching/learning environment; promotes civility to students. • Implements DEI and health equity content in didactic, clinical teaching, class activities, and in assessment methods. • Performs assessment of student competency across the AACN Essentials Domains relevant to your course. • Provides examples of assessment data and outcomes from assignments related to any one of the domains. *Examples may be from exams, papers, or assignments and from different courses, if needed.*	• Evaluates teaching outcomes with revision of teaching methods based on feedback and current evidence. • Participates in activities to maintain competency in areas of teaching (such as: CEUs, conference attendance, certifications, licenses, professional development). • Serves as a course manager (lead faculty or 01) or co manager (02, etc.). • Performs assessment of student competency across the AACN Essentials Domains pertinent to your course. • Provides examples of assessment data and outcomes from assignments related to any one of the domains. *Examples may be from exams, papers, or assignments and from different courses, if needed.*	• Integrates critical analyses of evidence-based practice models into teaching activities showing student outcomes. • Serves as a course manager. • Performs assessment of student competency across the AACN Essentials Domains pertinent to your course. • Provides examples of assessment data and outcomes from assignments related to any one of the domains. *Examples may be from exams, papers, or assignments and from different courses, if needed.*	• Serves as a mentor to faculty in course design, evaluation, and management. • Performs assessment of student competency across the AACN Essentials Domains pertinent to your course. • Provides examples of assessment data and outcomes from assignments related to any one of the domains. *Examples may be from exams, papers, or assignments and from different courses, if needed.*

Curriculum:	Curriculum:	Curriculum:	Curriculum:
- Contributes to activities related to the curriculum. - Provides input based upon experience in the specialty field to course managers, curriculum committees, and task forces. - Implements course and curricular policies and designated course content.	- Contributes to curricular review and revision through implementation of activities consistent with the rank of Clinical Instructor. - Participates in committees or task forces where reviews and updates of curricular content are conducted. - Contributes to reviews of course content in collaboration with the course manager and/or curriculum committee.	- Contributes to curricular review and revision through implementation of activities consistent with previous ranks. - Attains a leadership role in curriculum committees, task forces, or other efforts where reviews and updates of curricular and course content are conducted. - Serves on University Curriculum committees, task forces, and/or ad hoc committees. - Participates in committee/task force activities in preparation for accreditation or CoE.	- Contributes to curricular review and revision through implementation of activities consistent with previous ranks. - Engages in a leadership role in curricular activities external to the CON such as: ➤ University Curriculum Committee ➤ Nursing education organizations ➤ Participation in accreditation teams for national organizations ➤ Participation on committees for evaluation and revision of national standards (i.e. NLN, ACHE, CCNE, COE, SACSCOC, AACN, SSH Society for Simulation Health. ACEN).

Mentoring & Advising:	Mentoring & Advising:	Mentoring & Advising:	Mentoring & Advising:
Demonstrates evidence of modeling professionalism and role development to students in educational settings as assigned.	- Demonstrates evidence of modeling professionalism and role development. - Demonstrates evidence of student academic advisement and student mentoring. - Collaborates with at least **one** student in scholarly endeavors such as: ➢ Undergraduate honors students ➢ Master's theses/projects ➢ Chair DNP Committee ➢ Committee Member PhD Committee ➢ Mentorship of students in publication of projects in peer-reviewed journals.	- Demonstrates evidence of modeling professionalism and role development. - Presents a consistent record of chairing at least **one** Doctoral student committee (PhD and/or DNP). - Collaborates with at least **one** student in scholarly endeavors such as: graduate honors students 's theses/projects rship of students in poster podium presentations at local meetings rship of students in publication ects in peer-reviewed journals.	- Demonstrates evidence of modeling professionalism and role development. - Presents a consistent record of chairing at least **two** Doctoral student committees (PhD and/or DNP. - Collaborates with at least **two** students in scholarly endeavors such as: ➢ Undergraduate honors students ➢ Master's theses/projects ➢ Mentorship of students in poster or podium presentations at regional, national, or international levels ➢ Mentorship of students in publication of projects in peer-reviewed journals.

CRITERIA FOR BOTH TENURE TRACK and CLINICAL TRACK FACULTY RANK SERVICE/PRACTICE+

Clinical Instructor (Clinical Track only)	Assistant Professor and Clinical Assistant Professor	Associate Professor and Clinical Associate Professor	Professor and Clinical Professor

College/University Service:
 	
● Serves on CON committees or projects.
● Engages in CON recruitment activities, such as: HOSA, open house, WOW, etc.
● Supports student events, such as: Pinning, White Coat ceremony, student posters sessions, graduate awards day.
	College/University Service:
	
	● Demonstrates evidence of service consistent with the rank.
	● Attains membership on CON and/or University committee(s), task force(s), and service activities (excl. fac org).
	● Engages in CON recruitment activities such as:
	  ➢ HOSA
	  ➢ Open house
	  ➢ WOW, etc.
	● Supports CON and UAH student events, such as:
	  ➢ Pinning
	  ➢ White Coat ceremony
	  ➢ CON or UAH posters sessions
	  ➢ Graduate awards day,
	  ➢ Doctoral Reception
	  ➢ Doctoral Intensive
		College/University Service:
		
		● Attains a leadership role on CON or University committee, task force, and/or special projects to include accreditation activities.
		● Engages in CON recruitment activities such as:
		  ➢ HOSA
		  ➢ Open house
		  ➢ WOW, etc.
		● Supports CON and UAH student events, such as:
		  ➢ Pinning
		  ➢ White Coat ceremony
		  ➢ CON or UAH posters sessions
		  ➢ Graduate awards day,
		  ➢ Doctoral Reception
		  ➢ Doctoral Intensive
			College/University Service:
			
			● Acquires a leadership role on CON or University committee, task force, and/or special projects to include accreditation activities.
			● Engages in CON recruitment activities such as:
			  ➢ HOSA
			  ➢ Open house
			  ➢ WOW, etc.
			● Supports CON and UAH student events, such as:
			  ➢ Pinning
			  ➢ White Coat ceremony
			  ➢ CON or UAH posters sessions
			  ➢ Graduate awards day,
			  ➢ Doctoral Reception
			  ➢ Doctoral Intensive

Professional Service: ● Retains membership in professional organizations at local, state, OR national organizations. ● Obtains certification in major area of teaching,	**Professional Service:** Engages in community and professional service. ● Retains membership and record of contribution to	**Professional Service:** Engages in community and professional service. ● Provides evidence of leadership in professional organizations in areas such as planning	**Professional Service:** Engages in community and professional service. ● Provides evidence of leadership in professional

clinical practice, or scholarship/ research. ● Engages in clinical practice as appropriate.	professional organizations at local, state, OR national organizations in areas such as serving in committees, or task forces. ● Retains/Maintains certification in the area of teaching, clinical practice, or scholarship/research.	committees or task forces.	organizations in areas such as planning committees or task forces.
Community: ● Provides service to local and/or community agencies in the area of clinical specialization.	**Community:** ● Provides expertise in areas of clinical specialization at local agencies, such as serving in committees or task forces.	**Community:** ● Provides expertise in areas of clinical specialization at state or regional organizations, such as serving in committees or task forces.	**Community:** ● Provides expertise in areas of clinical specialization at national or international level, such as: ➢ invited presentations ➢ consulting activities ➢ board membership

CRITERIA FOR TENURE TRACK FACULTY RANK RESEARCH/SCHOLARLY/CREATIVE ACTIVITY+

While evidence in scholarship is expected in both the Clinical and Tenure Tracks, it is recognized that the focus of these activities may differ according to tracks. The expectation is for Tenure Track faculty to demonstrate evidence of scholarly activities consistent with a well-designed trajectory of research with a focus of contributing original knowledge to the professional nursing community. The Comprehensive File of each faculty should contain substantive evidence of scholarly activities consistent with the criteria rank.

Examples of scholarly products as described in NIH Research Performance Progress Report (https://grants.nih.gov/grants/rppr/index.htm) may be considered as examples of evidence. *Alternative scholarly products may be considered.

Assistant Professor	**Associate Professor**	**Professor**
Presentations: Presents peer-reviewed presentations at state conferences.	**Presentations:** Presents peer-reviewed presentations at regional or national events.	**Presentations:** Presents peer-reviewed presentations at national or international events.
Publications:	**Publications:**	**Publications:**

• Serves as contributing author in case studies, protocols, exemplars, or continuing education offerings, research, evidence-based practice articles, and/or peer-reviewed conference proceedings. • Must have a consistent record of at least **one** publication per year in peer-reviewed journals, OR an average of at least five publications in a rank lasting five years (for example more than one in one year and none in the following year).	• Serves as contributing author in case studies, protocols, exemplars, or continuing education offerings, research, evidence-based practice articles, and/or peer-reviewed conference proceedings. • Authors, co-authors, or edits chapters in professional books, review manuals, or review courses. • Must have a consistent record of at least **one** publication per year in peer-reviewed journals, OR an average of at least five publications in a rank lasting five years (for example more than one in one year and none in the following year).	• Serves as contributing author in case studies, protocols, exemplars, or continuing education offerings, research, evidence-based practice articles, and/or peer-reviewed conference proceedings. • Authors or co-authors chapters in professional books or review manuals • Authors, co-authors, edits professional books, or review manuals. • Must have a consistent record of publications with an average of more than five publications in a rank lasting five years. .
Grants: • Contributes to the writing and submission of internal and/or external funding proposals (excludes start-up funding). • Participates in implementation of grants and research projects as team a member, if funded.	**Grants: (All Required)** • Serves as co-investigator in the writing and submission of internal and/or external funding proposals. • Receives internal and/or external funding. • Participates in implementation of grants and research projects as team a member. • Mentors students in developing internal/external funding proposals (examples: RCEU, NSF, NINR, Foundation Grants).	**Grants: (All Required)** • Serves as principal investigator in the submission of internal and/or external funding proposals. • Receives internal and/or external funding. • Participates in implementation of grants and research projects as PI. • Mentors students or faculty in developing internal/external funding proposals (examples: RCEU, NSF, NINR, Foundation Grants).

CRITERIA FOR CLINICAL TRACK FACULTY RANK RESEARCH/SCHOLARLY/CREATIVE ACTIVITY+

While evidence in scholarship is expected in both the Clinical and Tenure Tracks, it is recognized that the focus of these activities may differ according to tracks. While Clinical track faculty may participate in scholarly activities which contribute original knowledge to the professional nursing community, the minimal expectation for this track is evidence of scholarship with a focus upon the application and integration of evidence-based practice. The Comprehensive File of each faculty should contain substantive evidence of scholarly activities consistent with the criteria rank.

*Examples of scholarly products as described in NIH Research Performance Progress Report (https://grants.nih.gov/grants/rppr/index.htm) may be considered as examples of evidence. *Alternative scholarly products may be considered.

Clinical Instructor (Clinical Track only)	Assistant Professor and Clinical Assistant Professor	Associate Professor and Clinical Associate Professor	Professor and Clinical Professor
Presentations: Participates in poster or podium presentations at university or local level.	**Presentations:** Presents peer-reviewed poster or podium presentations at state conferences.	**Presentations:** Presents peer-reviewed poster and/or podium presentations at regional and/or national venues.	**Presentations:** Presents peer-reviewed poster and/or podium presentations at national and/or international venues.
Publications: ● Serves as contributing author or co-author in case studies, protocols, examples, or continuing education offerings.	**Publications:** ● Serves as contributing author or co-author in case studies, protocols, exemplars, or continuing education offerings, research, evidence-based practice articles, and/or peer-reviewed conference proceedings. ● Authors, co-authors, or edits chapters in professional books, review manuals, review courses, or electronic equivalent. ● Exhibits a consistent record of at least one publication per year in peer-reviewed journals OR an average of at least **three** publications in a rank lasting five years (for example more than one in one year and none in the following year).	**Publications:** ● Serves as contributing author or co-author in case studies, protocols, exemplars, or continuing education offerings, research, evidence-based practice articles, and/or peer-reviewed conference proceedings. ● Authors, co-authors, or edits chapters in professional books, review manuals, review courses or electronic equivalent. ● Exhibits a consistent record of at least one publication per year in peer-reviewed journals OR an average of at least **four** publications in a rank lasting five years (for example more than one in	**Publications:** ● Serves as contributing author or co-author in case studies, protocols, exemplars, or continuing education offerings, research, evidence-based practice articles, and/or peer-reviewed conference proceedings. ● Authors, co-authors, or edits chapters in professional books, review manuals, review courses or electronic equivalent. ● Exhibits a consistent record of at least one publication per year in peer-reviewed journals OR an average of

		one year and none in the following year).	at least **five** publications in a rank lasting five years (for example more than one in one year and none in the following year).
Clinical Guidelines and Reviews: Demonstrates use of clinical guidelines in teaching **Grantsmanship:** ● May contribute to grants	**Clinical Guidelines and Reviews:** Contributes to the development and implementation of clinical guidelines. programs. or protocols at the local level **Grantsmanship:** ● May participates in implementation of grants and research projects as team a member	**Clinical Guidelines and Reviews:** Contributes to the development and implementation of clinical guidelines, programs, CEUs, or protocols at state or regional level **Grantsmanship:** May participate in implementation of grants and research projects	**Clinical Guidelines and Reviews:** Authors or co-authors clinical guidelines, review manuals, review courses, or equivalent at international levels **Grantsmanship:** ● May Serves as co-investigator/ PI in the writing and submission of internal and/or external funding proposals.

*Individuals at the Clinical Instructor Rank enrolled in a doctoral program will have no scholarship requirements.
+For faculty who seek reappointment at an existing rank, substantive evidence of meeting rank criteria must be included in the comprehensive file. +For faculty who seek promotion to a higher rank, clear evidence of activities consistent with the desired higher rank must be included in the comprehensive file.

D. Faculty Workload Guidelines

Tenured Faculty

Work distribution for full time tenured doctorally prepared faculty will be 60% Teaching (9 CH per semester /20% Scholarship/20% Service (committee work, student advisement, etc.).

