



GEORGIA COLLEGE & STATE UNIVERSITY

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

NURSE MIDWIFERY PROGRAM (MSN-NM)

REPORT FOR PREACCREDITATION

GRADUATE PROGRAM

September 2019

Submitted to

The Accreditation Commission for Midwifery Education

This Preaccreditation report was written using the
Accreditation Commission for Midwifery Education (ACME)
Criteria for Programmatic Preaccreditation of Midwifery
Education Programs with
Instructions for Elaboration and Documentation
December 2009 (revised June 2013, April 2015)

Par Title Page

Name of Institution: Georgia College & State University

Specific Proposed Title of Name of Program/Programs:

College of Health Science

Georgia College School of Nursing,

Master of Science in Nursing – Nurse Midwifery Program (MSN-NM)

Post Master’s Certificate – Nurse Midwifery (NM)

Names, Credentials, Titles of Institutional Officers, and emails:

Officer 1:

Steve Dorman, PhD

President

Georgia College & State University

Steve.dorman@GC.edu

Officer 2:

Costas Spirou, PhD

Interim Provost and Vice President for Academic Affairs

Georgia College & State University

Costas.spirou@GC.edu

Officer 3:

Sandra Gangstead, PhD

Interim Associate Provost and

Director of the Graduate School

Sandra.gangstead@GC.edu

Officer 4:

Sheri Noviello, PhD, RN

Dean & Professor

College of Health Science

Georgia College & State University

Sheri.noveillo@GC.edu

Name, Credentials, Titles of Program Director ad Contact Phone/Email

Deborah MacMillan, PhD, CNM, RN

Director and Professor School of Nursing

Parks Memorial

Campus Box 063

Milledgeville, Ga 31061-0490

Office 478 445-1795

Cell 478 747-0986

Debby.macmillan@GC.edu

Overview

Georgia College & State University

Georgia College & State University (GC) is Georgia's only designated public liberal arts university. The university is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctoral degrees. The University has a rich history in higher education that began in 1889, when it was originally chartered as Georgia Normal and Industrial College, a two-year college for women. At that time, it was the state's only women's college with an emphasis on teacher training and business skills.

In keeping with its liberal arts mission, the University strives to have small classes that give many opportunities for individual student attention. Community based learning is an important concept at the university and the students, faculty and staff members collaborate with the communities of middle Georgia to provide unique educational experiences for our students that contribute to the local area and beyond. This involvement in community is evident in Georgia College's Quality Enhancement Plan, [ENGAGE](#), which provides a blueprint for building a culture of engaged learning through the development of structured and assessable Community based Engaged Learning experiences that connect students with the liberal arts and the wider community.

Tuition and fees (FY19) for a full-time undergraduate student who is a resident of the state of Georgia are \$4,673 per semester. Out-of-state tuition for full-time undergraduate students is \$14,030 per semester. The MSN and DNP programs are distance learning and students pay instate tuition rates which are extremely competitive at \$4,819.00 for 12 semester credit hours in Appendix I E.2.d. Compared to private liberal arts universities of similar size, GC offers a similar educational experience while being able to offer affordable tuition rates that are a fraction of the rates of those institutions. [The Graduate School](#) is ranked by U.S. News & World Report as one of the best master's level universities in the south. More than 70 percent of students receive some form of financial assistance. Additional information can be located in the Georgia College Fact Book 2018 https://irout.GC.edu/factbook16/Fact_Book_2018.pdf

Currently the SON offers the following degree programs: pre-licensure, RN/BSN completion, MSN (Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Women's Health Nurse Practitioner and Nurse Educator) and a post-master's Doctor of Nursing Practice. Additionally, the SON offers a post-master's certificate for all APRN focuses. Because of declining enrollment and interest in the RN-BSN program and the availability of this degree at other University System of Georgia institutes, the program is being deactivated in December of 2019. This will enable the GC SON to focus additional resources on the high demand BSN, MSN, and DNP programs.

The proposed post-baccalaureate MSN nurse midwifery (MSN-NM) program and NM post-master's certificate is projected to begin in summer, of 2020, enrolling five to six students, eventually growing to 12 students per cohort. The Georgia College MSN-NM is a 45-credit program designed to meet the *ACNM Core Competencies for Basic Midwifery Practice*. The MSN-NM consists of six semesters of full-time study or nine semesters part-time. For students who already hold an MSN, DNP, or Ph.D. in Nursing degree but are not board certified APRNs and are missing the "3 Ps" (Physical assessment, pathophysiology, pharmacology), the course requirements can take up to two years to complete for a total of 31 credit hours.

For students who hold an APRN license and are board certified in a specialty area, an individualized program of study will be developed by the program coordinator in the School of Nursing after determining equivalency of courses. A possible plan of study ranges from 16 to 27 credit hours. Residency requirement of 11 credit hours is the minimum number required by GC to obtain the post-master certificate.

