

Name: _____ Date: _____

NURSING Pre-Licensure Bachelor of Science (120 cr)

MAJOR REQUIREMENTS (52 credits)

- NURS 301 Introduction to Professional Nursing (2 cr)
- NURS 302 Introduction to Patient-Centered Care
- NURS 303 Pharmacology and Pathophysiology
- NURS 304 Clinical: Patient-Centered Care
- NURS 305 Evidence-Based Practice
- NURS 306 Legal and Ethical Foundations
- NURS 307 Clinical: Evidence-Based Practice
- NURS 401 Collaborative Care of Populations
- NURS 402 Specialty Nursing Practices
- NURS 403 Clinical: Specialty Settings
- NURS 404 Nursing Leadership
- NURS 405 Nursing Research
- NURS 406 Clinical: Advanced Care (6 cr)

Allied Discipline Requirements (40 credits)

- BIO 230 Human Anatomy & Physiology I
- BIO 232 Human Anatomy & Physiology II
- HLSC Medical Microbiology
- INCHEM 100 Introduction to Chemistry
- HLSC 101 Health and Wellness
- INHLSC 175 Essentials of Nutrition Science
- HSLC 285 Health in Society
- IH foreign language (1 course)
- ISPSYC 312 Lifespan Development
- MATH 141 Introductory Statistics

Electives (8 credits)

- _____
- _____

NOTE: I-prefixed courses may also be used to fulfill Integrative Studies requirements; **credits count once**. See catalog for complete program requirements. This sheet is for general advising purposes only.

Rev. 6/18/2012

INTEGRATIVE STUDIES PROGRAM REQUIREMENTS (40 cr)

NOTE: *Thinking & Writing* must be completed within the first two semesters; *Quantitative Literacy* must be completed within the first three semesters.

Foundations

ITW: Thinking & Writing _____

IQL: Quantitative Literacy _____

Perspectives

Students may take only **one** course in any specific discipline within the **PERSPECTIVES** area. Disciplines are shown in **BOLD**, such as IAART. A discipline may be repeated for the **INTERDISCIPLINARY** requirement. All students must complete a **minimum of 24 credits at the 100-200 level** and a **minimum of 8 credits at the 300-400 level**. (Check 300-400 levels here.)



IA: Arts – IAART, IAENG, IAMU, IAFILM IATAD (1)

IH: Humanities – IHAMST, IHCOMM, IHENG, IHFILM, IHFR, IHGER, IHHGS, IHHIST, IHJRN, IHPHIL, IHSP (1)

IA/IH: An additional course in either IA or IH (1)

IN: Natural Sciences – INASTR, INBIO, INCHEM, INGEOL, INMET, INPHYS (1)

IS: Social Sciences – ISANTH, ISECON, ISGEOG, ISPOSC, ISPSYC, ISSOC (1)

IN/IS: An additional course in either IN, IS (1)

Interdisciplinary

II: Any course beginning with II (1)

IA/IH/IN/IS/II: An additional course in either IA, IH, IN, IS, II (1)

BS NURSING FOUR-YEAR ADVISING PLAN

YEAR	FALL	J-TERM	SPRING	SUMMER
I	<p><u>Pre-Licensure</u></p> <ul style="list-style-type: none"> ITW 101: Thinking & Writing MATH 141: Introductory Statistics (substitution as IQL requirement) ISP Course – INCHEM 100 ISP Course <p>16 credits</p>		<p><u>Pre-Licensure</u></p> <ul style="list-style-type: none"> BIO 230: Human Anatomy & Physiology I HLSC 101: Health & Wellness ISP Course ISP Course - IH foreign language – one course <p>16 credits</p>	
II	<p><u>Pre-Licensure</u></p> <ul style="list-style-type: none"> BIO 232: Human Anatomy & Physiology II INHLSC 175: Essentials of Nutrition Science Elective (4 credits) <p>12 credits</p>		<p><u>Pre-Licensure</u></p> <ul style="list-style-type: none"> ISPSYC 312: Lifespan Development <u>OR</u> Elective (4 credits) HLSC 285: Health in Society ISP Course <p>12 credits</p>	
III	<p><u>Mandatory Orientation for Nursing Program</u></p> <ul style="list-style-type: none"> HLSC 240: Medical Microbiology ISPSYC 312: Lifespan Development <u>OR</u> Elective (4 credits) ISP Course PE 191: First Aid/CPR Professional Rescuer – 1 credit <u>OR</u> competency demonstration accepted <p>12-14 credits</p>	<p><u>Nursing</u></p> <ul style="list-style-type: none"> NURS 301: Intro to Professional Nursing <p>2 credits</p>	<p><u>Nursing</u></p> <ul style="list-style-type: none"> NURS 302: Intro to Patient-Centered Care NURS 303: Pharmacology & Pathophysiology NURS 304: Clinical: Patient-Centered Care <p>12 credits</p>	<p><u>Nursing</u></p> <ul style="list-style-type: none"> NURS 305: Evidence-Based Practice NURS 306: Legal & Ethical Foundations NURS 307: Clinical: Evidence-Based Practice <i>NURS 309: Holistic Health Care Practices – Elective Option – Not Required for Pre-licensure</i> <p>12-16 credits</p>
IV	<p><u>Nursing</u></p> <ul style="list-style-type: none"> NURS 401: Collaborative Care of Populations NURS 402: Specialty Nursing Practice NURS 403: Clinical: Specialty Settings <i>NURS 310: Healthcare Informatics – Elective Option – Not Required for Pre-licensure</i> <p>12-16 credits</p>		<p><u>Nursing</u></p> <ul style="list-style-type: none"> NURS 404: Nursing Leadership NURS 405: Nursing Research NURS 406: Clinical: Advanced Care (6 credits) NCLEX-RN Review (non-credit requirement) <p>14 credits</p>	

The above is a “recommended” schedule for courses. Students may take courses in whichever semester they choose but must complete all Integrative Studies Program and Allied Discipline requirements prior to NURS 301.