Tenure Track Faculty-Doctorally Prepared

Work distribution for full time doctorally prepared faculty on tenure-track will be 60% Teaching (9 CH per semester or UG-one clinical course with 2 days of clinical and one non-clinical course)/20% Scholarship/20% Service (committee work, student advisement, student remediation, etc.). During one semester in the academic year, each tenure-track faculty will have one non-clinical course (3 CH) relief to promote more intense research effort and scholarship (including extramural funding) if possible, within the constraints of workload assignments. Progress toward scholarship will be evaluated annually. Tenure track faculty who are not demonstrating adequate progress in scholarship will be reassigned to an 80% Teaching/20% Service split.

Clinical Track Faculty-Doctorally Prepared

Work distribution for full time doctorally prepared faculty on clinical-track will be 60% Teaching (9 CH per semester or UG-one clinical course with 2 days of clinical and one non-clinical course)/20% Scholarship/20% Service (committee work, student advisement, student remediation, etc.). Each year there will be an evaluation of scholarship (specifically refereed publications and extramural funding attempts and possible funding) to determine if work distribution continues as above or moves to an 80% Teaching/20% Service assignment. Faculty who do not meet scholarship requirements (consistent publications) will be reassigned to an 80% Teaching/20% Service split.

Clinical Track Faculty-Masters Prepared

Work distribution for full time masters prepared faculty on clinical track will be an 80% Teaching (12 CH per semester or UG-one clinical course with 2 days of clinical and two non-clinical courses or sections)/20% Service (committee work, student advisement, student remediation, etc.) assignment.

If the masters prepared faculty is enrolled in a PhD program, one non-clinical course release per semester can be given if the college can manage it with the overall work assignments. **Rationale: UAH is a high intensive research university and the CON must have PhD/EdD faculty in addition to DNP. The PhD/EdD program is longer and requires a dissertation. It also requires the faculty to pay their own tuition.** Each faculty member will be evaluated as to their progression in the PhD program annually. If faculty enrolled in PhD program do not demonstrate progression, no course release will be given the next academic year.

Additional guidelines:

Course managers of graduate and undergraduate specialty clinical courses may receive a non-clinical course release for one semester of the academic year.

Coordinators of graduate programs may receive a non-clinical course release for one semester of the academic year.

V. Staff Policies and Procedures

A. Orientation for New Staff Policy and Procedure

Purpose
> To provide a structured yet flexible guide for orientation of new staff in the College of Nursing.
> To identify persons responsible for the orientation process and to delineate their responsibilities.
> To identify CON personnel and their functions.

Policy
> The orientation for new staff will begin on the initial appointment date or the first work day after this date and will terminate after the first year.
> The term "new staff" applies to all staff who are in their first year at the CON on a full-time basis. The term "new staff" does not apply to staff returning from leaves of absences.
> The Staff Organization Chair is responsible for planning and evaluating the orientation each semester in which new staff are appointed. This includes serving as host and campus "tour guide" to the new staff during orientation and working with the Senior Administrative Assistant or designee to schedule any UAH campus orientation requirements.
> The new staff will be provided with orientation material to include a copy of the Policy and Procedure document, organizational chart, and other College and University information as applicable.
> The following individuals share in the responsibility of orienting new staff to the CON: The Dean or designee, the new staff's immediate supervisor, Staff Organization Chair, and other selected personnel as appropriate.

Assumptions
> The orientation will aid new staff in assuming their role within the CON and UAH.
> The orientation will include participation of administration and staff with varying expertise.
> The orientation is designed to introduce new staff to the CON and University policies and procedures.

Procedure
> Responsibilities of the Dean
>> Sends out a copy of the New Staff Orientation: Policy and Procedure with the appointment letter.
>> Meets with all new staff to review:
>>> University of Alabama in Huntsville Mission and Vision
>>> University of Alabama in Huntsville Staff Handbook
>>> College of Nursing Mission, Vision, Core Values and Strategic Planning Goals
>>> Organizational structure of the College of Nursing
>>> Role of the Dean
>>> Requirements for employment
>>> Staff rights and responsibilities
>>> Staff evaluation process and annual goal development

> Responsibilities of the Immediate Supervisor
>> Reviews role of supervisor.
>> Reviews new staff responsibilities.
>> Reviews submission of Web Time Entry (aka BLLR) and Absence Record.

> Senior Administrative Assistant to the Dean

Reviews role of Senior Administrative Assistant to the Dean.
Manages Office of the Dean.
Makes appointments for Dean.
Processes documentation of faculty and staff.
Maintains faculty and staff files.
Provides general support to CON offices.

Simulation and Learning Innovation Center Manager
Reviews role of the SLIC Director.
Reviews organizational structure of the SLIC.
Reviews schedule of SLIC hours, policies and procedures.
Reviews role of SLIC support staff including simulations and clinical laboratories.

Information Systems Manager
Reviews role of ISM.
Reviews computer access and software.
Updates CON webpages.
Manages online testing.
Review Google Drive, Google groups, and Google calendars.

Simulation and Learning Innovation Center Specialist
Reviews role of SLICS.

Resource Manager
Reviews role of Resource Manager.
Reviews Request to Purchase.
Reviews CON travel guidelines.
Reviews Web time entry and Absence Record.

Associate Dean of Graduate Programs
Reviews role of Associate Dean of Graduate Programs.
Reviews graduate programs of study including the MSN, DNP, and PhD.
Reviews organizational structure and personnel for the Graduate Program.

Academic Adviser, Graduate Programs Office
Reviews role of Academic Adviser, Graduate Programs.
Tracks and maintains student data on admissions and retention.
Recruits for the College of Nursing.
Conducts orientation for newly admitted students to the Graduate Program.

Clinical Placement and Outreach Specialist
Reviews role of Clinical Placement and Outreach Specialist.
Determines clinical placement needs for undergraduate and graduate nursing students.
Identifies and establishes relationships with healthcare facilities.
Develops and implements recruitment strategies to attract qualified candidates.

Staff Assistant Graduate Programs Office
Reviews role of Staff Assistant for the Graduate Programs Office.

Makes appointments for Associate Dean and Program Manager.
Assists with student registration.
Maintains student files and health documentation.
Supports College of Nursing events.

Associate Dean of Undergraduate Programs
Reviews role of Associate Dean of Undergraduate Programs.
Reviews undergraduate programs of study including the traditional BSN, ABSN, and
    RN/BSN/dual programs.
Reviews organizational structure and personnel for the Undergraduate Program.

Director of Advising, Undergraduate Programs Office
Reviews role of Program Manager, Undergraduate Admissions and Advising.
Advises students on admissions to the Undergraduate Program.
Tracks and maintains student data on admissions and retention.
Recruits for the College of Nursing.
Conducts orientation for newly admitted students to the Undergraduate Program.

Academic Advisor, Undergraduate Programs Office
Reviews role of Academic Advisor, Undergraduate Programs.
Advises students on admissions to the undergraduate programs.
Tracks and maintains student data on admissions and retention.
Recruits for the College of Nursing.
Conducts orientation for newly admitted students to undergraduate programs.

Staff Assistant Undergraduate Programs Office
Reviews role of Staff Assistant for the Undergraduate Programs Office.
Makes appointments for Associate Dean and Director of Admissions and Advising.
Assists with student registration.
Maintains student files and health documentation.
Supports College of Nursing events.

Senior Nursing Accreditation and Regulation Coordinator
Reviews role of Senior Nursing Accreditation and Regulation Coordinator.
Prepares and maintains documents pertaining to accreditation.
Gathers and compiles student data.
Processes clinical experience agreements and memoranda of understanding.

Marketing and Events Coordinator
Reviews role of Marketing and Events Coordinator.
Prepares and maintains documents marketing and events.
Responsible for CON social media presence.
Responsible for CON events.

Staff Assistant
Reviews role of Staff Assistant.
Assists with Canvas.
Processes faculty course textbook requests each semester.

Maintains course syllabi each semester.
Processes incoming and outgoing mail.

Responsibilities of New Staff
    Completes all On-Boarding requirements through Human Resources.
    Completes all requirements for the College of Nursing.

B. Staff Orientation Checklist

Staff Orientation Checklist

EMPLOYEE INFORMATION

Name: _____   Start date: _____

Position: _____   Supervisor: _____

FIRST DAY

☐ Provide employee with Staff Orientation Policy and Procedures, including CON Organizational chart
☐ Assign "buddy" employee(s) to answer general questions _____

POLICIES

Review key policies.
- ☐ CON Policies
- ☐ Calendars
- ☐ Scheduling
- ☐ Anti-harassment
- ☐ Vacation and sick leave forms

- ☐ Staff Holidays
- ☐ Time and leave reporting/entry
- ☐ Overtime/Flex
- ☐ Performance reviews 90 day & 6 month
- ☐ Dress code
- ☐ FMLA/leaves of absence

- ☐ Personal conduct standards
- ☐ Progressive disciplinary actions
- ☐ Security/Building Plan
- ☐ Confidentiality
- ☐ Safety/Floor Captain
- ☐ Emergency procedures/Exits
- ☐ E-mail and Internet use

ADMINISTRATIVE PROCEDURES

Review general administrative procedures.
- ☐ Websites
- ☐ Resources
- ☐ Directory

- ☐ Office/desk/work station
- ☐ Keys (Office, cabinets, 3rd floor, mail)
- ☐ Mail (incoming and outgoing)
- ☐ Shipping (FedEx, DHL, and UPS)
- ☐ Door Plate, Business card
- ☐ Request to purchase (RTPs)
- ☐ Staff Scheduling/Calendar
- ☐ CANVAS, Enflux, Classes

- ☐ Telephones/Greetings (Internal & External)
- ☐ Building access form, charger card
- ☐ Picture & Staff ID badges
- ☐ Expense/Travel reports
- ☐ Office supplies (Staples & Storage)
- ☐ Dropbox, Google Drive, Shared Desktop

INTRODUCTIONS AND TOURS

☐ Introductions to key personnel during tour. (Staff, graduate, undergraduate, facilities)

☐ Tour of facility, including:
- ☐ SLIC
- ☐ Central Supply

- ☐ Restrooms
- ☐ Mail rooms
- ☐ Copy centers
- ☐ Fax/Scan machines

- ☐ Parking
- ☐ Printers
- ☐ Office supplies

- ☐ Kitchen
- ☐ Coffee/vending machines
- ☐ Cafeteria/break rooms
- ☐ Supplies

POSITION INFORMATION

☐ Review initial job assignments and training plans.
☐ Review job description, performance expectations and standards.
☐ Review job schedule/hours, absence record form
☐ Review payroll (time sheets, submission deadlines, policies and procedures)

COMPUTERS

Hardware and software reviews, including:
- ☐ Email Access
- ☐ Help Desk

- ☐ Microsoft Office
- ☐ Shared drives

- ☐ Databases (Qualtrics, Canvas, SIM, etc.)

C. Staff Performance Evaluation Guidelines

The Performance Management Process (PMP) is designed to promote excellence and improve employee performance. The PMP is a valuable tool for both managers and employees and, when applied correctly, will continually challenge employees to improve performance and personal effectiveness.

The PMP is an on-going, twelve-month process that is encapsulated in the Performance Management Form (PMF). The PMF should be completed between April 26th and June 1st of each year through the employee's myUAH login, click on Employees Show More, Human Resources, Personal Review Worksheet.

Staff Personal Review Worksheet (Self-Assessment) should be completed between April 26th and May 15th of each year.

Staff Personal Review Worksheet (Self-Assessment) should address the individual's job description with examples of how the job description was met.

Administrators should complete the PMF on each staff member by June 1st and hold a meeting to discuss the evaluation within the first two weeks in June. Evaluations should be submitted to Human Resources no later than June 15th.

VI. Curriculum

A. Bachelor of Science in Nursing

1. Tracks
   a. Pre-licensure (traditional) BSN
   b. Accelerated BSN
   c. RN to BSN
   d. ADN/BSN Dual

2. BSN Program Outcomes

Use Foundations of nursing science, liberal arts, and natural and social sciences in professional practice.

Practice nursing as a generalist using scientific, ethical, legal, and professional standards as a basis for clinical judgment and holistic, compassionate care of individuals.

Appraise personal, social, economic, and environmental determinants that influence the health of communities and populations.

Incorporate research and evidence-based practice to promote quality health care across diverse, vulnerable populations and cultures.

Apply quality and safety principles in all aspects of nursing practice.

Demonstrate characteristics of leadership and accountability to promote intra-and inter professional communication and collaboration in care of diverse populations.

Interpret health care policy, care delivery models, and organizational systems for current and future health care needs in the clinical setting.

Display proficiency in the use of patient care technologies, health care information systems, and communication devices to support safe, competent nursing practice.

Demonstrate characteristics of professional practice reflective of ethical values, inclusion, equity, and social justice.

Engage in lifelong learning and personal and professional development.

3. Concept-Based Curriculum

Purpose:
To specify the concepts used in the traditional undergraduate program

Policy:
> The traditional undergraduate program's curriculum is organized using nursing concepts. The faculty vote on concepts and their definitions, and the faculty ensure the logical placement of concepts across the nursing curriculum.