The MSN-NM program and post master's certificate will be offered fully online (didactic content) with the clinical component of the program being face-to-face campus immersion experiences in the Simulation and Translational Research Center and faculty supervised/precepted clinical hours. Clinical experiences are obtained in a variety of locations and settings in Georgia.

Planning for the MSN-NM program and post master's certificate began in 2017 when the School of Nursing was approached by area stakeholders to consider offering a midwifery program to address the shortage of providers in this area. Currently the state of Georgia has only one university who offers a midwifery program and that is at a private institution that only offers a face-to-face program. Located in Milledgeville, Georgia College School of Nursing is in close

proximity to a number of rural and medically underserved counties. Georgia College is well positioned to help address this critical shortage in our state. Currently the School of Nursing has three experienced and qualified Certified Nurse Midwives on faculty who are available to develop and head the nurse midwifery program.

Information about Georgia College & State University is available at <https://www.gcsu.edu> and information about the School of Nursing Graduate and Doctoral Programs is available at <https://www.gcsu.edu/health/nursing/nursing-msn>

Table of Contents

Par Title Page.....	2
Overview.....	3
Table of Contents.....	6
List of Appendices.....	7
Web Addresses for the University.....	8
List of Abbreviations.....	11
Criterion I: Organization and Administration.....	12
Criterion II: Faculty and Faculty Organization	22
Table II.C.1 Courses with ACNM Core competency Content and Course Faculty.....	156
Criterion III: Students.....	39
Criterion IV: Curriculum and Student Learning.....	45
Table IV.A.1b. Congruency of the mission, values, and philosophy.....	49
Table IV.A.3 Curriculum Congruency with MSN outcome.....	53
Table IV.E.2 Curriculum Congruency with ACNM Midwifery Standards of Practice..	58
Table IV.E.b. Planned Student Recruitment.....	63
Criterion V: Resources.....	66
Criterion VI: Assessment and Outcomes.....	71
Appendices.....	80

Appendices

Appendix I.D	SON and CoHS Organizational Charts	80
Appendix I.E.1.a	CoHS Tenure and Promotion Guidelines.....	81
Appendix I.E.1.b	Ketchie CV.....	107
Appendix I E.2.c.1	GC Graduate Catalog.....	115
Appendix I.E.2.c.2	GC SON Graduate Handbook.....	116
Appendix I.E.2.d	Tuition and Fees Detailed.....	154
Appendix II. B	MSN Core Faculty Table II.B.....	155
Appendix II.C.1	Courses with ACNM Core Competency Content and Course Faculty	
Appendix II.C.2	All Faculty who Provide Clinical Supervision as Detailed in Criterion IIC2.....	157
Appendix II.C.2.b	Letters of support for clinical partnerships.....	158
Appendix II.C.e.g.1	SON Membership in Senate 2015 to 2019.....	160
Appendix IV. D. 2	Full and Part-time NM Program of Study	161
Exhibits	Complete List of Exhibits Provided on Webpage.....	163

URLs/Web Addresses for the University

Description of website in each criterion	URL
Georgia College & State University Website	https://www.gcsu.edu/
Georgia College School of Nursing	https://www.gcsu.edu/health/nursing
The Graduate School	https://www.gcsu.edu/future-students/graduate
Criteria I	
Southern Association of College and Schools	http://www.sacs.org/
Graduate School Catalog	http://catalog.gcsu.edu/en/2018-2019/Graduate-Catalog
Academic Policies	http://catalog.gcsu.edu/en/2019-2020/Graduate-Catalog/Academic-Policies
Georgia College Student Handbook	https://www.gcsu.edu/studentaffairs/handbook
Tuition and Fees	https://www.gcsu.edu/businessoffice/tuition-and-fees
Transfer Policy and Waiver	http://catalog.gcsu.edu/2018-2019/Graduate-Catalog/College-of-Health-Sciences/Nursing-MSN
Nursing Post-Master Certificates	https://www.gcsu.edu/health/nursing/nursing-post-masters-certificate-family-nurse-practitioner
Criteria II	
Non-discrimination policy	https://www.gcsu.edu/non-discrimination
Non –discrimination statement	https://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Affirmative-Action-and-Equal-Employment-Opportunities/Non-Discrimination-Statement
The Office of Inclusive Excellence	https://www.gcsu.edu/oie
Georgia College’s Inclusive Community	https://www.gcsu.edu/diversity
Freedom of Expression Policy	https://www.usg.edu/policymanual/section6/C2653
GC Faculty Handbook	http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Faculty-Handbook

GC Office of Human Resources <http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Office-of-Human-Resources>