Nursing Program Faculty Handbook

**229 Main Street
Keddy Hall – 2nd Floor
MS3801
Keene, NH 03435**

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This Handbook is developed to complement the Keene State College Faculty Handbook (<http://sites.keene.edu/academicaffairs/faculty-handbook/>). You are responsible for reading this Handbook and abiding by all policies.

MISSION AND PHILOSOPHY OF THE NURSING PROGRAM

The nursing faculty wrote its Mission and Philosophy grounded in the Mission and Values of Keene State College.

Mission

The Nursing Program's mission is to educate future nursing leaders to provide innovative, high quality, accessible academic programs in the geographic regions of Keene and beyond. We teach practices that promote the health and well-being of diverse individuals, families, communities, populations, and systems. We graduate competent nurses who make sound clinical judgments, communicate effectively, and make practice decisions using the best evidence available.

Nursing integrates science and practice. Science incorporates knowledge of relationships among nurse, patients and their environments within the context of health, nursing concepts and theirs, and concepts and theories derived from the basic sciences, humanities and other disciplines. The practice of nursing utilizes scientific inquiry evidenced in the nursing process. These dimensions provide the basis for core competencies as developed for the Nurse of the Future.

Philosophy

The philosophy of the Nursing Program is reflected in the American Association of Colleges of Nursing's (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice* available at <http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>

Organizing Framework

The organizing framework of the nursing curriculum is derived from the philosophy and rooted in the competencies defined by the *Nurse of the Future* available at <http://www.mass.edu/currentinit/documents/NursingCoreCompetencies.pdf>

Beliefs about Nursing Education

Baccalaureate nursing education builds on a strong foundation in the liberal arts, humanities and sciences. Nursing education reflects the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* and faculty beliefs about education and the profession. Nursing education prepares generalists to provide culturally sensitive nursing care across the lifespan and in diverse settings, provide leadership in interdisciplinary health systems, make sound clinical judgments, advocate for change and quality care, and value lifelong learning.

Research evidence on education and human development informs nursing education, faculty and curriculum development, and the evaluation of learning. Nursing faculty acknowledges that

nursing education and practice are challenging and recognize the importance of providing an appropriate balance of support for student learning and success. Nursing education is best when relationship-centered, interactive, experiential, reflective, respectful of learners and their development, and supports exploration and discovery.

As a community of learners, faculty and students explore assumptions about education and knowledge, and take these into account when co-creating learning experiences. Faculty are open to student development, student experiences, and student knowledge. Through meaningful learning contexts faculty invite students to grow toward more complex reasoning. Through their interactions, faculty and students engage in active construction and reconstruction of knowledge and experience.

Baccalaureate nursing education reflects the ever-changing demands of the profession and prepares graduates to practice and pursue advanced nursing education.

ASSUMPTIONS

We, as a program, ascribe to:

- Promote academic excellence
- Cultivate a high quality, student-centered environment
- Provide educational access and opportunity for success
- Preserve and promote the unique history and culture of the region
- Stimulate economic development in the Monadnock Region
- Continuously improve organizational effectiveness
- Build financial stability