Concepts and Definitions:
> See Table below

Concepts	Definitions taken directly from Giddens, 2017, 2nd ed.
Development	The sequence of physical, psychosocial, and cognitive developmental changes that take place over the human lifespan
Functional Ability	An individual's ability to perform the normal daily activities required to meet basic needs; fulfill usual roles in the family, workplace, and community; and maintain health and well-being
Family Dynamics	The interrelationships between and among individual family members or "the forces at work within a family that produce particular behaviors or symptoms
Culture	A pattern of shared attitudes, beliefs, self-definitions, norms, roles, and values that can occur among those who speak a particular language or live in a defined geographical region
Spirituality	A personal concept, is generally understood in terms of an individual's attitudes and belief related to transcendence (God) or to the nonmaterial forces of life and of nature
Adherence	Persistence in the practice and maintenance of desired health behaviors and is the result of active participation and agreement
Self-Management	The day-to-day tasks an individual must undertake to control or reduce the impact of disease on physical health status
Fluid & Electrolytes	The process of regulating the extracellular fluid volume, body fluid osmolality, and plasma concentrations of electrolytes
Acid-Base Balance	The process of regulating the pH, bicarbonate concentration, and partial pressure of carbon dioxide of body fluids
. Thermoregulation	The process of maintaining core body temperature at a near constant value
. Sleep	A natural, necessary, involves a shift in physiological and neurologic activity, and is intended to be restorative
. Cellular Regulation	All functions carried out within a cell to maintain homeostasis, including its responses to extracellular signals (e.g., hormones, cytokines, and neurotransmitters) and the way each cell produces an intracellular response
. Intracranial gulation	Mechanisms or conditions that impact intracranial processing and function

. Hormonal Regulation	Physiological mechanisms that regulate the secretion and action of hormones associated with the endocrine system
. Glucose Regulation	The process of maintaining optimal blood glucose levels
. Nutrition	The science of optimal cellular metabolism and its impact on health and disease
. Elimination	The excretion of waste products
. Perfusion	The flow of blood through arteries and capillaries delivering nutrients and oxygen to cells
. Gas Exchange	The process by which oxygen is transported to cells and carbon dioxide is transported from cells
. Clotting	A physiological process in which blood is converted from a liquid to a semisolid gel
. Reproduction	The total process by which organisms produce offspring
. Sexuality	central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction
. Immunity	The normal physiological response to microorganisms and proteins as well as conditions associated with an inadequate or excessive immune response.
. Inflammation	The normal physiological response to microorganisms and proteins as well as conditions associated with an inadequate or excessive immune response
. Infection	The invasion and multiplication of microorganisms in body tissues, which may be clinically unapparent or result in local cellular injury due to competitive metabolism, toxins, intracellular replication, or antigen–antibody response
. Mobility	A state or quality of being mobile or movable
. Tissue Integrity	The state of structurally intact and physiologically functioning epithelial tissues such as the integument (including the skin and subcutaneous tissue) and mucous membranes
. Sensory Perception	The ability to receive sensory input and, through various physiological processes in the body, translate the stimulus or data into meaningful information
. Pain	An unpleasant sensory and emotional experience associated with actual or potential tissue damage, or described in terms of such damage
. Fatigue	Subjective lack of physical and/or mental energy that is perceived by the individual or caregiver to interfere with usual and desired activities
. Stress	An internal or external event or demand of life experienced

	y the individual that is perceived and appraised for scope and meaning on a continuum to determine whether resources and abilities for management are available, exceeded, or exhausted
. Coping	An ever-changing process involving both cognitive means and behavioral actions, in order to manage internal or external situations that are perceived as difficult and/or beyond the individual's current resources
. Mood & Affect	ood is the way a person feels, and the term affect is defined as the observable response a person has to his or her own feelings
. Anxiety	subjectively distressful experience activated by the perception of threat, which has both a potential psychological and physiological etiology and expression
. Cognition	The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses
. Psychosis	A syndrome of neurocognitive symptoms that impairs cognitive capacity leading to deficits of perception, functioning, and social relatedness
. Addiction	A compulsive, abnormal dependence on a substance (such as alcohol, cocaine, opiates, or tobacco) or on a behavior (such as gambling, Internet, or pornography)
. Interpersonal Violence	The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of esulting in injury, death, psychologic harm, maldevelopment, or deprivation
. Professional Identity	A sense of oneself that is influenced by characteristics, norms, and values of the nursing discipline, resulting in an individual thinking, acting, and feeling like a nurse
. Clinical Judgement	An interpretation or conclusion about a patient's needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by the patient's response
. Leadership	An interactive process that provides needed guidance and direction
. Ethics	The study or examination of morality through a variety of different approaches
. Patient Education	A process of assisting people to learn health-related behaviors so that they can incorporate these behaviors into everyday life
. Health Promotion	Health promotion is the process of enabling people to increase control over, and to improve, their health
	process of interaction between people in which symbols are

Communication	ed to create, exchange, and interpret messages about ideas, emotions, and mind states

Collaboration	The development of partnerships to achieve best possible outcomes that reflect the particular needs of the patient, family, or community, requiring an understanding of what others have to offer
Safety	Minimizing risk of harm to patients and providers through both system effectiveness and individual performance
Technology and Informatics	Technology is defined as knowledge and use of tools, machines, materials, and processes to help solve human problems. Health Informatics is defined as a discipline in which health data are stored, analyzed, and disseminated through the application of information and communication technology
Evidence	he conscientious, explicit, and judicious use of theory- derived, research-based information in making decisions about care delivery to individuals or groups of patients and in consideration of individual needs and preferences
Health Care Quality	The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge
Care Coordination	set of activities purposefully organized by a team of personnel that includes the patient to facilitate the appropriate delivery of the necessary services and information to support optimal health and care across settings and over time
Caregiving	oviding unpaid support and assistance to family members or acquaintances who have physical, psychological, or developmental needs
Palliative Care	An approach that improves the quality of life of patients and their families facing the problem associated with life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems, physical, psychosocial, and spiritual
Health Disparities	Differences in the quality of care received by minorities and non-minorities who have equal access to care—that is, when these groups have similar health insurance and the same access to a doctor—and when there are no differences between these groups in their preferences and needs for treatment
Health Care Organizations	purposefully designed, structured social system developed for the delivery of health care services by specialized

	workforces to defined communities, populations, or markets
Health Care Economics	behavioral science that begins with two propositions about human behavior. First, human behavior is purposeful or goal directed, implying that persons act to promote their own interests. Second, human desires and demands are unlimited,

	especially for something such as health care
Health Policy	goal-directed decision making about health that is the result of an authorized, public decision-making process
Health Care Law	collection of laws that have a direct impact on the delivery of health care or on the relationships among those in the business of health care or between the providers and recipients of health care

Giddens, H. (2017). *Concepts for Nursing Practice* (2nd ed.). St. Louis, Missouri: Elsevier.

4. Course Syllabus Template

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
COLLEGE OF NURSING
NUR _____ : Name_____
Spring 2025
Course Syllabus

Syllabus Topic	Description of Syllabus Topic
Course Title	
Credit Hours	_____ Credit hours ___ (Classroom credit hours ____; Clinical credit hours_____). _____Clock hours for clinical
Course Description	
Schedule & Location	Day/time: Testing block: (location & time)
Course Manager	Name: Office Hours: Office: NB___ Phone: 256-824- ____ Email: Preferred contact method:
Course Faculty	List full-time faculty teaching in the didactic portion of the course. Name: Office Hours: Office: NB___ Phone: 256-824- ____ Email: Preferred contact method:
Clinical Faculty	List all part time faculty, GTA's, and clinical supervisors (clinical supervisor is title for instructors with BSN degree only and not working as a GTA) Delete this section if this is a non-clinical course. Name: Office Hours: Office: NB___ Phone: 256-824- ____ Email: Preferred contact method:

Syllabus Topic	Description of Syllabus Topic
Required Textbooks & Materials:	Add required textbooks here. Materials refer to supplies or software outside of a textbook.
Optional Textbooks & Materials:	Add optional/recommended textbooks and materials here. Materials refer to supplies or software outside of a textbook.
Student Learning Outcomes	Insert yours here in this format. Your Outcomes aligned to the 2021 Essentials and 2022 Program Outcomes can be found in the AACN Module of Faculty-Staff Resources at this link. 1. Safely calculate drug dosages for medication administration via oral, parenteral, enteral and topical routes. (AACN Domains 1, 2 and 5; Program Outcomes 1, 2 and 5) Keep the updated statement below Course objectives are derived from the UAH BSN Program Objectives and the American Association of Colleges of Nursing (AACN) 2021 Essentials for Entry Level Nursing Practice. Students are encouraged to review both documents by clicking on the provided links.
Clinical Learning Outcomes These are the current clinical learning outcomes approved in April 2024. Please make sure these are the ones on your syllabi. Remove this entire	1. Demonstrates knowledge for nursing practice while providing care in the clinical setting (AACN Domain 1; Program Outcome 1). 2. Demonstrates person-centered care within the clinical setting (AACN Domain 2; Program Outcome 2). 3. Provides care for a population across the healthcare delivery continuum (AACN Domain 3; Program Outcome 3). 4. Provides evidence-based nursing care informed by nursing scholarship (AACN Domain 4; Program Outcome 4). 5. Provides nursing care while applying principles of quality and safety (AACN Domain 5; Program Outcome 5). 6. Communicates effectively with clients and intra-/inter-professional teams (AACN Domain 6; Program Outcome 6). 7. Coordinates resources to provide safe, quality and equitable care to diverse populations effectively and proactively (AACN Domain 7; Program Outcome 7). 8. Incorporates information/communication technologies and informatic tools to deliver quality care (AACN Domain 8; Program Outcome 8).

Syllabus Topic	Description of Syllabus Topic
section if there is no clinical aspect to your course	9. Demonstrates professionalism in nursing practice that reflects nursing's characteristics and values (AACN Domain 9; Program Outcome 9). 10. Demonstrates personal, professional, and leadership development by engaging in activities and self-reflection that promote nursing practice and personal well-being (AACN Domain 10; Program Outcome 10).
Teaching Methodologies	Teaching strategies in this course consist primarily of … list your usual teaching strategies, ie. discussion, case studies, gaming, Canvas discussion boards, lecture, etc. Please include this new statement regarding photos/videos of learning experiences if you have any situations where photos are a possibility **Photos and Videos During Learning Experiences** During learning experiences, photos and videos are sometimes taken to highlight and share our learning activities on social media. Please know that your participation in these photos or videos is completely optional, and you may choose whether to be included each time. If you prefer not to participate, simply let us know, and we will respect your choice fully. If you have an idea for a photo or video, please share this too. Leave or Remove this new statement for SP25 depending on whether your course includes lab and/or sim experiences **Privacy and Confidentiality in Nursing Lab Practice** In this course, some nursing skills will be practiced on peers as part of the learning process. This hands-on practice is a vital component of developing clinical competence and will be conducted in a controlled and respectful environment. All students are expected to participate in these activities, either as the practitioner or the recipient, unless a valid reason is provided in advance to the instructor. If you have any concerns or medical conditions that may prevent you from participating, please discuss them with the instructor at your earliest convenience. Key Considerations for These Experiences: ● Confidential Information: Students are expected to respect the confidentiality of their peers. Any personal health information shared during practice sessions must remain confidential and should not be discussed outside of the lab environment. ● Professional Conduct: All students are required to demonstrate professionalism and respect toward one another. This includes being sensitive to peers' comfort levels and addressing any concerns regarding privacy immediately. ● Reporting Concerns: If any student feels that their privacy has been compromised, they should report the issue to the instructor promptly for appropriate action. Your participation in this course is an opportunity to practice and develop the skills necessary to provide safe and effective care in real-world clinical settings. Every effort will be made to ensure the safety, comfort, and well-being of all students involved.

Syllabus Topic	Description of Syllabus Topic
	Leave/remove IPE and IHI below as relevant to your course. **Interprofessional Collaborative Clinical Log Assignment** An Interprofessional Collaborative Log will be completed in this course as a clinical assignment. The clinical evaluation tool is used to note performance in this area. Each log entry should include answers/explanations related to the following questions: 1. Which healthcare personnel (name their job role), other than nursing, did you work with today during the clinical experience? 2. For what reason was collaboration with the personnel needed? 3. Describe the entries or orders in the client chart that relate to the work of the collaborating healthcare professional. 4. Describe how this teammate performs within the interdisciplinary team (responsibilities, primary focus for client, communication process). **Institute for Healthcare Improvement (IHI) Open School-** Quality and safety content will be featured in this course. Students will complete an assigned IHI module/s, and submit a completion certificate as directed by the course instructor. The assigned module and several other courses taken throughout the undergraduate program of study will allow students to earn the Basic Safety and Quality Certificate offered through IHI. Indicate the specific module assigned to your class.
Late Assignments	Please provide a clear statement regarding expectations and consequence. This is just an example: Students are expected to turn in assignments on time. Assignments turned in after the deadline may be subject to a 10% penalty for each day late for up to 3 days. Assignments turned in more than 3 days past the due date will not be accepted and a grade of zero will be assigned.
Grade Scale and Rounding	Required course work will be graded on this scale: A: 90-100 B: 80-89 C: 75-79 D: 60-74 F: 0-59 CON Rounding Rule on Grades Rounding only occurs at the end of the semester from tenth to the whole number. Example: 74.49 would **not** round to a 75. Students must earn at least a C (75%) and receive a "meets expectations" in clinical to exit the course successfully.
Description of Evaluation Methods	Here you will include a brief description of all your evaluation methods: projects, quizzes, EAQs… anything worth points. Do not alter/delete information already here. You may add if you have other evaluation methods, and you may delete sections on standardized exams and clinical if these do not apply to your course.