University Senate <https://senate.gcsu.edu/>

Criteria III

Admission Criteria for Graduate Nursing <http://catalog.gcsu.edu/en/2018-2019/Graduate-Catalog/College-of-Health-Sciences/Nursing-MSN>

Nurse Midwifery Recruitment materials <https://www.gcsu.edu/communications/marketing-publications>

Office of University Communications <https://www.gcsu.edu/communications>

Graduate Catalog <http://catalog.gcsu.edu/2018-2019/Graduate-Catalog>

Registrar's Website <https://www.gcsu.edu/registrar>

MSN Graduate Nursing Handbook <https://www.gcsu.edu/health/nursing/nursing-msn>

Graduate Council <https://www.gcsu.edu/provost/graduate-council>

Student Complaints/Appeals <https://www.gcsu.edu/complaint>

Criteria IV

MSN Program Outcomes <https://www.gcsu.edu/health/nursing/nursing-msn>

Mission and Vision <http://catalog.gcsu.edu/2018-2019/Graduate-Catalog/College-of-Health-Sciences/Nursing-MSN>

Georgia College's statement on academic integrity <http://catalog.gcsu.edu/2018-2019/Undergraduate-Catalog/Academic-Policies/Student-Code-of-Conduct/Student-Academic-Dishonesty>

Criteria V

Georgia College Library <https://www.gcsu.edu/library>

Writing Center <https://www.gcsu.edu/writingcenter>

Career Center <https://www.gcsu.edu/career>

Criteria VI

Office of Institutional Research and Effectiveness <https://irout.gcsu.edu/>

Abbreviations

Abbreviation	Definition
GC	Georgia College & State University
GCSU	Georgia College & State University
CoHS	College of Health Sciences
CCNE	Commission on Collegiate Nursing Education
CTL	Center for Teaching and Learning
NFO	Nursing Faculty Organization
SON	School of Nursing
SACS	Southern Association of Colleges and Schools
SRIS	Student Rating of Instruction
USG	University System of Georgia

Criterion I: Organization and Administration

A. This PAR will be an in-depth self-study written by institutional faculty and administrators.

Criteria I, II, III were written by Deborah MacMillan, PhD, CNM (School of Nursing Director and Professor). Criteria IV, V and VI were written by Monica Ketchie CNM, DNP (Midwifery Program Coordinator and Assistant Professor) with input and review by Leslie Moore, PhD, MSN, MBA (Assessment Coordinator SON) and Sallie Coke PhD, FNP-C, PNP-C (Professor and Assistant Director Graduate Nursing). Sections of the report were reviewed by Sheri Noviello, PhD, RN (Dean of College of Health Science) and Costas Spirou PhD (Interim Provost and Vice President of Academic Affairs).

B. The midwifery program will provide opportunity to its relevant constituents for third part comment in relation to the pre-accreditation criteria at least two months prior to the scheduled site visit.

The School of Nursing invited third party comments to be sent directly to ACME from GC deans and department chairs, faculty, students, advisory board members, the USG network of nursing deans and directors and the Georgia network of nursing deans and directors via email in early September 2019. (see Exhibit I.B).

C. The institution has legal authority to offer the proposed midwifery program and to award the degree/certificate to which it leads.

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. GC is part of the University System of Georgia. The University System of Georgia (USG) is a part of the community in each of Georgia's 159 counties and provides services across the state. The USG is composed of 26 higher education institutions including four research universities, four comprehensive universities, nine state universities and nine state colleges.

GC received approval and has legal authority from the University System of Georgia for the proposed MSN-NM and postmaster's certificate NM. (see Approval letter, Exhibit I. C).

[View the USG website.](#)

D. The midwifery program will reside within or will be affiliated with an institution that will be currently accredited by an agency recognized by the United States Department of Education, or it will meet ACME's policy requirements for institutions based outside the United States (see Appendix B).

D. The midwifery program will reside within or will be affiliated with an institution that will be currently accredited by an agency recognized by the United States Department of Education, or it will meet ACME’s policy requirements for institutions based outside the United States (see Appendix B).

The MSN-NM and NM post master’s certificate will be an academic program offered through the SON at GC. Program admissions will be administered through the Graduate Admissions office of GC. GC is fully accredited by the Southern Association of Colleges and Schools (SACS-COC). GC is a Level V university which is able to offer baccalaureate degrees, masters of science degrees, an education specialist degree and doctoral degrees.

[View the SACS-COC website.](#)

The undergraduate programs of GC SON are approved by the Georgia Board of Nursing. The current BSN, MSN, and DNP GC programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

[View the CCNE website.](#)

Appendix I.D contains the current SON organizational chart and the CoHS organizational chart showing the reporting lines from the Program Director of the MSN-NM up through the system.

D.1. There will be evidence of commitment to the proposed midwifery program from key administrators in the institution and academic unit.