NURSING PROGRAM OUTCOMES

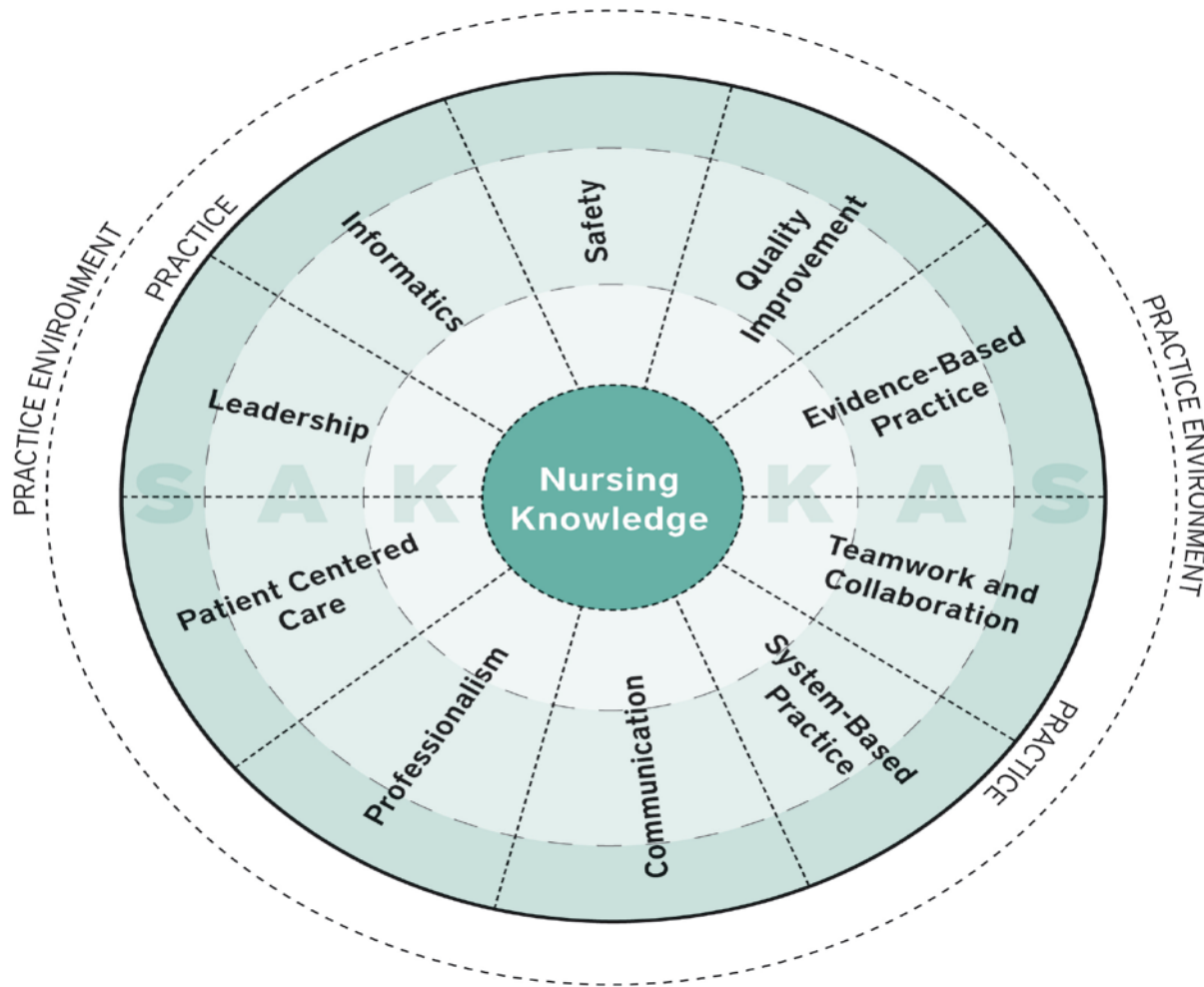
At the completion of the program, the graduate will:

1. Demonstrate accountability for practicing nursing within established moral, legal, ethical, regulatory, and humanistic principles.
2. Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal quality and value.
3. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
4. Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.
5. Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development.
6. Minimize risk of harm to patients and providers through both individual performance and system effectiveness.
7. Use data to monitor outcomes and care processes, and use improvement methods to design and test changes to continuously improve the quality and safety of health care.
8. Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

9. Deliver holistic nursing care, advocate for health promotion and disease prevention strategies at the individual, family, community, and global levels.
10. Demonstrate effective communication skills with clients that foster mutual respect and shared decision making to enhance patient satisfaction and health outcomes.

NURSE OF THE FUTURE CONCEPTUAL MODEL

BOARD OF HIGHER EDUCATION NURSING INITIATIVE NURSING CORE COMPETENCIES® The Science and Practice of Nursing



OVERVIEW OF NURSING PROGRAM

Integrative Studies Requirements (40 credits minimum)

Major Requirements (92 credits for Pre-licensure and 28 credits for R.N. Completion)

Allied Discipline Requirements Pre-licensure only (40 Credits):

BIO 230	Human Anatomy and Physiology I
BIO 232	Human Anatomy and Physiology II
BIO 241	Medical Microbiology
INCHEM 100	Introduction to Chemistry
HLSC 101	Health and Wellness
INHLS 175	Essentials of Nutrition Science
HLSC 285	Health in Society
IH	any foreign language
ISPSYC 312	Lifespan Development
MATH 141	Introductory Statistics

Pre-Licensure Student Option (52 Credits):

NURS 301	Intro to Professional Nursing (2 credits)
NURS 302	Intro to Patient-Centered Care
NURS 303	Pharmacology and Pathophysiology
NURS 304	Clinical: Patient-Centered Care
NURS 305	Evidence-Based Practice
NURS 306	Legal and Ethical Foundations
NURS 307	Clinical: Evidenced-Based Practice
NURS 401	Collaborative Care of Populations
NURS 402	Specialty Nursing Practice
NURS 403	Clinical: Specialty Settings
NURS 404	Nursing Leadership
NURS 405	Nursing Research
NURS 406	Clinical: Advanced Care (6 credits)

Electives: Select courses to reach a total of 120 credits for the degree.

R. N. Completion Option (28 Credits):

NURS 301	Intro to Professional Nursing (2 credits)
NURS 306	Legal and Ethical Foundations
NURS 401	Collaborative Care of Populations
NURS 403	Clinical: Specialty Settings (2 credits)
NURS 404	Nursing Leadership
NURS 405	Nursing Research
MATH 141	Introductory Statistics

Select one of the following:

NURS 309	Holistic Healthcare Practices
NURS 310	Healthcare Informatics

Degree Requirements: 120 credits

MAJOR REQUIREMENTS (52 credits)