Syllabus Topic	Description of Syllabus Topic
	Exams: All exams will be taken on personal laptops. Exams will be scheduled during a designated (common) testing block time. In some cases, course managers may give an exam during the class period. Students should refer to the course calendar for specific dates and times for exams. Exams test students' knowledge and application of course concepts from class activities, readings, study materials used outside of class time, and laboratory and clinical experiences. Breaks are not allowed during any exam unless specified. All study material/textbooks and personal belongings, including electronic devices, hats, hoods, smart watches, sunglasses, purses, book bags, etc. must be placed away from testing area. The table surface must be clear except for the laptop. No food or drinks are allowed while testing. Scratch paper may be allowed in certain courses. Students who refuse to follow testing instructions will not be allowed to take the exam. A student who exhibits behavior that faculty deem as reasonably suspicious of academic dishonesty will be asked to stop testing and exit the exam. Such events will be reported to the Associate Dean of Undergraduate Programs. The student will have a follow up meeting with the course manager to discuss the behavior and the consequences. Students should arrive at least 15 minutes prior to testing time. All students admitted are required to take exams on computers. Thus, students are responsible for bringing their laptops, power cords, and security screens on testing days. If any of these items are missing, the student will be allowed to test, but will have 10% deducted from that particular exam. Dates and times for test review will be communicated to students by the course manager. During test review, only students who are in the classroom are permitted to access the testing software to review their exams in the proctored environment. Students who are not present for the proctored test review will not be allowed to access (by logging into) testing software during those specified test review times for any reason. During the proctored test review, students are not allowed to copy, print, take pictures, screen capture, or take any other action to retain test item and/or answers. Failure to follow any of the test review policies will result in a course failure. Students will review test items and rationales during the proctored test review. If a student has a question about a potentially miss-keyed test item, the student may raise his or her hand, and a faculty member will make note of the item. Students with questions other than possible miss-keying will be referred to the course manager for a follow up office appointment. Remove section on standardized exams if your course does not include a standardized exam. **Standardized Exams**: A standardized exam will be administered to students on the date specified in the course schedule for benchmarking and remediation purposes. This assessment helps determine how well a student

Syllabus Topic	Description of Syllabus Topic
	applies the information learned in class and also supports student preparation for the National Council Licensure Examination (NCLEX). Minimum acceptable scores will be communicated to you by your course manager early in the semester based on the standardized testing product used in that course. Students who fail to achieve the minimum acceptable score will be required to complete remediation as specified in the testing platform and schedule a meeting with the course manager/faculty. Additional information regarding remediation will be communicated prior to administration of the standardized exam. Remove section on clinical if your course does not include clinical. **Clinical:** All students must complete a total of _____ clinical hours. Final clinical grade will consist of meets expectations/unsatisfactory as documented on the clinical evaluation form. Students must meet expectations on all evaluation variables upon completion of course.
Communication, Feedback & Posting of Grades	Fill in the blanks with your policy on course communication and posting of grades. Faculty value professional and timely communications with students. Students should direct electronic communication with faculty via the UAH email system. Faculty will strive to respond to student email within ___24??____ hrs of the send-time. Emails sent on Friday-Sunday are likely to be answered on _____ of the next week. Students can expect feedback on assessments, where relevant, and grades to be posted within __?____ hrs of submission. The nature of some assessments is such that it may take longer for faculty to grade and post. Grades for assessments and assignments submitted on Friday are likely to be posted on ___?____ of the following week.
College of Nursing Attendance, Punctuality, and Professional Behaviors Policy	Attendance and Punctuality Policy Attendance and punctuality are considered essential components of professional nursing behavior. Attendance for Learning Experiences Students are expected to attend all scheduled classes, orientations, clinical experiences, laboratory sessions, and simulations. Faculty will monitor attendance in all scheduled learning experiences. Faculty will take attendance at least one time per class but may take it more often. Students who are not present any time when attendance is taken are marked absent for that class period. Absences are considered excused for unavoidable and serious illness or injury of the student or the student's nuclear family; hazardous weather in the student's geographic area, jury duty; military duty; UAH athletics for NCAA events; or bereavement. Care of children or other family members can be arranged in advance to avoid conflicts with scheduled learning experiences; therefore, these absences are not excused. If a student is unable to attend a scheduled learning experience, the student is required to: (1) notify the Course Manager prior to the class, clinical, and simulations and (2) provide documentation (health care provider excuse, police report,

Syllabus Topic	Description of Syllabus Topic
	military orders, court summons, time-stamped severe weather report in student's geographic area, or obituary) of the unavoidable nature of the absence within one week of the absence. Excused absences do not relieve students of their responsibilities to meet class, clinical, and simulation objectives. Note: athletes must submit their schedules to Course Managers at the beginning of the semester. Failure to follow the two requirements stated above will result in the absence being unexcused.

An unexcused absence from a learning experience results when students do not adhere to the stated requirements (1) notification to the Course Manager before the start of class, clinical, and simulation and (2) do not provide the proper documentation within one week of the learning experience. An unexcused absence from a learning experience results in a 1-point deduction from the final course grade. Unexcused absences are cumulative and multiple points may be deducted if necessary. For instance, a 75% final grade becomes a 74% with one unexcused absence and results in a failing grade. Unexcused clinical absences will result in an unsatisfactory clinical experience for the corresponding week and the student will be placed on a Student Performance Improvement Plan (SPIP).

All clinical hours required for a course must be completed. When the University is closed or classes are switched to remote delivery due to unsafe weather conditions, clinical will be canceled and hours rescheduled for all clinical courses except NUR 407: Professional Practice II. Students taking NUR 407 should notify their clinical instructors using the method described by the course manger if travel is unsafe where they live or go for their precepted experiences. Unexcused absence from clinical experiences (including orientations, laboratory sessions, and simulations) will result in an unsatisfactory rating on the Clinical Evaluation Tool, which could result in a course failure.

Punctuality/Tardiness
Students must arrive on time for all learning experiences. The faculty will follow the following guidelines for tardiness:
- Expectations for punctuality will be outlined during course and clinical orientations.
First Tardy
- Students arriving 15 minutes or less past the scheduled start time of the clinical experience will receive a verbal warning for the first offense. This warning will be recorded in the student's file in the Undergraduate Office. If the verbal warning is delivered during a clinical learning experience, the warning will be documented in the student's clinical evaluation.
- Students arriving more than 15 minutes past the scheduled start time of a learning experience may be sent home. If the tardy occurs in a facility that does not allow students to arrive later than the scheduled start time, the student will be sent home. This situation will result in an unexcused absence for the clinical day.
Second Tardy |

Syllabus Topic	Description of Syllabus Topic
	Students arriving 1 minute or more past the scheduled start time of the clinical experience will receive an unexcused tardy and be placed on a Student Performance Improvement Plan (SPIP). This occurrence will also be noted on the student's clinical evaluation. Make-up Policies 1. Clinical experiences (clinical, orientation, laboratory, and simulation): In the event of an excused absence (described in the section on attendance for learning experiences), students must make up the missed clinical time on a date and time scheduled by the Course Manager. In most cases, make-up clinical experiences will be in the same agency as the missed clinical. However, students should be prepared to complete the required clinical orientation if another clinical agency must be used. Students should also be prepared to make up clinical experiences on evenings and weekends. Students who fail to make up their clinical hours will be given an unsatisfactory rating on the Clinical Evaluation Tool, which may result in a course failure. 2. In-Class Assignments: Class activities, quizzes, and assignments are used to stimulate collaborative learning and deepen understanding of clinical concepts. Course Managers decide if these activities can be made up, regardless of the absence being excused or unexcused. Students are required to take all tests/exams as scheduled. In the event of an excused absence (described in the section on attendance for learning experiences), students will be offered a make-up examination. Make-up exams will be short answer or essay. Any student missing a test or exam without prior notification of the Course Manager will be given a zero on the missed exam. In the case of an excused absence, the student must initiate communication with the Course Manager regarding the make-up exam schedule within 1 week of the missed exam. The date for the make-up exam is at the Course Manager's discretion. Any student who makes no attempt to reschedule a make-up exam within 1 week may receive a zero for that exam. All unit examinations must be made up before the date of the final exam. If the final exam is missed due to an excused absence, the final exam will only be offered on the University's deferred examination date, which is typically just before the start of the next semester. **Professional Behaviors:** Purpose: The purpose of an SPIP is to allow the student an opportunity to understand expectations and to improve behaviors that do not align with or require correction to meet the CON's Core Value of professional standards. Process: If a student violates the Student Code of Conduct (i.e., unprofessional behaviors, unexcused absences/tardiness, etc.) the student's immediate faculty instructor will scan the QR code to access & complete the initial student conduct form. The faculty instructor will document the occurrence on the student's clinical evaluation if the occurrence is in clinical. The BSN Coordinator will review the completed initial student conduct form and notify the Course Manager. For a student's

Syllabus Topic	Description of Syllabus Topic
	first offense, the BSN Coordinator will send the student a formal warning via email notification. A copy of the conduct form and email notification will be placed in the student's file. The BSN Coordinator will initiate a SPIP for a student's second offense. The BSN Coordinator and the Course Manager will meet with the student to discuss the occurrence, SPIP requirements, timeline for completion, and follow-up. Once an SPIP is initiated, the student will remain on the plan for the duration of time specified. While an SPIP is active, reports will be reviewed by the BSN Coordinator periodically to track the student's progress. The student will be updated and allowed to provide feedback. Failure to meet the requirements outlined in the SPIP may result in further disciplinary actions, up to and including course and/or clinical failure.
CON Withdrawal Policy	**Withdrawal from NUR Courses**: Add the W statement below that pertains to your program. Remove the W statements that do not apply to your student population(s). **Students in the Traditional Prelicensure BSN Program** Undergraduate students in the College of Nursing are eligible to elect the withdrawal (W) option except under the following circumstances: Students who fail the clinical component of a course may not elect a grade change to a "W". Students who have already withdrawn from upper division NUR courses two or more times may not elect a grade change to "W". Students may not withdraw from NUR courses if they have already exceeded the university's limit on withdrawals. NUR 311: Clinical Calculations in Nursing and NUR 408: Professional Practice in Nursing III Seminar are exempt from this policy. **Students in the Accelerated Prelicensure BSN Program** A student in the Accelerated BSN program (ABSN) program can receive no more than one course withdrawal or one course failure throughout the program. If a student withdraws from a course or has a course failure, they must meet with the ABSN Coordinator to develop a progression plan. Students may reapply to reenter the ABSN program the following year or opt to submit a request to the Undergraduate Office for consideration of admission to the prelicensure nursing program. Readmission to the ABSN program depends on space availability and practice partner approval allowing the student to reenter a nurse apprenticeship agreement with them. Readmission into the prelicensure nursing program will be evaluated on a case-by-case basis and is dependent on space available. Students who fail any clinical component of a course or are terminated by a practice partner may not withdraw, may not repeat the course, and will be dismissed from the ABSN program. The Alabama Board of Nursing and the apprentice employer will be notified of non-progression in the ABSN program, and the student nurse apprenticeship permit will automatically become invalid.

Syllabus Topic	Description of Syllabus Topic
	Students in the Dual Enrollment BSN Program
	Students who withdraw from any required UAH and Community College nursing course will be dismissed from the Dual Program.
	Academic dismissal from the College of Nursing precludes progression in the nursing curriculum. Retroactive withdrawal or other related progression decisions from courses after academic dismissal from the nursing program does not reverse the dismissal.
	Students in the RN-BSN Program
	Undergraduate students in the College of Nursing are eligible to elect the withdrawal (W) option except under the following circumstances:
	Students who fail the clinical component of a course may not elect a grade change to a "W". Students who have already withdrawn from upper division NUR courses two or more times may not elect a grade change to "W". Students may not withdraw from NUR courses if they have already exceeded the university's limit on withdrawals.

5. Undergraduate Course Manager Checklist

Activities	Comments
Prior to Start of Next Course Offering	
Meet with course team before semester begins - plan, set expectations, review canvas course, review HESI history of rising cohort. Record official minutes from the meeting and all meetings during the semester to the Nursing Accreditation and Regulation Coordinator.	
Order textbooks, publishers' electronic resources, nurse packs (equipment and supplies for students), and clicker technology. If using Elsevier book bundles, coordinate with Office of the Associate Dean	
Modify or develop new simulations for upcoming semester in collaboration with the staff of Learning & Technology Resource Center (LTRC).	
Setup dry runs of all simulations with full-time and part-time faculty and with graduate teaching assistants.	
Order supplies for upcoming semester in collaboration with the LTRC staff	
Make course topical calendar and ask faculty in course to select topic of expertise for class lecture. Delegate responsibilities for simulation, lab, testing, etc. to course faculty.	

Collaborate with other course managers in the same cohort to establish a testing schedule in the testing block. Communicate dates to the Office of the Associate Dean. Dates for final exams are set by the Office of the Associate Dean to maximize room usage and prevent unmanageable overlap of computer-based exams.	
Match HESI patient reviews (in Nursing Concepts Online) and case studies (in HESI Case Studies and Practice Tests) to specific concepts in calendar.	
Open HESI comprehensive practice exam (in HESI Case Studies and Practice Tests) prior to HESI final. No course grade points should be assigned to practice tests.	
Open Nursing Skills videos (in Nursing Concepts Online) and align them with concepts on calendar.	
Set up Elsevier Adaptive Quizzing in stand-alone product in Evolve or in Nursing Concepts Online. Align the quizzes with the concepts on course calendar.	
Set up meeting dates, times, and locations with clinical faculty (full-time, part-time, and GTAs) for the semester.	
Remind clinical faculty to check Canvas Hospital Orientation to ensure students have completed orientation, compliance information, and quizzes for facility within the academic year.	
Check with the Office of the Associate Dean regarding health documentation, clinical prerequisites, etc.	
Send agency documents (compliance) per their request prior to clinical	
Give content outline to clinical faculty with specific material to be discussed in clinical pre/post conference.	
Remind clinical faculty to meet with clinical unit managers/clinical educators prior to taking students into units. Clinical faculty to send weekly information to unit managers or educators. Provide course and clinical objectives and clinical calendar.	
Set up calendar for course faculty to share their teaching plans for Panopto, collaborative learning activities, or active teaching strategies for assigned concepts. Give feedback to keep approach to teaching cohesive in the course.	
Set up calendar for course faculty to submit new or revised tests and to add them to the exam blueprint. Specify if course faculty should work in Canvas or Word documents for writing or editing exam items.	
Compile custom exams to match reading, lecture, class, case study content, clinical content, etc. Use the style guide checklist in Canvas, and always modify item if starting with a textbook, test bank item.	

Review course in Canvas. Update with current syllabus, course calendar, clinical calendar, class/clinical objectives, Panopto recordings or other support material, EBP materials, references, and websites of interest	
During Course Offering	
Open Canvas on 1st day of class.	
Review entire syllabus, topical outline, discuss clinical concerns and potential issues with students on 1st day of class. Establish class rules and expectations.	
Establish academic expectations (70% overall course grade for passing) with students on 1st day of class.	
Ask students to present Letters of Accommodation, if applicable. Provide the number of accommodated students to the Office of Associate Dean for the purposes of planning proctors.	
If student with an ADA disability presents a Letter of Accommodation, follow guidelines and process established by Disability Support Services and the College of Nursing.	
Course grading: 70% must be met in critical, objective activities such as exams. Carefully consider awarding points for homework, participation, etc to avoid grade inflation.	
Request anyone making <71% meet with clinical faculty/course manager to review exam and establish improvement plan.	
Send weekly email to clinical faculty to align with class content (concepts) with clinical for the week. Ask clinical faculty to report student issues.	
Meet with clinical team at least 2 times during semester, review student progress and action plans/interventions.	
Meet with Associate Dean about students at risk for failure	

6. Roles and Communication Plan for Faculty Teaching in the Online RN-BSN Track

Course Manager's Roles and Responsibilities

Responsible for the overall development and oversight of the course and all sections located in the Canvas Learning Management System.
Responsible for ensuring the course objectives are met and contribute to overall programmatic objectives.
Responsible for designing/modifying the course using the course mapping document to create course objectives, module objectives, module topics, content (micro lectures, readings, etc.), learning activities, and assessments with grading rubrics.
Responsible for ensuring section leaders are actively involved in their sections of the course and responding to the needs of their students.