The proposal for the addition of a midwifery focus and a Women’s Health Nurse Practitioner focus under the existing MSN was drafted by Dr. Monica Ketchie and Dr. Josie Doss during the AY2017. The Women’s Health Nurse Practitioner focus is a companion program that shares two courses with the midwifery focus (NRS 7300 Women’s Health I and NRS 7310 Women’s Health II) as well as the core and support courses for the MSN. The WHNP student will sit for national certification with the National Certification Corporation (NCC). It is important to note that while there are clear differences in the roles of NM and WHNP there are also some areas of overlap in their responsibilities as the GC curriculum indicates. During this time, it was discussed and reviewed by the SON faculty at Graduate Nursing Committee meetings and SON

Curriculum meetings. It was brought to a vote during Nursing Faculty Organization Meeting and received full approval. It was submitted on August 1, 2018 to the College of Health Science Curriculum Committee where it received full endorsement and was sent forward to the GC University Graduate and Curriculum Committees. During each phase of the evaluation the proposal was fully supported. The proposal was presented to the GC Senate for informational purposes prior to being sent to the University System office for final approval. GC SON received confirmation from the USG for the midwifery concentration and the women's health concentration on January 11, 2019. The Women's Health Nurse Practitioner program enrolled the first cohort in summer of 2019 and will be reviewed at the CCNE site visit that is scheduled for the fall of 2020. This can be viewed as Approval letter, Exhibit I. C.

The basis for the strong support across the university and at the USG level can be traced to the GC 2016 -2021 Strategic Path to Preeminence. Specifically Goal 3: to offer a limited number of exceptional quality graduate programs that are highly relevant to workforce demand and supportive of the university mission and Goal 6: to strengthen community and regional ties through service, research, programs, and partnerships that enhance economic, educational, and cultural opportunities to improve the quality of life for citizens of Milledgeville/Baldwin County and the middle Georgia region.

View the [Georgia College 2016 – 2021 Strategic Plan](#)

The new midwifery focus will utilize core courses from the existing MSN concentrations as well as major support courses including NRS 5480 Advanced Assessment, NRS 6300 Advanced Physiology and Pathophysiology, and NRS 5800 Applied Pharmacology. The concentration will require the addition of 7 new courses that will provide the didactic and clinical requirements for students to sit for the Certified Nurse Midwifery (CNM) exam. Three of the new courses will be offered concurrently to students completing the existing Women's Health Nurse Practitioner (WHNP) concentration and the NM concentration, while 3 additional courses will be specific to the Nurse Midwife students. Our existing MSN programs have strong support and an excellent track record of attracting students because of our record of student retention and certification

pass rates as documented on the Institutional Research Office webpage for [Performance on External Examinations Report](#).

It is estimated that 1 million mothers per year do not receive adequate prenatal care. The American Congress of Obstetricians and Gynecologists (ACOG) has reported that nearly 50% of all U.S. counties do not have obstetrical care providers. In Georgia, there are 79 counties without an OB/GYN provider and patients are often required to travel 40 miles or more for care. At times, a single provider is covering up to eight counties or over 2500 square miles. As a result, in 2014 it was reported that 7.8% of live births in GA were to women receiving late or no prenatal care. This was up from 7.4% in 2013, and 6.9% in 2012. America's health rankings indicate that Georgia currently ranks 44th in women's health risk, and 48th in infant health risk of the 50 states. This gap in quality care is partially due to a national shortage of providers of primary, reproductive, gynecologic, and obstetric health care for women. Due to a decline in the number of graduates from OB/GYN medical residency programs, a 25% shortage of women's health care providers is predicted by the year 2030. There is currently one Nurse Midwifery program in the state of Georgia. Both are offered through a private institution unaffiliated with the University System of Georgia (USG). In its 2015 white paper, ACNM vowed to strengthen the quality, capacity, affordability and accessibility of midwifery education programs and to increase the number and diversity of the midwifery workforce. GC was approached by stake holders in rural and medically underserved Georgia to consider offering a midwifery program to help address this urgent need.

D.2. The midwifery program will have sufficient fiscal resources to ensure that program objectives can be met.

There is full financial support for the preaccreditation, accreditation, and ongoing operational phases of the MSN-NM and post-master certification NM program. The MSN-NM and certification program will be fully supported within the operating budget of the GC SON, and oversight of funds will be performed by the Program Coordinator in collaboration with the Director of the SON. The cost of preaccreditation and accreditation are provided by the office of academic affairs. The SON operational budget received approval for one additional Assistant

Professor tenure track line with a focus in Women's Health and Midwifery for the academic year 2019 -2020. During this academic year this faculty will work with the NM Program Coordinator and Director of SON to fully operationalize the curriculum and secure clinical placement sites and Memorandum of Understandings with facilities. Significant financial investment has already been expended to expand the infrastructure, staff and equipment at the Simulation and Translational Research Center that focuses on skills acquisition and verification of core competencies for midwifery.