- NURS 301 Introduction to Professional Nursing (2 cr)
- NURS 302 Introduction to Patient-Centered Care
- NURS 303 Pharmacology and Pathophysiology
- NURS 304 Clinical: Patient-Centered Care
- NURS 305 Evidence-Based Practice
- NURS 306 Legal and Ethical Foundations
- NURS 307 Clinical: Evidence-Based Practice
- NURS 401 Collaborative Care of Populations
- NURS 402 Specialty Nursing Practices
- NURS 403 Clinical: Specialty Settings
- NURS 404 Nursing Leadership
- NURS 405 Nursing Research
- NURS 406 Clinical: Advanced Care (6 cr)

Allied Discipline Requirements (40 credits)

- BIO 230 Human Anatomy & Physiology I
- BIO 232 Human Anatomy & Physiology II
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- IH foreign language (1 course)
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- MATH 141 Introductory Statistics

Electives (8 credits)

- _____
- _____

NOTE: I-prefixed courses may also be used to fulfill Integrative Studies requirements; **credits count once.**
See catalog for complete program requirements. This sheet is for general advising purposes only.

Rev. 5/10/2012

INTEGRATIVE STUDIES PROGRAM REQUIREMENTS (40 cr)

NOTE: *Thinking & Writing* must be completed within the first two semesters;
Quantitative Literacy must be completed within the first three semesters.

Foundations

ITW: Thinking & Writing _____

IQL: Quantitative Literacy _____

Perspectives

Students may take only **one** course in any specific discipline within the **PERSPECTIVES** area. Disciplines are shown in **BOLD**, such as **IAART**.
A discipline may be repeated for the **INTERDISCIPLINARY** requirement.
All students must complete a **minimum of 24 credits at the 100-200 level** and a **minimum of 8 credits at the 300-400 level.** (Check 300-400 levels here.)

IA: Arts – **IAART, IAENG, IAMU, IAFILM IATAD (1)**

IH: Humanities – **IHAMST, IHCOMM, IHENG, IHFILM, IHFR, IHGER, IHHGS, IHHIST, IHJRN, IHPHIL, IHSP (1)**

IA/IH: An additional course in either IA or IH (1)

IN: Natural Sciences – **INASTR, INBIO, INCHEM, INGEOL, INMET, INPHYS (1)**

IS: Social Sciences – **ISANTH, ISECON, ISGEOG, ISPOSC, ISPSYC, ISSOC (1)**

IN/IS: An additional course in either IN, IS (1)

Interdisciplinary

II: Any course beginning with II (1)

IA/IH/IN/IS/II: An additional course in either IA, IH, IN, IS, II (1)



NURSING - RN Completion Option

Bachelor of Science (120 cr)

MAJOR REQUIREMENTS (28 credits)

- NURS 301 Introduction to Professional Nursing (2 cr)
- NURS 306 Legal and Ethical Foundations
- NURS 401 Collaborative Care of Populations
- NURS 403 Clinical: Specialty Settings (2 cr)
- NURS 404 Nursing Leadership
- NURS 405 Nursing Research
- MATH 141 Introductory Statistics (prerequisite to NURS 405)

Select one of the following:

- NURS 309 Holistic Health Care
- NURS 310 Healthcare Informatics

Select courses to reach a total of 120 credits for the degree.

NOTE: I-prefixed courses may also be used to fulfill Integrative Studies requirements; **credits count once.**
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Rev. 5/10/2012

INTEGRATIVE STUDIES PROGRAM REQUIREMENTS (40 cr)

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IH: Humanities – IHAMST, IHCOMM, IHENG, IHFILM, IHFR, IHGER, IHHGS, IHHIST, IHJRN, IHPHIL, IHSP (1)

IA/IH: An additional course in either IA or IH (1)

IN: Natural Sciences – INASTR, INBIO, INCHEM, INGEOL, INMET, INPHYS (1)

IS: Social Sciences – ISANTH, ISECON, ISGEOG, ISPOSC, ISPSYC, ISSOC (1)

IN/IS: An additional course in either IN, IS (1)

Interdisciplinary

II: Any course beginning with II (1)

IA/IH/IN/IS/II: An additional course in either IA, IH, IN, IS, II (1)

PROMOTION AND TENURE

The Nursing Program expects all of its faculty to develop plans for how they intend to address the three areas of teaching effectiveness, scholarship and related professional activity, and service to the college in which faculty are evaluated. These plans are especially important to the evaluation of faculty who are not yet tenured or who are pursuing promotion to a higher rank. Faculty should consult their colleagues in order to receive feedback on their plans. Annual self-evaluations should address the plans, particularly in the articulation of short-term and long-term goals and the statement of professional identity.

DPEC (Department Peer Evaluation Committee) Procedures and Process

The Nursing Program will follow all procedures and expectations set forth in the KSCEA Collective Bargaining Agreement and the associated Faculty Handbook.

Generally speaking, DPECs will consist of all tenured department faculty other than the candidate being evaluated. Faculty on sabbatical, however, need not serve on a DPEC. A faculty member may also choose not to serve on a DPEC provided this does not reduce the number of faculty on the DPEC below the minimum number required.

A DPEC Chair shall be elected from among the faculty serving on the DPEC. The DPEC Chair will be responsible for organizing and facilitating DPEC meetings and writing the DPEC evaluation letter, though the letter must reflect the views of the entire DPEC, including any dissenting views. The Nursing Program shall attempt to rotate the responsibility of serving as DPEC Chair through its tenured faculty in order to equitably distribute workload.