Responsible for implementing the communication plan between Course Manager and Section Leaders.
Responsible for completing and submitting all end-of-semester reports including but not limited to: Course Report, Meeting Minutes, Faculty Evaluations, Exam Summaries, and providing 1-2 samples of student work from the course.

Section Leader's Roles and Responsibilities

Responsible for communicating with students (e-mail inside Canvas or telephone) within 24-48 hours and grading assignments within 5-7 days after submission deadline using the grading rubrics provided by the course manager.
Responsible for participating in regular communication with the Course Manager.
Responsible for communicating issues that cannot be resolved at their level to the Course Manager and submitting final grades for the students in their section.
Responsible for maintaining the course as designed by the Course Manager. In other words, sections leaders are not authorized to alter or modify the syllabus or course design in any way.

Course managers and Section Leaders complete the Online RN-BSN Program faculty orientation before the first time they teach a RN-BSN course. This orientation is in addition to other orientations required by The University of Alabama in Huntsville (UAH), the UAH College of Nursing, or affiliated clinical agencies.

Course Manager set up a communication plan with Section Leaders. This plan includes the following elements:
- Frequency of regular communication (recommended weekly)
- Methods of communication
- Record of content of communication (meeting minutes)
- Preferred method of communication for emergency situations
- Document sharing plan outside of Learning Management System

The Section Leader and Course Manager follow the chain of command as outlined below to address problems. In other words, decisions are made at the lowest level, but if advice is needed, the issues are communicated up the chain.

Changes in courses are made by following the Initiation of Undergraduate Course Change policy and by using the Nursing Course Review Form found in the CON Faculty and Staff Handbook. Changes in courses are sent to the Undergraduate Curriculum Committee and the Undergraduate Faculty.

7. Undergraduate Faculty Checklist

Activities	Comments
Prior to Start of Next Course Offering	
Meet with clinical team before semester begins - plan, set expectations, review clinical objectives, review HESI history of rising cohort. Assist in taking official minutes as requested by the course manager.	

Assist in the selection of textbooks, publishers' electronic resources, nurse packs (equipment and supplies for students), and clicker technology.	
Modify or develop new simulations for upcoming semester in collaboration with the staff of Learning & Technology Resource Center (LTRC).	
Participate in dry runs of all simulations in assigned courses.	
Participate in decision about supplies for upcoming semester to be used in the LTRC.	
Select topic of interest for class lecture.	
Collaborate with course team about selection of HESI patient reviews (in Nursing Concepts Online) and case studies (in HESI Case Studies and Practice Tests)	
Assist Course Manager to open Nursing Skills videos (in Nursing Concepts Online) and align them with concepts on calendar as requested.	
Assist Course Manger to set up Elsevier Adaptive Quizzing in stand-alone product in Evolve or in Nursing Concepts Online. Align the quizzes with the concepts on course calendar as requested.	
Mark course meeting dates, times, and locations on calendars.	
Check Canvas Hospital Orientation to ensure students have completed orientation, compliance information, and quizzes for facility within the academic year.	
Check with the Office of the Associate Dean regarding health documentation, clinical prerequisites, etc.	
Send compliance document (health and clinical requirements) to Crestwood prior to first clinical day.	
Review specific material to be discussed in clinical pre/post conference.	
Meet with clinical unit managers/clinical educators prior to taking students into units. Clinical faculty to send weekly information to unit managers or educators.	
Faculty who are teaching in the classroom should share their active teaching strategies with the team and record Panopto in advance to the class meeting.	
Faculty should develop exam questions for topics they presented and add them to the course test bank in the learning management system or in Respondus.	
Compile custom exams to match reading, lecture, class, case study content, clinical content, etc. Use the style guide checklist in Canvas, and always modify item if starting with a textbook, test bank item.	
During Course Offering	

Review course in Canvas. Update Panopto recordings or other support material, EBP materials, references, and websites of interest.	
Review entire syllabus, topical outline, discuss clinical concerns and potential issues with students on 1st day of class.	
If student with an ADA disability presents a Letter of Accommodation, give a copy of the document to the Course Manager and follow guidelines and process established by Disability Support Services and the College of Nursing.	
Meet with students in clinical group who has made <71% to review exam and establish improvement plan.	
Use weekly email as a method of communication with Course Manager about attendance issues with students.	
Attend all course meetings.	
Meet with Course Manager about students at risk for failure	

8. Undergraduate Curriculum Evaluation Plan

Purpose:
To provide a mechanism for the evaluation of the BSN curricula of the College of Nursing.

Policies:
Evaluation of the BSN curricula shall be the responsibility of the Undergraduate Curriculum Committee (UGCC).

- The Total Program Systematic Evaluation Plan (TPSEP) shall be used to guide the evaluation work of the UGCC.

- The UGCC will follow its charges by adhering to the *Bylaws of The University of Alabama in Huntsville College of Nursing Faculty Organization.*

- The UGCC will assess individual courses on a rotating schedule as outlined in the *Undergraduate Course Review Policy.*

- Curricular changes based on results from any part of the evaluation system shall proceed according to policies for undergraduate course change.

Evaluation of elements of the BSN curricula are begun in the fall of each academic year with report out in the spring semester in the form of an annual report.

Assumptions:
All curricular decisions are guided by the tenets set forth in the College of Nursing philosophy and conceptual framework.

Curricular decisions are based on a variety of data that are derived from students, faculty, alumni, employers, and other members of the community of interest as appropriate.

It is the responsibility of the Undergraduate Curriculum Committee to continuously improve the quality of the undergraduate program through systematic evaluation and feedback of the undergraduate curricula.

The Total Program Systematic Evaluation Plan is sufficiently comprehensive to provide data for course & program decision making.

9. Undergraduate Course Review

Purpose:
To review courses for consistency and effectiveness regarding the vision, mission, and core values in view of current and future societal needs.

Policies:
All required and elective nursing courses in the program of studies shall be evaluated on a rotating basis, at least once every five (5) years, to provide for systematic review.

Review of all courses shall be the responsibility of the Undergraduate Curriculum Committee.

Assumptions:
Nursing courses within the program of studies have been developed and approved by Undergraduate Faculty as interactive units of content that enable students to attain program outcomes.

The content of each course in the curriculum has a direct relationship to previous courses and subsequent courses.

Any course change is made ultimately for the purpose of strengthening the curriculum.

All course changes are made after careful analysis of evaluative data. Regularly scheduled review of courses and approval of all course changes are the responsibility of the Undergraduate Curriculum Committee.

Definitions:
Major course change: a change in an individual course that would strengthen the existing curriculum and necessitate changes in other courses, in program offerings, or in program objectives, or an exception to an existing curriculum policy. Changes subject to this policy include course title, prerequisites, course descriptions, course objectives, credit hours, theory/ clinical hour distribution, and textbooks, if required in more than one course.

Minor course changes: a curricular change which would strengthen the existing curriculum and would not cause necessary changes in other courses, program offerings, or in program objectives.

Procedures:

- The chairperson of the Undergraduate Curriculum Committee shall formulate a calendar for designated nursing course reviews based on the time frame described in item VI. The Chairperson of the Undergraduate Curriculum Committee will assign committee members to review designated courses.

- The chairperson of the Undergraduate Curriculum Committee will notify the Course Manager responsible for the course under review of the timetable for submission of course materials and date of review.

- Undergraduate Curriculum Subcommittee members responsible for review of a designated course shall utilize the Course Overview Format, course evaluation data, and other data as deemed appropriate to provide information to the Undergraduate Curriculum Committee.

- Information from the course review will be documented on the Course Review Form. Courses that are taught entirely online will have additional review criteria specifically aimed at ensuring a quality structure and process for online education.

- Review of nursing courses shall be open to interested faculty.

- Based on the course review, the Undergraduate Curriculum Committee shall continue approval of the course, suggest modifications, or recommend deletion of the course.

- Decisions involving no change or minor curricular revisions shall be presented by the Undergraduate Curriculum Committee to the Faculty Organization for information purposes.

- Decisions involving major curricular revisions shall be presented by the Undergraduate Curriculum Committee to the Undergraduate Faculty for action and to the Faculty Organization for information purposes.

- The chairperson of the Undergraduate Curriculum Committee shall forward decisions to the Course Manager responsible for the course.

10. Clinical Instructor Guidelines

Purpose:

The purpose of this policy is to define the required credentials and responsibilities of the full-time clinical instructor. A clinical instructor directs, manages, and evaluates student learning in the clinical setting and assists the student to connect classroom instruction with application to clients in the clinical setting.

Policy:

A ratio of 8 students per instructor is standard while delivering patient care in a nursing facility; the ratio in the Simulation Learning Innovation Center (SLIC) may be 1 instructor to 10 students. In the first four semesters' clinical courses, the instructor accompanies the students to the clinical site and is always physically present on the unit with them. In the last semester's senior courses, the instructor may instead visit

the students at the clinical sites, as students will be in multiple sites, working with the facility's registered nurses.

Because the instructor is responsible for ensuring that the students provide safe and effective care, he/she is involved with all students in the clinical group. He /she is highly visible to students and staff throughout the clinical day. The clinical instructor oversees the students' patient care delivery, with close observation of medication administration, applying skills, reporting to staff, HIPAA compliance, and patient monitoring. Clinical experiences are chosen by the instructor to help develop the students' evolving critical thinking skills and to meet course objectives. Pre- and post-conference are conducted using weekly learning activities based on the topics taught in the classroom.

Clinical Instructor Credential Requirements:
A Master's Degree in Nursing is the minimum educational requirement. A minimum of 3-5 years of clinical nursing experience is required; five years is preferred.

Roles and Responsibilities of the Clinical Instructor:
Clinical Teaching

Orients to the course. Reviews the student learning objectives, course syllabus, textbooks, and weekly assignments. Attends course meetings with the clinical faculty and course manager.
Schedules office hours that are timed to help students with the course (two hours for each section taught). These must occur when students are available to meet--at set times and also by appointment. Encourages students to request time when needed.
Is familiar and complies with agency policies and procedures. Completes required agency training.
Spends at least 8 hours on the clinical unit with a registered nurse before taking students to the unit if this is the instructor's first time on the unit or if a year has elapsed since last on the unit.

Prepare in advance for clinical and is organized.
Arrives at the facility before students to complete their clinical patient assignments before the start of the clinical day. Assigns appropriate patients to match the clinical objectives for the day and ensures that assignments are suitable for the educational level of the student.
Orients the facility nurses: Contacts the nurse manager before clinical days begin to: 1) Provide contact information; 2) Discuss scheduling and clinical objectives; 3) Arrange for a tour for the first day; 4) Provide a schedule of student days on the unit.   Orients the facility nurses regarding the level of students learning (Ex. 1st semester Jr, the first day of patient care) and clinical objectives for each day. Encourages facility nurses to communicate immediately with the clinical instructor regarding any student performance issue.   Communicates with the facility's nurse manager/clinical director regularly, including a beginning of the semester and an end of the rotation communication.
Engages with the students throughout the clinical period to promote active learning. Directly observes and guides students' learning activities with clients.

Directly observes and guides students' learning activities with clients.
Supervises the delivery of client care in compliance with facility and UAH College of Nursing Policies.
Utilizes the care plan/concept map format used by the undergraduate program.
Supervises handoff reports.
Gives timely feedback on submitted work.
Refers and coordinates remediation of skills not mastered or performed incorrectly in the clinical setting.
Uses post-conference for teaching and learning. Allows students to discuss/debrief about topics of interest arising from the events of patient care.
Administers medication quizzes to students in post-conference as directed by the course manager.
Participates in ongoing communication with course manager and discusses instructional issues and individual student learning needs and progress.
Uses creative ways to help students keep skills current (Examples: reviews in post-conference, provides practice opportunities in the SLIC). Schedules meetings with students at the midterm and final weeks of the course for the purpose of discussing the formal written midterm and final evaluations.
Reviews the Student Instruction Evaluations (SIE) of teaching effectiveness and self-assessed for personal learning needs.
Retains students in lab or clinical for the full assigned time.
Evaluates student performance using the approved Clinical Evaluation Tool at midterm and final.

Student mentoring/support

Role modeling: Serves as a professional role model and representative of the College of Nursing.
Role models professional dress expectations and monitors students for compliance with the College of Nursing dress code.
Maintains a professional demeanor and fosters an environment that is conducive to learning. Is approachable and encourages students to ask questions.
Professional communication: Has an appropriate instructor/student relationship based on respect (friendly, but not a friend). Discourages inappropriate use of social media.
Promotes cooperation and communication among the clinical facility staff, students, faculty, and other team members.

Manages students that are acting inappropriately.

Course Support

Collaborates well with course manager—keeps up to date.
Works well with facility/community partners to maintain facility options. Serves as a liaison between the clinical agency and College of Nursing.
Provides tutoring as needed for skill review/practice. Can share/delegate this with graduate teaching assistants when the student's needs are extensive.
Provides proctoring support as needed for tests and standardized exams.
Provides feedback to the course manager/ course team for curriculum development, and for evaluating the adequacy of the clinical site for allowing students to meet course objectives.

11. Clinical Supervisor Guidelines

Purpose:
The purpose of this policy is to define the required credentials and responsibilities of the clinical supervisor. A clinical supervisor provides oversight for student learning in the clinical setting under the direction of the course manager or a full-time faculty member of the assigned course.

Policy:
A ratio of 8 students per clinical supervisor is standard while delivering patient care in a nursing facility; the ratio in the Simulation Learning Innovation Center (SLIC) may be 1 clinical supervisor to 10 students. The clinical supervisor accompanies the students to the clinical site and is always physically present on the unit with them. The clinical supervisor reports to the course manager. The course manager will evaluate students with input from the clinical supervisor.

Because the supervisor is responsible for ensuring that the students provide safe and effective care, he/she is involved with all students in the clinical group and is highly visible to students and staff throughout the clinical day. The clinical supervisor oversees patient care delivery, with close observation of medication administration, application of skills, reporting to staff, HIPAA compliance, and patient monitoring.

Clinical Supervisor Credential Requirements:
A Bachelor of Science Degree in nursing is required. A minimum of 3-5 years of clinical nursing experience is required; five years is preferred. The clinical supervisor will hold certifications and credentials in their area of clinical supervision.