Additional support comes from of HRSA Award No. 2 T94HP309080300 Grant No. T94HP30908 with a Budget Period of 07/01/2019 to 06/30/2023. Improving Georgia's Health - Addressing the Healthcare Needs of Georgia's Rural and Medically Underserved Areas a four-year Advanced Nursing Education Workforce (ANEW) Grant from the Health Resources Service Agency (HRSA of the Department of Health and Human Services in the amount of \$3.7 million was awarded to Dr. Sallie Coke the Assistant Director of Graduate Nursing and the Program Coordinator for the Family Nurse Practitioner program. The new grant will help educate and train nurse practitioners to work in rural areas of Georgia. Georgia College was the only school in the State of Georgia to receive funding for all 7 possible years of this HRSA ANEW grant program. As author and principal investigator of this highly impactful rural health program, Dr. Coke's leadership in the federally funded program has brought GC external awards totaling \$4,246,865. Permission was just received to include the Women's Health Nurse Practitioner students in this award and, if approved to begin the midwifery program, Dr. Coke plans to explore if these students can included. If not, this midwifery will be added to the next grant application.

D.3. The midwifery program will have input into the budget process and/or financial planning to ensure ongoing adequate program resources.

The Nurse Midwifery Program Coordinator will work closely with Director Deborah MacMillan and Dean Sheri Noviello and have input into the budget process and financial planning to ensure ongoing program resources. The GC budget process continues to highly prioritize academic planning and allocation of resources strategically to ensure meeting their goals. The annual budget is prepared to support stated goals and objectives for the academic year, available for discussion and review by faculty, and approved by the University System of Georgia Board or Regents. All schools and colleges in the university follow the same process for

budget preparation and review. In preparing the budget, Dean Noviello meets with school directors and department chairs after they have met with their program coordinators to assess resource needs for the following fiscal year, and submits a proposed budget to the Senior Academic Vice President and Provost. There is a university wide open budget review that is presented by the President of the University, Dr. Steve Dorman that everyone is encouraged to attend.

Graduate program enrollment has gradually increased over the past three years and operating and faculty resources have increased accordingly. The Dean has received full support for budget requests, including a number of faculty and staff positions for each of the three years. The operating and personnel budgets of the GC SON are evidence of the university’s support through allocation of adequate fiscal resources as noted in the table below:

BUDGET CATEGORIES	FY2018	FY2019	FY2020
Operating	\$49,421	\$66,598	\$74,077
Personnel	\$2,400,256	\$2,427,844	\$2,790,197
Travel	\$4,465	\$8,440	\$9,316
Professional Development	\$50,020	\$51,759	Not yet budgeted
Total	\$2,504,162	\$2,554,641	\$2,873,590

D.4. The midwifery program will be in an institutional environment that promotes and facilitates scholarly and professional productivity.

The Tenure and Promotion Committee (T&P) within the SON and the CoHS and the rank, promotion, and tenure system at GC University are designed to support scholarship, teaching, and service. The criteria of service includes not only service to the university but service to the profession and the community. The SON supports all faculty members to practice clinically one eight-hour day per week to maintain clinical competency. This is in alignment with the National Organization of Nurse Practitioner Faculty (NONPF) national guidelines.

As Georgia’s only public liberal arts university, GC has a strong record of scholarship. The university places a strong emphasis on excellence in teaching and supports and recognizes the scholarship of teaching and learning in addition to more traditional forms of scholarship in the tenure and promotion process. [The Center for Teaching and Learning](#) (CTL) fosters academic excellence by supporting and advancing collaborative, innovative, and engaged evidence-based

teaching/learning experiences in and beyond the classroom. CTL regularly offers workshops, writing space and support to facilitate scholarly productivity. The [Faculty Research Grant program](#) at Georgia College is intended to provide small grants to support faculty scholarship and creative endeavors. The expectation is that the Faculty Research Grant supported projects will lead to faculty publications or public performances and exhibitions creative works and applications for external grant support. The [Office of Grants and External Projects](#) provides support during all phases of grant development and implementation. During the last three year the SON faculty were awarded a total of \$10,146,227.00 in external grant funding to support SON programs. In the past three years, the SON faculty have published 2 books, 10 book chapters, 15 journal articles, and presented at over 20 state, national, and international meetings/conferences. Faculty members have been interviewed by the press and participated on national panels because of their national expertise.

E. Each midwifery program will be a definable entity distinguishable from other education programs and services within the institution. Each complies with: *No narrative is required for E.*

E.1. The midwifery program will be directed by a midwife who will be clearly identified by title and position, will meet institutional qualification for appointment to that position, and will be responsible to insure all element of the *ACNM Core Competencies for Basic Midwifery Practice* will be included in the curriculum.