A faculty member being evaluated must create an evaluation file in accordance with college and department expectations. All student course evaluations for the period of review must be included, along with other evidence supporting the faculty member's work in the three areas of evaluation. The faculty member is encouraged to make a presentation to the DPEC in order to provide context for the evaluation. However, DPEC discussions and the development of DPEC letters will occur without the presence of the faculty member being evaluated. The DPEC, typically through the DPEC Chair, may communicate with the faculty member being evaluated so that questions raised by the DPEC may be answered. The DPEC may also provide the faculty member with advice about improving the evaluation file in terms of its contents or organization. Candidates for promotion or tenure must include in their evaluation files the required narratives in the three areas of evaluation; the documentation included in the file should correlate well with these narratives.

Before the first formal meeting of a DPEC, and after all DPEC members have read the file of the faculty member being evaluated, the DPEC Chair shall provide the DPEC with an initial draft of the evaluation letter. Once the final letter has been approved and signed by the DPEC, the DPEC Chair shall deliver the letter and the faculty member's evaluation file to the appropriate office (Dean or Provost) by the established deadline.

Discipline Peer Evaluation Committee (DPEC)
Regarding Standards for Evaluations of Professional Performance

1. The Nursing Program DPEC will conform to Article IX, "Evaluation Procedures," of the Collective Bargaining Agreement and the Promotion and Tenure Standards in the KSC Nursing Faculty Handbook. Additional procedures and templates may be found at <http://www.keene.edu/admin/handbooks.cfm>
2. The DPEC shall annually be chosen in September by self-nomination and by the DPEC chair to conduct annual, biennial, and/or tenure evaluations of the professional performance of faculty members independently of the Divisional Dean's or Director's evaluation.
3. The chair of the DPEC forwards the faculty member's DPEC folder to the Director of Nursing. The Director of Nursing adds an administrative evaluation and submits the folder to the Dean. After review, the Dean writes a letter to the Provost. The Dean and the Director of Nursing then meet with the faculty member to review the entire DPEC file.
4. The faculty member being evaluated shall not be a member of the subcommittee of the DPEC assigned to evaluate him/her, but may participate in other DPEC procedures. The Director of Nursing is not eligible for DPEC Committee membership.
5. The size of the DPEC Committee shall be three (3) tenured faculty members.
6. A faculty member may designate a bargaining unit member from another discipline to serve as a member of his/her DPEC for the purpose of conducting a more comprehensive evaluation, or if there are not enough tenured faculty in the program.
7. In cases of promotion/tenure, all materials necessary for evaluation must be submitted in accordance with timelines established by the Vice President of Academic Affairs. Annual and biennial evaluations and recommendations should be completed preferably before the end of the spring semester but no later than commencement. In every instance ample time should be allowed to ensure fair and complete evaluations. Peer evaluations of teaching effectiveness will include class visits of the faculty member being evaluated. For purposes of class visits the Nursing DPEC will follow these guidelines.
 - a. Once the composition of the DPEC has been determined, class visits for purposes of observation and evaluation may begin. Untenured faculty will be visited each year. Tenured assistant and associate professors will be visited very two (2) years. Tenured professors will be visited every five (5) years. A faculty member has the option of requesting more frequent visits.
 - b. In visits to classrooms, DPEC members shall conform to basic principles of common courtesy and collegiality by providing reasonable advance notice of their intent to visit a particular class. Every effort should be made not to disrupt the class in any way.
 - c. DPEC members should avoid all visiting the same classroom sessions.
 - d. Once notified of the intent to visit a specific class, the evaluatee should provide the DPEC member with a copy of the current syllabus for the course.
 - e. In preparing written classroom observations the observer should consider the following guidelines:
 - i. Include some discussion of the syllabus and overall course structure, including aims (apparent and stated). Detailed analysis is not necessary.
 - ii. Substance of the class may be discussed in a broad way, relating it to the overall aims or topic of the course. The observer should avoid unnecessarily specific details.
 - iii. The observer should avoid being prescriptive but should address the apparent effectiveness of the teaching method being used.

- iv. Both the DPEC observer and the faculty member observed sign the Classroom Observation form.
8. DPEC shall be submitted in two separate binders. One binder contains all course evaluations from students. The most recent semester at the beginning of the binder. The other contains the DPEC information as outlined in the handbook.

Nursing Program
Classroom Observation Form

Faculty Member Observed: _____

Observer Name: _____

Class Number & Title: NURS _____

Day/Date and Time Observed: Date: _____ Time: _____ am pm

Monday Tuesday Wednesday Thursday Friday Saturday

Observer's Comments:

Faculty Member's Comments:

Observer's Signature: _____

Faculty Member's Signature: _____

Teaching Effectiveness

The Nursing Program expects all of its faculty to be effective teachers. The primary measure of teaching effectiveness is the quality of student learning. While teaching methods and philosophies will tend to vary among faculty, in order to facilitate and promote student learning, the Program expects a faculty member to:

- possess or develop appropriate expertise with the content of courses being taught;
- consider the impact of pedagogical practices employed in the classroom;
- plan and organize courses, units, and individual lessons so that students will have the opportunity to successfully engage with course and program learning outcomes;
- regularly assess student learning and employ multiple methods of assessment;
- provide support to students outside of class;
- advise students, both formally and informally, relative to both their academic programs and their career goals;
- stay current with respect to pedagogical practices, use of technology, and recommended course content;
- reflect upon all aspects of his or her teaching in order to improve student learning.