Roles and Responsibilities of the Clinical Supervisor:

Clinical Supervision

Orients to the course. Reviews the student learning objectives, course syllabus, textbooks, and weekly assignments. Attends course meetings with clinical faculty and course manager.

s familiar and complies with agency policies and procedures. Completes required agency training.
Orients to the assigned unit at least 8 hours with a registered nurse before the start of clinical rotation. This is necessary when it is the clinical supervisor's first time on the unit or a year has elapsed since the last rotation.
Prepare in advance for clinical and is organized.
Arrives at the facility before students to complete their clinical patient assignments before the start of the clinical day. Assigns appropriate patients to match the clinical objectives for the day and ensures that assignments are suitable for the educational level of the student.
Collaborates with the nurse manager/clinical director and nursing staff regularly. Communicates student level and clinical objectives for the assigned course. Encourages facility nurses to communicate immediately with clinical supervisor regarding any student performance issue.
Engages with the students throughout the clinical period to promote active learning. Directly observes and guides students' learning activities with clients.
Supervises the delivery of client care in compliance with facility and UAH College of Nursing Policies.
Supervises handoff reports.
Collaborates with course manager to support remediation of skills not mastered or performed incorrectly in the clinical setting.
Promotes debrief and reflection following the clinical session and implement course activities as directed.
Communicates with the course manager to relay any student concerns or remedial needs.
Retains students in lab or clinical for the full assigned time.
Provides input to Course Manager for completion of Clinical Evaluation Tool at midterm and final.

Student mentoring/support

Role modeling: Serves as a professional role model and representative of the College of Nursing.
Role models professional dress expectations and monitors students for compliance with the College of Nursing dress code.
Maintains a professional demeanor and fosters an environment that is conducive to learning. Is approachable and encourages students to ask questions.
Professional communication: Has an appropriate instructor/student relationship based on respect. Discourages inappropriate use of social media.

Promotes cooperation and communication among the clinical facility staff, students, faculty, and other team members.

Course Support

Actively collaborates with course manager—attends course level meetings and keeps up to date.
Works well with facility/community partners to maintain facility partnerships. Serves as a liaison between the clinical agency and College of Nursing.

B. Master's of Science in Nursing Program

   1. Tracks
      a. Adult-Gerontology Acute Care Nurse Practitioner
      b. Family Nurse Practitioner
      c. Nursing Executive Leadership and Administration (online)
      d. Nursing Education (online)
      e. Psychiatric Mental Health Nurse Practitioner (pending Fall 2025)

   2. MSN Program Outcomes

- Integrate theoretical foundations of nursing knowledge, science, humanities, and scholarly inquiry in advanced-level nursing practice.
- Demonstrate advanced-level nursing practice that is evidence-based and adheres to scientific, ethical, legal, and professional standards in the delivery of compassionate, person-centered care.
- Evaluate policies, care delivery models, and organizational structures/processes for efficacy in meeting current and future health care needs of diverse communities and populations.
- Evaluate findings from research to create evidenced-based practice policies and protocols to improve health care delivery and outcomes.
- Use improvement processes in all health care settings to promote quality and safety principles.
- Engage in strategies that promote intra-and interprofessional communication and collaboration to deliver advanced care for diverse populations.
- Evaluate system-based strategies to provide equitable care and improve access to health care.
- Incorporate informatics principles in the use of current and emerging technologies in advanced-level nursing practice.
- Exemplify professional practice at the advanced level by promoting ethical values and professional standards.
- Assume responsibility for life-long learning and continuing personal, professional, and leadership development.

3. Graduate Curriculum Evaluation Plan

   Purpose: To provide a mechanism for the evaluation of the graduate curricula of the UAH College of Nursing.

   Policies

      a. Evaluation of the graduate curricula shall be the responsibility of the Graduate Curriculum Committee.

      b. The Curricular Evaluation System shall consist of the following evaluation methods:

- Review mission, vision, core values, program objectives, and essential functions.
- Review curriculum plan for the graduate programs

- Review of individual courses
- Student survey of instruction in didactic and clinical courses
- Evaluation of clinical sites
- Graduating Student Survey
- Clinical agency and alumni surveys
- Final summary of student progress in clinical nursing courses
- Test content outlines for certifying bodies

c. Curricular changes based on results from any part of the evaluation system shall proceed according to Policies and Procedures for Initiation of Graduate course change.

Assumptions

1. All curricular decisions are guided by the tenets set forth in the UAH College of Nursing philosophy and conceptual framework.

2. Curricular decisions are based on a variety of data that are derived from students, faculty, alumni, employers and other members of the community of interest as appropriate.

3. Students, faculty, alumni, and employers are committed to assuring that the curricula are structured, implemented and evaluated to address current and future trends.

4. It is the responsibility of the Graduate Curriculum Committee to continuously improve the quality of the graduate program through systematic evaluation and feedback of the undergraduate curricula.

5. The Graduate Curricular Evaluation System is sufficiently comprehensive to provide data for course & program decision making. It is the responsibility of the Graduate Curriculum Committee to maintain and implement the Curricular Evaluation System.Definitions: The Program of Study is the compilation of courses (required and/ or elective) that are prescribed for completion of an educational program. The Program of Study may also include time frames for course completion. Curricula refer to the Programs of Study, all aspects of the teaching-learning process, and academic support services such as the Salmon Library and the Simulation Learning Innovation Center (SLIC).

Procedures: Specific curricular policies and procedures for implementing the curricular changes are provided in the graduate course review policy. Course changes precipitate program changes.

4. Graduate Course Review: Policy and Procedures

Purpose: To review courses for consistency and effectiveness regarding the philosophy, conceptual framework, and program objectives in view of current and future societal needs.

Policies: All required and elective graduate nursing courses in the program of studies shall be evaluated on a rotating basis, at least once every five (5) years, to provide for systematic review.
Review
of all graduate courses shall be the responsibility of the Graduate Curriculum Committee.

Assumptions

- Graduate nursing courses within the program of studies have been developed and approved by Faculty Organization as interactive units of content that enable students to attain program objectives.

- Content of each course in the Graduate curriculum has a direct relationship to previous courses and subsequent courses.

- Any course change is made ultimately for the purpose of strengthening the Graduate curriculum.

- Integrity within and among graduate courses is maintained through implementation of curricular change procedures that are the responsibility of the Graduate Curriculum Committee.

- All graduate course changes are made after careful analysis of evaluative data. Regularly scheduled review of courses and approval of all course changes are the responsibility of the Graduate Education Committee.

Definitions: Changes subject to following this policy and procedure include: course title, prerequisites, course descriptions, course objectives, credit hours, and theory/ clinical distribution.

Procedures

a. Graduate Nursing Courses will be reviewed at least every five years.

b. Individual(s) responsible for courses designated for review shall be notified by the chairperson of the Graduate Curriculum Committee of the date for submission of course materials to the designated reviewer and the date for course review by the Graduate Curriculum Committee.

c. The Graduate Curriculum Committee members responsible for review of a designated graduate nursing course shall utilize the Graduate Nursing Course Overview Format, course evaluation data, and other data as deemed appropriate to provide information to the Graduate Curriculum Committee and the Associate Dean of the Graduate Program.

d. Information from the course review will be documented on the Graduate Nursing Course Review Form.

e. Based on the course review, the Graduate Curriculum Committee shall either continue approval of the course, suggest modifications or recommend deletion of the course.

f. Multiple course changes will trigger a program evaluation whereby the Graduate Curriculum Chair and the Associate Dean of the Graduate Program will appoint an ad-hoc committee comprised of an equal number of members from each concentration.

g. The chairperson of the Graduate Curriculum Committee shall forward decisions to the individual(s) responsible for the course.

h. Decisions involving curricular revisions shall be presented by the Graduate Curriculum Committee, the Graduate Faculty, and to the Faculty Organization for final action.

i. All program changes including but not limited to objectives and teaching format are presented to the Graduate Council for approval before presented to the Faculty Organization.

j. New courses, substantive course changes, and all program changes require form submission to the Office of the Provost for final approval. Changes are then sent to the registrar.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE
COLLEGE OF NURSING

Nursing Course Review Form

Course Number and Name: _____

Date of Review: _____

Required:_____Elective:_____On-site:_____ Online:_____

Directions: Use the College of Nursing mission, vision, core values, and program objectives as referents to review this course.

1.   Indicate the semesters taught and enrollment each semester?

Semester	Year	Enrollment
Fall		
Spring		
Summer		
Fall		
Spring		
Summer		

2.   Are the prerequisites and co-requisites   Yes__ No __
      appropriate?
      If no, explain.

_____

_____

_____

_____

3.   Are course content, objectives, teaching strategies and evaluation methods
      internally consistent?   Yes__ No __
      If no, explain.

_____

_____

5. Are the course content, objectives and evaluation methods congruent with the mission, vision, core values, and program objectives?

Yes __ No __

Ir no, explain.

_____

_____

_____

6. Are clinical experiences and expectations adequately described?

Yes __ No __

If no, explain.

_____

_____

_____

7. Recommendation:

___Recommend continuance of course w ith no change.

_____Recommend continuance of course with the following *minor* changes:

----Recommend continuance of course with the following *major* changes:

----Recommend deletion of this course because:

_____   _____

Reviewer   Date

C. Doctoral Program

　　1. Doctor of Nursing Practice
　　a. Tracks
　　　　1) BSN to DNP
　　　　2) MSN to DNP

　　b. DNP Program Outcomes

- Synthesize historical and theoretical foundations of nursing science for the complex care of individuals, families, communities, and populations.
- Integrate scientific, theoretical, ethical, and legal principles to design holistic care delivery models for compassionate, person-centered care.
- Redesign micro and/or macro systems to improve health equity of diverse communities and populations.
- Disseminate scientific evidence to improve health outcomes and transform health care delivery.
- Lead improvement activities to promote safe, quality, reliable health outcomes.
- Create strategies for intra- and interprofessional communication and collaboration to improve health care access and outcomes for diverse populations.
- Lead systems-based initiatives to improve health care for current and future needs.
- Collaborate in the development and use of emerging health technologies to improve health care delivery.
- Advocate for social justice, equity, inclusion, and ethical principles.
- Mentor others in lifelong learning activities to enhance personal, professional, and leadership development.

　　2. Joint Ph.D. in Nursing Science Program
　　　　a. Joint Ph.D. Program Outcomes

- Knowledge Synthesis — As assessed by a comprehensive exam, students will:
    - demonstrate substantive knowledge related to the body of literature and theories to inform nursing practice; and
    - appraise and synthesize models and theories from previously conducted research.
- Research Conduct — As assessed by a successfully defended dissertation, students will:
    - demonstrate the ability to design and conduct ethical and culturally competent nursing research that is theoretically, methodologically, and
    - analytically sound with the potential to influence health outcomes and generate new knowledge.
- Dissemination — Students will contribute to nursing science by generating new knowledge and actively disseminating research at national and/or international venues and in respected peer-reviewed journals.

VI. Simulation and Learning Innovation Center

A. General Information

The College of Nursing features a 10,615 square foot Simulation and Learning Innovation Center (SLIC) that is located on the third floor of the College of Nursing. The SLIC is a state-of-the-art facility which houses a 14-bed hospital lab, 16-table assessment room, featuring collaboration stations, four clinical examination rooms, a telehealth room, a Pyxis medication room, and multiple debriefing rooms. The SLIC provides a mock hospital for clinical experiences that includes seven high-fidelity simulation laboratories with four medical-surgical suites, an ICU suite, an obstetric/pediatric four-bed suite, and telehealth robots to enhance distance education and provide interprofessional consultation and clinical collaboration.

The SLIC is supported by a Simulation and Learning Innovation Center Manager, a Simulation and Learning Innovation Center Specialist, Graduate Simulation Coordinator, Undergraduate Simulation Coordinator, Graduate Teaching Assistants and student workers. Usual hours of operation are 8:00 am to 5:00 pm (CST) Monday through Friday.

B. Code of Conduct/Expected Behavior

The SLIC contains Charger Hospital, which is a non-threatening, professional and safe learning environment. Users are expected to remain respectful at all times. Because the scenarios can appear life-like, anxiety levels can escalate. During simulation, especially the debriefing segment, individuals are asked to refrain from negative comments that are meant to demoralize others. This is an open learning environment. Positive feedback and suggestions for improvement are encouraged. The staff encourages the learners to think out loud and work as a team.

All clinical experiences and simulation scenarios are confidential and copyrighted; they are the sole property of The University of Alabama in Huntsville's College of Nursing. Documents should not leave the SLIC, be reproduced, photographed or disseminated in any manner.

C. Dress Code

All students are required to adhere to the College of Nursing Dress code policy while they are in the SLIC. In addition, faculty and students are required to wear their College of Nursing photo identification badge.

D. Equipment

Limited quantities of health assessment equipment are available for specific courses and may be checked-out for specific time periods. Materials and equipment are available to be signed-out and used in the lab. Any SLIC material that is checked-out must be returned in working condition by the due date or by the end of the semester, unless prior arrangements are made with the SLIC staff. Faculty will hold a student's grades if materials or equipment are not returned by the assigned date. Failure to return material may result in delayed registration for future classes until materials or equipment are returned or satisfactory steps are taken for replacement.

E. Visitors

Visitors are allowed in the hallway and in the laboratories when escorted by faculty, staff, or students. Visitors are required to identify themselves to SLIC personnel and sign in to the visitor log book upon arrival. Visitors may be asked to leave if they become disruptive, are unescorted, or mishandle equipment. All visitors are responsible for obtaining their own parking pass from UAH Police Department in the Intermodal Parking Facility.

F. Personal Items

All personal items including backpacks and purses should be kept in the nursing lockers. Students are strongly encouraged to leave all valuables at home. The UAH College of Nursing is not liable for misplaced or missing items. A lock may be brought in and used for the locker, but the lock must be removed each day. Any lock not removed by 5:00 p.m. each day may be cut and removed by the SLIC staff.

G. Cell Phone and Cameras

Cell phones may be used per faculty approval. No cameras are allowed; pictures may not be taken of other students, faculty, clinical experiences, or equipment without written permission from SLIC management.

H. Confidentiality

Each student signs an online confidentiality policy and video/photo release form for the SLIC at the beginning of each semester. This form is found on the clinical orientation CANVAS site. All clinical information (real or fictional) is confidential and any disclosure of this information is a violation of SLIC policy. This information is privileged and confidential regardless of format (electronic, written, overheard, or observed). Students agree to report any violations of confidentiality to your faculty and SLIC staff.