The GC SON has consistently supported the professional credentialing requirements of accrediting bodies in appointing track coordinators. The nurse practitioner track coordinators are certified in their specialty areas (Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, respectively) consistent with the Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality Nurse Practitioner Education, 2016.

The nurse midwifery program will be directed by Monica Ketchie DNP, CNM, ANP. She is a Certified Nurse Midwife who has been practicing in the state of Georgia as a full-scope CNM since 1995 (AMCB certification number 7234.) Dr. Ketchie continues to work part-time as a CNM to maintain her clinical expertise. Dr. Ketchie received her Doctor in Nursing Practice degree in 2014 from Augusta University in Augusta, Georgia. She received her Master of Science in nursing with a focus on midwifery from East Carolina University in Greenville, North Carolina in 1994 and her bachelor of science in nursing in 1985 from the University of Connecticut in Storrs, Connecticut. Dr. Ketchie came to GC SON in 2015 as an assistant professor. Her previous

teaching experience can be noted on the CV. The official evidence of her appointment as program coordinator is found in Exhibit I.E.1.

Dr. Ketchie is responsible for programmatic integrity and compliance with the ACNM Core Competencies threaded throughout the MSN-NM curriculum. As a CNM and tenure track Assistant Professor, Dr. Ketchie meets the requirements to be a program coordinator.

As defined in the [GC SON Educational Effectiveness Plan](#) (Exhibit I. B.4.a.), nursing faculty have specific expectations related to teaching, scholarship and service. These expectations are consistent with the [GC University Faculty Handbook](#) that details expectations with respect to faculty teaching, scholarship, and service in the guidelines for promotion and tenure. Additional information is provided within the SON and CoHS Tenure and Promotion Guidelines (see Appendix 1.E.a.) Faculty responsibilities and instructional policies are discussed in individual and group meetings with the GC SON Director and during yearly faculty evaluation meetings. Faculty roles in teaching, scholarship, service, and practice continue to reflect the mission of the GC University and the GC SON mission/philosophy and program outcomes (see Criterion IV).

Monica Ketchie's Curriculum Vita provides full evidence of meeting the University requirements of teaching, scholarship, and service (see Appendix 1.E.b). In the area of teaching. Dr. Ketchie consistently receives high marks from student related to her teaching. She incorporates the use of low and high-fidelity simulation into the classroom. She is experienced in teaching both face-to-face classes and also online didactic content delivery utilizing best practices related to Quality Matters.

Dr. Ketchie has presented her research related to maternal obesity and barriers to physiologic birth locally and nationally. She has reviewed, wrote and published 12 chapters in *Elsevier Maternal Child Nursing Care Study Guide*. She has mentored many DNP and undergraduate research projects. Many of these students have presented their research within the state. She is passionate regarding global maternal child health. She leads a study abroad trip to Tanzania that includes both graduate and undergraduate students educating student on health issues in developing countries. The trip includes the students becoming Women's Health Ambassadors and educating women on menstrual hygiene health so women can stay at school and work.

E. 2. Policies, requirements and public disclosure data for the midwifery program will be accurately described in the institution’s representations to the public about the proposed midwifery program in the following aspects: *No narrative is required for E.2.*

E. 2. a. Preaccreditation status from the Accreditation Commission for Midwifery Education (ACME) (formerly the ACNM Division of Accreditation), including the address, telephone number and electronic address for ACME.

All materials related to the MSN-NM to date clearly state “Preaccreditation application will be reviewed at the 2020 Accreditation Commission of Midwifery Education (ACME) Board of Review meeting. “

When preaccreditation status is granted it will be clearly displayed on the website, all marketing materials and handouts related to the MSN-NM program (see Exhibit I.E.2.a). In addition, the address, phone, and electronic address for ACME will be included in all places that state GC SON’s preaccreditation status.

E.2.b. Certificate or degree that will be earned.

The Master of Science in Nursing degree will be awarded, and will appear on the student diploma (see Exhibit I.E.2.b.1). The academic transcript will show the degree earned, Master of Science in Nursing, and the concentration, Nurse Midwifery. The name of the degree is found on the GC SON program website. The name of the degree and concentration will also be included in the 2020-2021 Graduate Nursing Catalog.

[Post-Master Certificates](#). Georgia College School of Nursing offers a number of options for Master of Science in Nursing (MSN) prepared nurses who are seeking to certification as a Family Nurse Practitioner, Nurse Educator or a Psychiatric Mental Health Nurse Practitioner.

For students who already hold an MSN, DNP, or Ph.D. in Nursing degree but are not board certified APRNs and are missing the “3 Ps” (physical assessment, pathophysiology, pharmacology), the course requirements can take up to two years to complete for a total of 31 credit hours.