Documentation of teaching effectiveness may include:

- sample course syllabi;
- classroom observation reports completed by colleagues;
- samples of materials used in courses (e.g., handouts, classroom activities or demonstrations, assessment rubrics, projects, etc.);
- sample exams;
- student course evaluations from all courses taught during the period of review, along with a written reflection on these evaluations;
- examples of how a faculty member has addressed course or program learning outcomes;
- contributions to student advising.

In reviewing a candidate for promotion or tenure, the Program may consider the above-listed items. The candidate may include other items for the Program to consider, though whether such items are considered is at the discretion of DPEC members. With this in mind,

For tenure and promotion to Associate Professor, the Nursing Program would normally expect

- documentation of teaching effectiveness as described above;
- evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member's reflection and analysis of the course over a period of time.

For promotion to Professor the Nursing Program would normally expect, during the period of time following promotion to Associate Professor,

- documentation of teaching effectiveness as described above;
- evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member's reflection and analysis of the course over a period of time;

- evidence of initiative in teaching (e.g., creation of a new course, implementation of a new pedagogical approach, use of new assessment methods, etc.).

Scholarship and Related Professional Activity

The Nursing Program recognizes faculty practice four kinds of scholarship as defined by the Boyer Model. The general expectation is that all faculty members should be able to demonstrate the presence of an active and ongoing program of scholarship of one or more of the types described below, and that a substantial portion of the scholarship be focused around nursing and/or nursing education. In addition, the Nursing Program values scholarship in higher education in general and recognizes that a portion of a faculty member’s scholarship may be outside nursing and/or nursing education.

Type of Scholarship	Purpose	Sample Measures of Performance
<i>Discovery</i>	Build new knowledge through research	<ul style="list-style-type: none"> • Research – generate new knowledge • External grants • Conference presentation • Articles/Books – author/co-author • Recognized by professional organization/institution
<i>Integration</i>	Interpret the use of knowledge within and across disciplines	<ul style="list-style-type: none"> • Internal grants • Conference presentation • Articles/Books – author/co-author • Review journals, articles, books • Interdisciplinary projects • Consulting • Policy analysis
<i>Application</i>	Aid society and professions in addressing issues and problems	<ul style="list-style-type: none"> • Clinical practice • Practice guidelines • Leadership in professional organization • Advising student groups • Professional certifications
<i>Teaching</i>	Study teaching models and practices to achieve optimal learning	<ul style="list-style-type: none"> • Mentoring research, practice, theory • Design and implement course • Developing and testing instructional materials

Adapted from Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

New program faculty, in consultation with their program colleagues, should develop a scholarship plan that describes the type(s) of scholarship in which they will engage, the methods by which the scholarship will be conducted, and the anticipated products of the scholarship. Faculty are expected to sustain a program of scholarship and professional activity and DPEC letters should provide feedback on the faculty member’s plan and progress toward achieving

scholarship goals. It is understood that a faculty member's scholarship plan may change over time as new interests are developed and new opportunities encountered.

While scholarship products will tend to vary among faculty members, the Nursing Program expects some products to undergo thorough peer review and appropriately communicate scholarship results. With this in mind,

For tenure and promotion to Associate Professor, the Nursing Program would normally expect

- at least three presentations at regional/national discipline and/or higher education conferences;
- acceptance for publication of at least one article (research, expository, or pedagogical) in nursing or nursing education that has undergone thorough peer review;
- evidence of additional scholarship activities such as those outlined in the table above.

However, the Program recognizes that, in some circumstances and depending on the entirety of a faculty member's scholarship activity, the faculty member may be recommended for tenure even if no articles have been accepted for publication.

For promotion to Professor the Nursing Program would normally expect, during the period of time following promotion to Associate Professor,

- at least three presentations at regional/national discipline and/or higher education conferences;
- one of the following:
 - acceptance for publication of at least two articles (research, expository, or pedagogical) in nursing or nursing education that have undergone thorough peer review;
 - a book or textbook published by (or an agreement to publish such) a reputable publisher of textbooks in nursing or nursing education;
- evidence of additional scholarship activities such as those outlined in the table above;
- evidence of scholarly growth (e.g., work in a type of scholarship not previously pursued or increased level of activity in an area of prior scholarship).

What has been described here represents the Nursing Program's normal expectations, but is not intended to be either exhaustive or exclusive. Faculty members may engage in scholarly and professional activities they deem appropriate, but will be expected to justify how their activities relate to, and are reasonably consistent with, the program's and the college's expectations.

Service to the College

The Nursing Program expects all of its faculty members to participate in the organizational life of Keene State College, both within the program and at the school or all-college level. In the first year of appointment, faculty members are expected to contribute to program service only. From the second year forward, faculty members are also expected to contribute to service at the school and/or all-college level.

Service within the program includes:

- developing or updating curricula;
- coordinating multi-section courses;
- conducting learning outcomes assessment;
- organizing and/or participating in group advising sessions;
- organizing and/or participating in new student orientation;
- organizing and/or participating in the college open house;
- serving as program representative on certain committees;
- taking notes at program meetings;
- maintaining program computer classroom and discipline computer lab;
- advising student groups (e.g., Nursing Club);
- maintaining information about external student opportunities (e.g., summer programs, internships, graduate school, study abroad);
- writing program documents (e.g., assessment reports, curriculum proposals, advisory opinions);
- serving on program search committees;
- actively participating in program meetings;
- other activities as needed to conduct program business.