I. Universal Precautions

Proper cleaning of hands using hand sanitizer are required in all clinical areas. Hand sanitizer is to be used in the same manner as an external clinical environment. If health care institutional protocol would indicate, then don masks, gloves, and gowns in accordance with the clinical experience when practicing in the SLIC.

J. Simulation Control Room/Audio Visual Equipment

The control room is only to be accessed by faculty who have reserved the simulation lab or individuals that are granted permission specifically by the SLIC Manager or SLIC Staff. Please be respectful and do not enter the control rooms or simulation labs if you are not scheduled to avoid disruption of the learning environment and/or audio/visual recording. The audio/visual equipment, including the laptops, is for simulation purposes only. Only individuals that are trained may access and manipulate the audio/visual equipment.

K. Pre-briefing

As dictated by your faculty/instructor, all assigned pre-briefing or preparation activities should be completed prior to the simulation experience. Lack of preparation may result in an inability to participate in the

simulation; arrive 15 minutes prior to your simulation time dressed appropriately (see College of Nursing Dress Code).

L. Simulated Clinical Experience and Evaluations

Students are expected to participate in all simulation activities including but not limited to preparation, pre-briefing, simulation, debriefing and evaluation.

Simulation learning experiences are used for some clinical experiences in accordance with the Alabama board of Nursing 610-X-3.02 Standard. Although most simulations are formative assessments, if an unsafe critical safety error occurs during the scenario, the facilitator reserves the right to require remediation outside of the scheduled simulation time. Failure to complete the remedial assignment can result in a Student Performance Improvement Plan (SPIP). Simulation evaluations are completed online after each simulation activity prior to leaving Charger Hospital.

M. Skills Practice

All students and faculty are responsible for cleaning up after skills practice, keeping their areas organized and disposing of materials appropriately. All sharps should be disposed of sharps biohazard containers provided by the SLIC.

N. Treatment Rooms

If a real individual (faculty/staff/actor/actress) is used as a Standardized Patient, or students are required to use the beds, then shoes must be removed prior to bed access. No other individuals are allowed in bed while a simulation mannequin is in the bed.

O. Computer Policy

All faculty, students, staff, and visitors are to abide by University of Alabama in Huntsville Computer Use Policy. To review the policy in full, please access the following website: http://www.uah.edu/its/policies/computer-use. The SLIC does not provide computer access for students or faculty. Wireless connection is available for both students and faculty in the SLIC. Anyone experiencing any problems with hardware or software should immediately contact the CON Information Systems Manager or SLIC personnel for assistance. Do not attempt to correct the problem without supervision or assistance.

VII. Students

    A. Undergraduate Student Advisory Council to the Dean

    1. The Student Advisory Council to the Dean (SACD) represents students in the College of Nursing (CON) to promote excellence during the college experience. Their goals include promoting a positive and welcoming environment, leading social media campaigns and working with faculty and staff to assist in recruiting students. They are responsible for many improvements in the College of Nursing, including increased engagement on social media, increased involvement at events, increased prospective student interaction, and increased communication between the College of Nursing and the nursing community. The SACD works jointly with the Nursing Ambassadors to fulfill goals.

    2. Student Advisory Council to the Dean Constitution and Bylaws

Article I NAME

The organization shall be named Student Advisory Counsel to the Dean; recognized as SACD for shorthand abbreviation.

Article II MISSION & GOALS

The Student Advisory Council to the Dean represents students to the executive level in the College of Nursing to promote excellence in the collegiate experience.

The goals of the Student Advisory Council to the Dean include

1. Promote a positive environment in the College of Nursing by engaging students throughout their whole collegiate experience.
2. Lead campaigns to heighten awareness of student experiences and accomplishments, engage students and community members, and highlight faculty contributions to the College of Nursing.
3. Recruit prospective students in collaboration with faculty, staff, administrators, and ambassadors in the College of Nursing.
4. Assist in the management of the College of Nursing Ambassador program to promote student involvement and service in the College of Nursing.

CORE VALUES

Core Values	Definition
Integrity	We are strongly committed to adhering to moral, ethical, and professional standards.
Inspiration	We are strongly committed to encouraging, role-modeling, and mentoring others to pursue their professional dreams. This includes prospective and current students, as well as individuals in the community.
Caring	We are dedicated to acting with compassion and respecting all persons by embracing cultural humility, and individuality.
Excellence	We are dedicated to pursuing and achieving goals of the highest caliber at the professional level and within the community.
Wellness	We recognize the need to maximize well-being in different states of health and we are dedicated to promoting wellness to students, including mental wellness.

Article III COUNCIL MEMBERS

Membership to the Student Advisory Council to the Dean is open to all students (full or part-time) attending classes in the Upper Division of the Nursing Program and in good standing with the University of Alabama in Huntsville (UAH) College of Nursing (CON). Members, otherwise known as officers, must be recommended by faculty members and have a GPA of at least 3.25. Recommended candidates are required to interview with the Dean and at least one officer of the SACD. The Dean is ultimately responsible for selecting members based on recommendations, academic standing, as well as the aforementioned interview.

There are no fees required to be a member of SACD.

Section 2.
Discrimination in any form of religion, race, ethnicity, color, abilities, socioeconomic status, sexual orientation, gender identification, culture, or creed will be absolutely prohibited.

The University of Alabama in Huntsville prohibits discrimination on the basis of race, color, national origin, sex, age, and disability in any education program or activity it operates. Individuals may report concerns or concerns to the Title IX/EEO Coordinator. The notice of nondiscrimination is located at https://www.uah.edu/title-ix/nondiscrimination.

Section 3.
Students appointed to the SACD are chosen because of their leadership abilities. It is expected that members are responsible and accountable for their actions and have the authority to act within the scope of the SACD Charter. If there is a complaint against a member, the Dean and Chair are jointly responsible for positive progressive actions to privately coach members to improve behaviors. Membership can be terminated by failing to represent the SACD positively or bringing toxicity, whether it be through word or deed, into the group or by

- Violation of the UAH Honor Code, Code of Conduct, or College of Nursing Policy
- Behavior incongruent with the mission, goals, and core values of SACD or CON
- Failure to carry out duties of the SACD office

Article IV OFFICERS

Section 1.
All Executive Committee members will have a position. Their position will outline their duties and responsibilities in the SACD.

The positions of the organization are as follows: President, Vice-President, Secretary, Director(s) of Social Media, Director(s) of Events, and Director(s) of Student Experience.

Section 2.
Members of the SACD will be appointed based on position availability and the needs of the Council. The term of office for all officers is one (1) full academic year. Second terms can be served in a single sentence Officers may serve a maximum of two one-year terms but must be reconfirmed by the outgoing Executive Committee if they plan to serve a second term. Elections are held in the middle of March, or when necessary, to allow for ample shadowing time.

Section 3.
In case of an officer vacancy without a current advisory board member available, a CON Ambassador may volunteer to fill the position. This will be confirmed by the current officers, the staff advisor, and the Dean of the College of Nursing.

Section 4.
Officers are expected to attend all meetings unless otherwise excused. If an unexcused absence occurs, the officer will receive a verbal warning from the President of the SACD or the Dean of the CON. If they have an unexcused absence, a written warning will occur, and note that if another unexcused absence occurs, termination will be considered.

Section 5.
Each member of the SACD is expected to participate fully in the activities of the organization. SACD members will be required to participate for a minimum of three hours per semester served. Participation will be tracked by the secretary and reported as requested.

Section 6.
The following is a list of officer responsibilities:

SACD President
1. Preside over all general membership and Executive Committee meetings.
2. Manage all general correspondence of the organization.
3. Perform other such duties as may be required by the Bylaws, Dean, or resolutions of the Executive Committee.
4. The President will act as a tie-break decision, and will not vote on matters until there is a tie.

SACD Vice-President
1. The Vice President will be a supporting role to the President.
2. The Vice President will assist in communicating with the different members of the board to fulfill all assigned duties and responsibilities.
3. The Vice President will assist in the management and organization of the CON Ambassador program.
4. The Vice President and Ambassador President will act as a bridge between the SACD and the Ambassador program. The Vice President will organize the Ambassador application process, coordinate the interview process, create a yearly schedule, and keep track of the Ambassador's hours of service. Delegation of these responsibilities will be observed in the CON Ambassador Constitution.
5. The Vice President will work with the Ambassadors to elect a representative within the program to be the main point of contact between the Ambassadors and the Vice President.
6. The Vice President's main responsibility will be to ensure the success and continuity of the CON Ambassador program.

SACD Secretary
1. The SACD Secretary will record all minutes and attendance at both general membership and Executive Committee meetings.
2. The Secretary shall be responsible for reporting violations of Article III, Section 4 to the President.
3. The Secretary shall maintain all SACD records.
4. The Secretary shall keep minutes of all the meetings of the student advisory council and provide copies as requested
5. The Secretary shall record involved hours for each member so that they may receive service recognition.

SACD Director(s) of Marketing
1. There will be a maximum of three officers responsible for this role when available.
2. The director(s) will work with the Nursing staff responsible for marketing to create content that aligns with the College of Nursing's communication plan.
3. Responsible for promoting the CON, engaging current and prospective students, as well as informing followers about events and updates.
4. Marketing will be a shared responsibility, plans for each semester will be coordinated with the nursing staff responsible for marketing

SACD Director(s) of Events
1. There will be a maximum of two officers responsible for this role when available.

2. The SACD Director(s) of Events will work with the President to establish an appropriate set date on which events will be scheduled each semester.
3. Plan and coordinate all SACD events for the semester.
4. Communicate all event requests to the Staff/Faculty Dean and seek approval.
5. Responsible for outline of an event including but not limited to date, time, location, expected expenditure
6. Provide a complete list of supplies needed to assigned member of the College of Nursing
7. Establish ambassador need and provide to the Vice President.

Director(s) of Student Experience
1. There will be a maximum of four officers responsible for this role when available
    a. One member of each undergraduate nursing concentration will hold a seat.
2. Champion the student body of the College of Nursing on matters of engagement and programmatic excellence.
    a. Represent degree programs to Associate Director of Undergraduate Programs in a student governance capacity through feedback on curriculum goals and changes.
3. Collaborate with campus and community resources to plan activities, events, and messaging that further the development of nursing excellence in the student body.
4. Collaborate with campus resources as needed

The following is a list of non-voting, non-officer leadership Responsibilities:

College of Nursing Dean
● In the absence of the President, the Dean shall preside over Executive Committee meetings. All decisions suggested in meetings must be finalized/confirmed by the Dean before they can be effective.

SACD Staff Advisor
● Provide guidance on creation, management, and scheduling of events and initiatives organized by the SACD.
● The SACD marketing team will work with the SACD staff advisor to assist and in usage of social media calendars, campaigns and graphics.
● Works with the Vice President in management of the College of Nursing Ambassadors.

Article V
MEETINGS
Section 1.
Meetings held with the Executive Committee are held monthly, frequency to be determined by the Dean and President of the SACD

Article VI
AMENDMENTS

Section 1.
Amendments to this constitution may be proposed by any participating member in good standing to the Executive Committee. A vote across the Executive Committee officers must have a majority vote before passing an amendment. In the event of a tie, the President will decide.

B. Graduate Student Advisory Council to the Dean (Pending Fall 2025)

C. CON Ambassadors

Purpose:

The University of Alabama in Huntsville (UAH) College of Nursing (CON) Ambassadors serve as the official host/hostesses for college events and promotes the College to visitors, prospective students, and other distinguished guests. These events may include Honor's Day, scholarship dinners, UAH admission events, pinning, white coat ceremony, and commencement receptions. Ambassadors may be asked to provide information about the college to members of the CON Advisory Board, prospective students, alumni, and other visitors. CON Ambassadors also assist with other activities that the Dean and the faculty/staff deem important to promoting the UAH CON.

Eligibility Requirements:

- Must have a minimum cumulative GPA of 3.0
- Must have completed 30 hours at the UAH by the end of Spring
- Must be able to positively represent CON at special functions
- Must be willing to volunteer when situations arise or when services are needed
- Must show involvement but not over commitment in campus activities

Applications:

Applications will be available electronically and from the Office of the Dean (OD) on the fourth floor (south wing) of the UAH CON building starting Monday, February 13, 2017. Completed applications are due to the OD by 4:45 pm on Friday, March 10, 2017. **Late applications will not be accepted.** The interview schedule sign up sheet will be posted on Monday, March 13, 2017 in the Office of Undergraduate Programs. The first round of interviews will take place on Wednesday, March 29, 2017. All applicants will receive a first round interview. Those who are selected to participate in the second round of interviews will be contacted via email.

If you have any questions or concerns, please contact the College of Nursing Office of the Dean at 256.824.6345.

1. Ambassadors Application

Name: _____   **A #** _____

Hometown: _____

Local Address: _____

Phone: _____   **Email:** _____

Extracurricular Activities: _____

Current Enrollment:

____Lower-Division
- Number of hours as of May 2016 _____
- Are you applying to Upper Division in 2016 – 2017? _____
  - If so, Fall_____ Spring _____

____Upper Division
- Which semester are you enrolled in? _____

Why do you want to be an Ambassador? Please do not exceed space given.

Return this application, with a current picture attached, to the Office of the Dean in Room 413 (south wing) of the UAH CON no later than (date) by 4:45pm. The application must be complete.

2. Ambassadors Constitution and Bylaws

<div align="center">

ARTICLE I
Name

</div>

The name of this organization will be the College of Nursing Ambassadors.

<div align="center">

ARTICLE II
Purpose

</div>

The purpose of this organization is to provide services, promote pride, and communicate an increasing understanding of the University of Alabama in Huntsville's College of Nursing (UAH CON). As such, the Ambassadors will be the hosts for college events, including but not limited to, UAH student events involving nursing, honors day, recruitment events, scholarship dinners, pinning, white coat ceremony, and commencement receptions. The Ambassadors may be asked to provide guided tours of the college for parents, incoming freshmen and transfer students, alumni, and other visitors, and to assist with other activities at the UAH College of Nursing.

<div align="center">

ARTICLE III
Membership

</div>

Section 1: Group members will be selected annually during the spring semester, and the number will be determined by the Dean, Associate Director of Undergraduate Admissions, Staff Advisors, and Student Advisory Council to the Dean (SACD) based on the workload of the previous year and the number of qualified applicants.