For students who hold an APRN license and are board certified in a specialty area, an individualized program of study will be developed by the program coordinator in the School of Nursing after determining equivalency of courses. Students submit all course syllabi for review. A possible plan of study ranges from 11 to 21 credit hours. Eleven credit hours is the minimum number required by GC to obtain the post-master certificate.

[View the GC SON website](#)

[View the Graduate Catalog](#)

E.2.c. Academic policies, such as admission, continuation, and graduation requirements and possible patterns of progression through the program.

Academic policies are available in the current 2019-2020 GC SON Graduate Catalog.

Specific policies related to the MSN-NM program will be included in the 2020-2021 GC Graduate Catalog and GC SON Graduate Nursing Handbook

[View the Academic Policies](#)

[View Registrar's Office Webpage](#)

E.2.d. Tuition and fees, with their relevant refund policy, and related costs, such as required texts and technology, and clinical site expenses.

Tuition and fees for the program are consistent with University policies, and fees for 2019-2020 are posted on the GC University website. Because of the cost of printing normally brochures do not include specific tuition cost but rather a URL to find the latest information. Updated costs for the MSN-NM program will be included in the 2020-2021 GC Catalog and webpages. (See Appendix 1.E.2.d)

E.2.e. Transfer of credit policy.

Graduate students must have earned a "B" or better in the course being transferred: a maximum of six credits can be accepted in transfer pending approval of the GC Graduate Committee and Midwifery Program Coordinator. Only courses that are comparable (in content and credit hours) to those required by the Graduate Nursing Program will be accepted in transfer. Transfer of credit from another accredited institution of higher learning will be allowed if the syllabus is submitted and reviewed by the course faculty to ensure that content is appropriate and equitable.

Criterion II: Faculty and Faculty Organization

A. All faculty are recruited, appointed and promoted according to the institution's non-discrimination policy.

The following statement is contained in the employment posting for each posting through GCJobs: Georgia College is committed to the fundamental principle of equal opportunity and equal treatment for every prospective and current employee and strives to create a campus environment which understands, fosters, and embraces the value of diversity. No person shall, on the grounds of race, color, sex, sexual orientation, religion, national origin, age, disability, veteran status, or genetic information, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by Georgia College.

Search Committee members are required to complete training that addresses the important issues of confidentiality and inclusive excellence. The SON utilizes the [Office of Human Resources](#) and [Office of Inclusive Excellence](#) to help us identify potential applicants and to hire new faculty and staff.

The university underwent a review of their Promotion and Tenure Policies and Procedures beginning spring of 2015 and concluding in April of 2017. The process and the final documents from the Promotion & Tenure Task Force can be reviewed in detail in the [Final Report](#). Based on this report a similar process was undertaken at both the SON and the CoHS level. Criteria for documents used for evaluation of Promotion and Tenure are now submitted in and electronic format.

All faculty are evaluated annually based on the CoHS Policy & Procedures for Faculty Performance Appraisal Document (see Exhibit 2.A.1) and the SON Faculty Performance Appraisal Document (see Exhibit 2.A.2). Both the CoHS and SON documents were revised in 2017-2018 academic with faculty input and approved by the CoHS and SON at their faculty and staff meetings. This are in alignment with both the GC University guidelines and the USG guidelines. Tenure and Promotion evaluation begins at the department or school level and then moves through the college and finally to the Provost and President for approval. The process is detailed in the By-Laws for the SON and the CoHS.

The SON Bylaws outline the procedure for Promotion and Tenure review and their internal process is completed as the first step in the review process. All faculty who are tenured and Associate Degree or higher make up the SON Tenure and Promotion Committee. The Lecturer promotion committee is made up of all Senior Lecturers and additional tenure track faculty as needed to form a committee.

The COHS Tenure & Promotion Committee consists of five (5) faculty members, two (2) from the School of Nursing, two (2) from the School of Health and Human Performance, and one (1) from the Department of Creative Arts Therapies. Each program area elects the tenured faculty member(s) with rank of Associate Professor or higher from the unit to serve on the committee. No persons may participate on this committee in any year they are being considered for promotion or tenure. Additionally, the Department Chair, Division Director, and Dean are ineligible for service on the committee. If a qualified committee member is not available from within the unit, a unit election will be held to select a qualified faculty member from another unit within the COHS to represent the unit on the committee. In the event of extenuating circumstances that preclude the ability of the committee to conduct an election within the required time frame of the review of applicants for tenure and promotion, replacements on this committee will be assigned by the Dean with input from unit heads. The COHS Tenure & Promotion committee shall: 1.) Review promotion and/or tenure applications and make recommendations., 2.) Insure adherence to policies and procedures pertaining to matters of promotion and tenure., 3.) Facilitate election of committee members for service in the coming academic year., 4.) Review the College Promotion and Tenure Guidelines and make recommendations.