Service at the school and all-college level includes:

- serving on school or all-college committees;
- serving on accreditation teams;
- serving on campus-wide search committees;
- presenting at college-wide events related to service activity;
- presenting at conferences related to service activity;
- pursuit, acquisition, and/or administration of grants;
- development of college-wide curricula (e.g., Integrative Studies, Honors Program);
- serving on DPECs for faculty outside the program;
- other activities as needed to conduct school or college business.

Leadership positions include:

- serving as department chair;
- fulfilling leadership roles on school or all-college committees, accreditation teams, or campus-wide search committees;
- fulfilling leadership roles in KSCEA;
- fulfilling other leadership roles as needed to conduct department, school, or college business.

The Nursing Program also recognizes voluntary contributions of professional expertise to the community outside of Keene State College.

Documentation of service may include:

- letters from colleagues describing service contributions;
- documents produced as part of service contributions;
- descriptions of the results of service contributions.

With this in mind,

For tenure and promotion to Associate Professor, the Nursing Program would normally expect

- evidence of regular contributions to program service, as described above;
- evidence of contributions to service in at least one capacity at the school or all-college level, as described above, during the second year of appointment
- evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year following the second year of appointment.

For promotion to Professor the Nursing Program would normally expect, during the period of time following promotion to Associate Professor,

- evidence of continuing regular contributions to program service, as described above;
- evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year;
- service in at least one leadership position, as described above.

OFFICE HOURS

- As stated in the Keene State College Faculty Handbook.

VACATION PROTOCOL

- A. For nursing faculty on a nine (9) month appointment, the work year shall begin the Monday of the week before classes begin and shall end two (2) weeks after the final day of examinations for the spring semester.
- B. For nursing faculty on a twelve (12) month appointment, the normal work year shall be on a continuous year round basis.
 1. The exception shall be that, on an internally-established schedule approved by the Provost, one (1) nursing faculty per year shall be able to take a leave without pay for the period beginning three (3) weeks after the final day of examinations for the spring semester and ending one (1) week prior to registration for the fall semester.
 2. Nursing faculty vacation
 - a. Nursing faculty shall receive thirty (30) days of paid vacation per calendar year (January 1 to December 31).

- b. Nursing faculty shall be eligible to carry over a maximum of five (5) days of vacation from one calendar year to the next.
- c. Notwithstanding the above, the following applies to nursing faculty receiving sabbaticals:
 - i. Nursing faculty will not receive additional vacation during sabbaticals.
 - ii. Nursing faculty on full year sabbatical will have their pre-sabbatical vacation balance restored upon return from the sabbatical.
 - iii. Nursing faculty on a half-year sabbatical will be provided with up to five days of their unused vacations from prior to the sabbatical period plus the new year 30 day allotment effective immediately upon their return.
- d. Vacation shall be scheduled at a time mutually agreeable to the employee and the Director of Nursing. For the purpose of program staffing, two (2) weeks in advance or evidence of extenuating circumstances, which would be discussed with the Director of Nursing.
- e. A maximum of thirty (30) days of unused vacation shall be paid upon termination of employment or retirement

PERFORMANCE EVALUATIONS

- As stated in the Keene State College Faculty Handbook.
- Clinical Evaluations of Faculty.
- Peer/Administration Evaluations of Teaching.