Section 2: Students interested in applying for a position must have Nursing as their major at the time of application. Decisions on membership will be based on an interview and the application.

Section 3: The initial selection committee will consist of the Dean, the Staff Advisor, the President of the SACD, and the Vice President of the SACD.

Section 4: All Ambassadors must be enrolled in good standing in UAH CON. Ambassadors must be "full-time" per their program of study.

Section 5: All members must have and maintain an institutional overall GPA of 3.0 Falling below a 3.0 cumulative GPA at any point during the year could be grounds for dismissal.

Section 6: The Dean and the Staff Advisor reserves the right to expel any member for behavior inconsistent with UAH, UAH College of Nursing, and Group ideals.

Section 7: Ambassadors will serve for one year with consideration for reappointment occurring annually in March.

Section 8: If a student leaves the (campus) CON for a semester or longer, membership in the Ambassadors may be revoked.

Section 9: All Ambassadors must be able and willing to represent the CON credibly and positively and adhere to the rules of the organization during their year-long term.

Section 10: Discrimination in any form of religion, race, ethnicity, color, abilities, socioeconomic status, sexual orientation, gender identification, culture, or creed will be absolutely prohibited.

ARTICLE IV
Meetings

Section 1: Each meeting will be decided based on a vote and availability of the ambassadors and will be communicated to the ambassadors a minimum of two weeks before the meeting.

Section 2: There will be no more than three meetings per semester. Each meeting will have an agenda created by the Vice President of the SACD.

Section 3: The Vice President of the SACD, Ambassador President, and Advisor may call special meetings. The purpose of the meeting will be stated, and 48 hours' notice will be given in cases of emergencies.

Section 4: All members are expected to attend meetings, virtual and in person. Excuses are required within two days for missed meetings.

ARTICLE VI
Positions and Advisors

Section 1: There will be one Ambassador President who facilitates communication between the CON Ambassadors and the Vice President of the SACD.

● The Ambassador President will serve for a full term from Fall to Fall when applicable.
● The Ambassador President will be voted on and chosen by the current ambassadors and officially recognized by the SACD Vice President.
● The Ambassador President will coordinate with the Vice President in keeping track of service hour requirements and completion, and will serve as the first point of contact for any questions or concerns regarding hours.
● The Ambassador President and the Vice President will ensure that the responsibility of each member is divided evenly.

Section 2: The Staff Advisor will be determined by the Dean of the College of Nursing.

ARTICLE VII
Bylaws

Section 1: Duties and Responsibilities of CON Ambassadors

1.   The Ambassadors will serve as official student public relations representatives of the University of Alabama in Huntsville College of Nursing (UAH CON) in the following capacities:

A.   The group will assist with CON-sponsored events and receptions involving external and/or internal constituents.
B.   The group will assist in activities involving students, faculty, alumni, and external constituents.
C.   The group is responsible to the Staff Advisor and the CON.
D.   The group will work cooperatively with the Vice Chair of the Student Advisory Council to the Dean (SACD).

2.   As each Ambassador is expected to participate fully in the activities of the organization, an Ambassador point system will serve to ensure that participation is spread evenly.

A.   At the end of the semester, each member should have accumulated a minimum of 8 points.

B.   Members will be awarded one point per activity/hour of the event they attend.

C.   Completion of the 8 hours does not release the Ambassador from further participation. All events must be covered regardless of the number of hours accumulated.

3.   It is the responsibility of each member to always uphold the CON mission, vision, and core values of the College of Nursing. Disciplinary action can be taken when infractions of inappropriate behavior occur and can result in the immediate dismissal.

4.   New members will begin their service at the beginning of the subsequent fall semester.

5.   Ambassadors will arrive 15 minutes early to their shift and remain there for the entire time until dismissed by the designated point of contact. If an ambassador is unable to attend their assignment, they are responsible for finding another member to take their place. They must also inform the Vice Chair before the event. Failure to attend will result in one unexcused absence. It is not acceptable to call the Vice Chair to inform them that a replacement was not found.

A.   Ambassadors may only partake in event-specific food after guests have had an opportunity to be served.

B.   If an emergency does arise (i.e., sickness, death in the family, car trouble) the Ambassador will notify the designated point of contact.

C.   As Ambassadors are the official student public relations representatives for the College of Nursing, a conscious attempt must be made to speak to event attendees for the duration of the event time as it is appropriate.

6.   The number of hours and assignments worked by each member will be maintained by the Ambassador President and reported as requested.

7.   Ambassadors may be asked to participate in summer CON Events. Should an ambassador be available, points will be awarded for the next term.

Section 2: Miscellaneous

1.   Clothing

A.   Ambassador clothing will be identical as selected by the Dean of the CON and the Vice President of the SACD.

B.   Uniforms will be worn to all events in which the organization participates unless otherwise specified.

C.   Ambassadors are expected to wear proper undergarments to align with professional best practices.

D.   Jewelry should be kept to a minimum. Small or medium-sized earrings of silver, gold, or pearls are acceptable. One earring per ear is acceptable. No visible body rings are allowed.

2.   Personal hygiene is of the utmost importance. Hair must be kept neat and well groomed. Fingernails should be kept well-groomed with no chipped nail polish (when polish is present). Visible tattoos are prohibited while serving as a CON Ambassador.

3.   The consumption of alcoholic beverages/improper drugs or being under the influence of alcoholic beverages/improper drugs when in uniform at any time will result in immediate dismissal. Using improper drugs at any time, even when not in uniform, will also result in immediate dismissal. Any violation of the UAH Drug and Alcoholic beverage policy as mentioned in the student handbook will result in immediate dismissal.

4.   Members of the organization will not smoke or chew gum while in uniform.

Section 3: Disciplinary Action

1.   Excused absences are granted on a case-by-case basis, including but not limited to, illness, a test during the time of the meeting, or a family emergency.

2.   If an ambassador receives two unexcused absences, they will be required to appear before the Vice President of the Student Advisory Council to the Dean and the Staff Advisor. Receiving more than two unexcused absences may be grounds for dismissal.

3.   Any case involving discipline due to an infraction per the regulation of this document after due warning will be reported to the Vice President of the Student Advisory Council to the Dean and Staff Advisor. If necessary, a disciplinary hearing will be called. The Vice President of the Student Advisory Council to the Dean and the Staff Advisor will then make the final decision concerning the dismissal of a member.

D. Undergraduate Student Awards

Purpose
To select the most deserving undergraduate students from the pre-licensure BSN and RN/BSN tracks for College of Nursing and University Awards.

Policy
Faculty review student credentials to nominate students for awards listed below.

1. Highest Academic Achievement
The College will identify two graduating seniors with highest academic achievement— one from the basic track and one from the RN track. In the case of more than one student with the highest possible academic performance (overall GPA), additional factors to be considered will include:

- The GPA for courses taken at UAH.
- The GPA for courses within major.
- The number of courses taken at UAH.
- The number of credits taken at UAH.
- Outside activities of the student including service and work commitments.
- The time taken to earn the degree (shorter being more commendable).

2. Honor Scholars
General Academic Excellence
One student from the basic track and one from the RN track will be selected as exhibiting general academic excellence. The criteria for the selection of these students will be the same as that for the Outstanding Academic Achievement Award.

Clinical Excellence
One student from the basic track and one from the RN track will be selected as exhibiting clinical excellence. The following criteria will be used for each award:

1. Establishing caring interpersonal relationships with clients.
2. Functions as a client advocate in clinical interventions,
3. Displays a knowledge base necessary for strong critical thinking behaviors in client interactions.
4. Displays creativity during clinical experiences.
5. Exhibits a high degree of clinical accountability and responsibility.
6. Provides clinical role modeling behaviors for peers.
7. Possesses strong communication skills in the clinical setting.
8. Exhibits leadership skills in peer and community relations.

Leadership Excellence
One student from the basic track and one from the RN track will be selected as exhibiting student leadership. The criteria for each track is stated below:

<u>Graduating Basic Student </u>- In addition to meeting the required minimal GPA of 3.2, the student will be exhibit leadership in pre-professional activities. These may include service in leadership capacities in the Association of Nursing Students; service on College and University committees; community activities; leadership and support of the student; or other activities that represent service and commitment to the betterment of society and their chosen profession.

<u>Graduating RN Student </u>- In addition to meeting the required minimal GPA of 3.2, the student will be exhibit leadership in professional activities. These may include service in professional nursing associations and societies; service on College and University committees; community activities that are related to their professional role; leadership; support, and sharing of special expertise with student peers; or other activities that represent service and commitment to the betterment of society and their chosen profession.

3. Dean's Award

The student receiving the Dean's Award will exemplify outstanding academic and professional achievement. This student will:

- Be a senior student anticipating completion of degree requirement in May or August of the year award is given.
- Have outstanding overall academic achievement with at least a 3.2 GPA in Nursing.
- Exhibit leadership in pre-professional (e.g., leadership in the ANS; service on faculty or University committees; community activities) or professional activities (in the case of RN students, ASNA or other nursing specialty activities; nursing service to the community).
- The Dean will select this student. However, faculty may make suggestions to the Dean using the process outlined for the other undergraduate awards.

Procedure

- By January 15 of Spring Semester, the Associate Dean's office will forward to faculty a list of students who, by virtue of their academic standing, are eligible for academic excellence awards.
- Accompanying the list will be a memorandum to all faculty soliciting nominations for awards.
- Faculty wishing to nominate a student should submit a written nomination of student(s) with bullet points indicating how the student(s) meet(s) the criteria for the award.
- Deadlines for receipt of nomination is February 15.
- The Associate Dean's office will then prepare a list of nominees. The Associate Dean's office will then send a memo to all faculty indicating that a list of nominees is available through the Associate Dean's office. Faculty may review the list at their convenience.
- The Associate Dean's office will prepare a ballot of nominees.
- At the regularly scheduled faculty meeting in, there will be a discussion of the nominees. Nominations will be accepted from the floor with written nominations as specified above. Following the discussion, there will be a written ballot vote for award recipients. Votes will be immediately tallied so that, should there be a tie, a

second vote involving the two highest candidates could be taken and a decision rendered prior to the end of the meeting. Letters will then be written; letters due to the Dean of the College of Nursing within 5 days of meeting.

E. Graduate Student Awards

A student from each clinical track and one from the DNP and post-master's certificate program will be eligible for a graduate honors scholar award and one student from the MSN, one post-master's certificate student, and one DNP student will be eligible for the graduate academic excellence award. After you have made your decision, please submit a written nomination (in the form of a letter) for each student indicating how they meet the criteria for the award. Your written nomination will be read at the faculty meeting so please ensure that you fully describe the extent to which your nominee(s) meet the criteria. You may nominate more than one student if you so choose.

1. Graduate Honors Scholars

There will be an award given to a graduate student in each of the clinical tracks, one post-masters certificate, and one DNP student according to the following criteria:

The student will:

- Have a *minimum GPA of 3.6* on courses taken at UAH.

- Have completed a minimum of 24 graduate hours. Student cohorts graduating within one year will be eligible. If the primary month of graduation is December, those completing course work in the Spring, or Summer will be eligible to be within the pool of applicants for awards in December.

- Have demonstrated outstanding clinical expertise and contribution to his or her field.

- Demonstrate enthusiasm and support for the profession, the educational program, and the development of nursing science.

- Demonstrate leadership in the field, and have potential to impact the future direction of nursing and health care.

2. Graduate Academic Excellence

There will be an award given to a student who has demonstrated overall academic excellence according to the following criteria:

The student will:

- Have a *minimum GPA of 3.6* on courses taken at UAH.

     o   Have completed a minimum of 24 graduate hours. Student cohorts graduating within one year will be eligible. If the primary month of graduation is December, those completing course work prior to the Spring or Summer will be eligible to be within the pool of applicants for awards in December.

     o   Have demonstrated enthusiasm for and excellence in scholarship and its application to health care.

     o   Demonstrate enthusiasm and support for the profession, the educational program, and the development of nursing science.

Note: Post-master's certificate students are not eligible for this award.

3. Outstanding DNP Project Award

There will be one award given to a student who have demonstrated overall academic excellence according to the following criteria:

The student will:

- Have a *minimum GPA of 3.6* on courses taken at UAH.

- Have completed DNP Project final presentation and/or have met all graduation requirements; may be a recent alumnus (1 year).

- Have completed a DNP project that directly or indirectly influences outcomes related to health care, practice, or policy. Demonstrates a measurable improvement in quality or impact on care delivery and/or outcomes; project may be implemented in other settings or with other populations.

- Project design and implementation demonstrates scholarly rigor and innovation and contributes to the profession. Final presentation is dynamic, comprehensive, and innovative.

- Exemplifies innovation and leadership in nursing practice.

4. Graduate Preceptor Award

One of the purposes of the College of Nursing (CON) is to promote quality health care. The CON wishes to recognize preceptors who strive to meet these goals in an exemplary manner. The following guidelines have been established by the CON in the selection of Preceptor of the Year recipients.

The purposes of the CON Preceptor of the Year Award Program are:

- To recognize outstanding preceptors who have demonstrated exemplary performance in the nursing profession and have assisted faithfully in the education of undergraduate or graduate students.

- To support programs of the CON.

Any registered nurse, advanced practice nurse, or physician asked to perform in the role of preceptor at the graduate level who supports the ideals of the CON is eligible.

The following criteria were established by CON:

- Display evidence of high professional/ethical standards.

- Exemplify leadership qualities.

- Consistently demonstrate a caring attitude in delivering quality nursing care/health care to the citizens of Alabama.

- Display support for the development and improvement of teaching, mentoring, research, and service programs in nursing.

- Provide for the development of studies, projects, and/or programs designed to impact the quality of life.

Preceptor Nomination Form

Nominee's Name:_____

    Home Address:_____

    Home Telephone:_____

    Highest Degree earned and institution:_____

    Place of Employment:_____

    Work Telephone:_____

    E-mail:_____

Person Submitting Nomination:_____

    If faculty, title/position:_____

    If student, course where precepting occurred:_____

    Telephone: _____

    E-mail: _____

Nomination Materials Checklist:

Attach a narrative description outlining how the nominee meets the award criteria. Must not exceed 200 words. Permission for printing is assumed with submission.