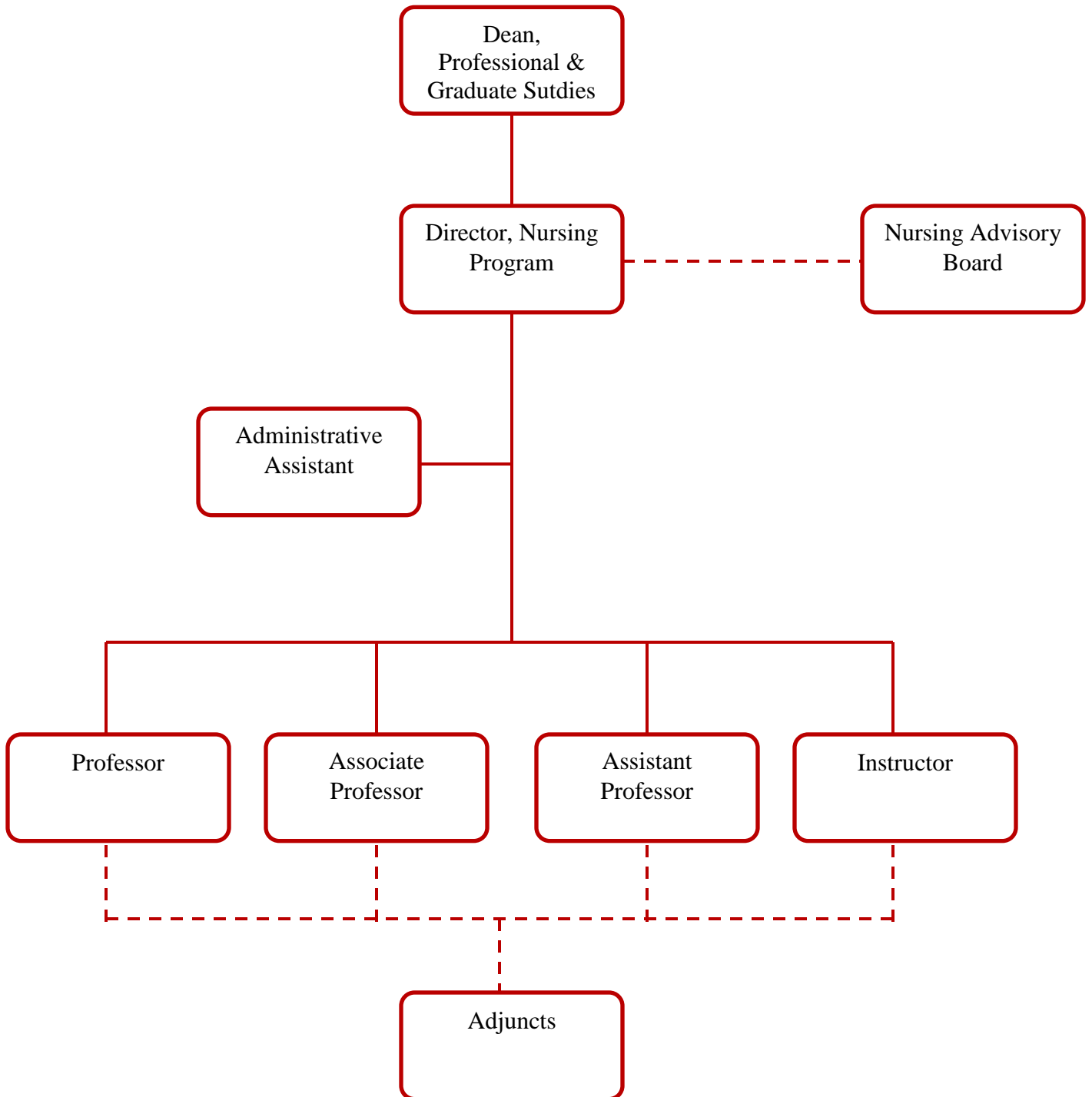
JOB DESCRIPTIONS

- As stated in the Keene State College Faculty Handbook.

STUDENT ADVISEMENT

- As stated in the Keene State College Faculty Handbook.
- Freshmen will be assigned a nursing faculty advisor.

NURSING PROGRAM ORGANIZATION CHART



NEW FACULTY CHECKLIST
NURSING PROGRAM

1. Contact faculty member at least two (2) weeks before the start of the semester or earlier, if possible.
 - Introduction of self as mentor and how orientation will proceed.
 - Schedule face-to-face meeting to review course documents (see #2).
 - Share information on orientation to clinical facility.

2. Prior to face-to-face meeting gather necessary items into a folder:
 - KSC/Nursing Program faculty/staff telephone numbers and email addresses
 - Nursing Program Student Handbook
 - Nursing Program Faculty Handbook
 - Academic calendar
 - Course syllabi and calendar
 - Course textbook(s)
 - Clinical evaluation tool(s), including sample evaluation
 - Telephone tree example
 - Student self-evaluation for clinical
 - Weekly or daily care plans
 - Clinical worksheets
 - Other course paperwork required
 - Example of clinical instructor weekly report
 - Student evaluations of facility, student evaluations of faculty, clinical faculty evaluation of facility
 - Learning contracts
 - Other:
 - ATI
 - Blackboard
 - CCP
 - Datatel
 - Skyscape
 - Tk20
 - Web Advisor
 - _____
 - _____
 - _____

- _____ 3. Meet with faculty member to complete checklist
- _____ • Location of Director of Nursing Program’s office and other faculty/staff offices
 - _____ • Review chain of command and reporting issues encountered
 - _____ • Review important features of Nursing Program Student Handbook
 - _____ • Review Nursing Program Faculty Handbook
 - _____ • Clinical site information, including key contacts and how to go about orientation for self to facility
 - _____ • Review all paperwork from item above (#2), giving special attention to proper completion of clinical evaluations of students
 - _____ • Discussion of clinical expectations of and for students
 - _____ • Discussion of how to handle potential problems encountered in clinical
 - _____ • Directions on how to get help before, during or after clinical of mentor and other faculty/administrators
 - _____ • On-campus student resources: library, learning center, counseling center, etc.
- _____ 4. Contact faculty member a week after first face-to-face meeting to clarify any concerns.
- _____ 5. Contact faculty member after second week of clinical to check comfort with role and review any problems found.
- _____ 6. Contact prior to changing clinical groups, if applicable.
- _____ • Sharing of student clinical performance with other clinical instructors
 - _____ • Clinical groups’ completion of required evaluation forms
- _____ 7. Contact two (2) weeks before the end of clinical to review end of semester procedure and to check satisfaction with course/KSC Nursing Program.

****NOTE**** Any issues that cannot be resolved by the faculty mentor should be referred to other program faculty or to the Director of Nursing.

New Faculty Member Name (please print)	New Faculty Member Signature	Date
Mentor Name (please print)	Mentor Signature	Date

WORKLOAD

As stated in the Keene State College Collective Bargaining Agreement.

ACADEMIC CREDIT HOURS & CONTACT HOURS

As stated in the Keene State College Collective Bargaining Agreement.

SIGNATURE PAGE

Nursing Program Faculty Handbook

I have read and understand the contents of the Keene State College Nursing Program Faculty Handbook. I agree to abide by the policies and procedures of the program.

Faculty Member Name (please print): _____

Faculty Member Signature: _____

Date: _____