B. All faculty are qualified to provide students with a level of instruction, supervision and evaluation that is compatible with safe practice and student learning needs.

Appendix II B. includes the table with a description of the MSN-NM Core faculty, faculty teaching the program (program faculty) and Nurse Midwifery specific course and clinical faculty. Core faculty are defined as members of the SON faculty with Graduate Faculty Status who in collaboration with the Graduate Nursing Committee determine academic policies/procedures and adopt changes to the graduate curriculum for all graduate courses and academic programs to achieve program outcomes and evaluate program effectiveness. The Criteria and Process for

Membership to the Graduate Faculty of Georgia College can be viewed in Exhibit 2.B. The membership of the Graduate Nursing Committee consists of the Assistant Director of Graduate Nursing, program coordinators, plus two additional full-time faculty with Graduate Faculty Status appointed by the Director of the SON.

B.1. Midwifery program faculty are certified by ACNM, the American Midwifery Certification Board (AMCB), or another appropriate credentialing body for faculty who are not midwives.

Credentialing information for Core Faculty and Midwifery Program Faculty, including certification information and Curriculum Vitae are found in Exhibit II. B.1.a AMCB certification has been verified for all midwives who are midwifery program faculty and can be found in Appendix II.C.2 Clinical Faculty table and Exhibit IIB.1.b.

B.2. Have education credentials appropriate to the level at which they teach, with a minimum of a master's degree, and meet the academic institution's requirements for faculty. If a faculty member possesses less than these qualifications, that individual must be responsible to a qualified faculty member.

All GC SON faculty members hold a minimum of a master's degree in nursing and teach in their area of expertise. All tenured faculty members hold doctorates. The GC SON conforms to the SACS faculty requirements and the Georgia Board of Nursing. Faculty who supervise APRN students are encouraged and supported to maintain a current active clinical practice – this is supported by The National Organization of Nurse Practitioner Faculties guidelines for evaluation of programs.

B.3. Have preparation for teaching commensurate with the teaching assignment, e.g. didactic classroom, mixed medium and distance delivery and/or clinical teaching.

All GC SON faculty are prepared by their educational background and experiences to provide instruction in both online and face-to-face didactic classes as well as in the clinical environment. Faculty are assigned a SON faculty mentor for the first year they are employed and teach at GC. In addition to the one-on-one faculty mentoring within the SON, the [Center for Teaching and Learning](#) (CTL) strives to foster academic excellence by supporting and advancing collaborative, innovative and engaged evidence-based teaching/learning experiences in and beyond the classroom. CTL offers many opportunities to faculty for professional development and certifications. Some specific examples are new faculty orientation program are in Exhibit C.3.d. Quality Matters Training, and a series of online and [face-to-face classroom and online](#)

[teaching resources.](#) GeorgiaVIEW (Brightspace by D2L) is GC's Learning Management System. The GeorgiaVIEW course sites allow anytime, anywhere access to course materials, syllabi, quizzes, discussions, assignments, grades, etc. As the administrative home for GeorgiaVIEW, The Center for Teaching & Learning (CTL) provides both technical and pedagogical support to instructors using GeorgiaVIEW. CTL is also available to faculty if they have a technical question on GeorgiaVIEW or if they need support with specific tools or resources to achieve their teaching goals.

GC SON faculty are supported in efforts for excellence in teaching/learning with opportunities to receive both Faculty Research Grants and also Scholarship of Teaching and Learning (SoTL) Grants. These funding opportunities are offered twice a year and a number of GC SON faculty have applied for and received these grants.

B.4. Have competence commensurate with the teaching assignment.

The individual clinical experience of GC SON core faculty provides a strong basis of skills that will ensure the development and maintenance of a rigorous program of study for the NM program. These core and support courses are already a part of GC SON established MSN program which has a demonstrated record of excellence for the FNP, PMHNP, and NE programs. Faculty who teach in the graduate nursing program are awarded graduate faculty status according to the university policy that review faculty's teaching experience in the graduate program, certifications and CV.

GC was ranked No. 28 in regional universities south and the graduate nursing program was ranked No. 30 in Best Online Graduate Nursing Programs by [U.S. News and World Reports](#). Dr. Leslie Moore received the 2017 Jane Van de Verde Nurse Educator Award from the Georgia Association for Nursing Education Association and the GC Teaching Excellence Award in 2018. Dr. Josie Doss received the CoHS Excellence in Scholarship and Creative Endeavors Award in 2018.

Core faculty are midwives in the MSN-NM all practice clinically, and teach according to their area of expertise, based on the areas in which they work. Dr. Monica Ketchie a certified nurse midwife tenure-track faculty has current expertise in antepartum, intrapartum, and gynecological care. Dr. Laura McKay is a certified nurse midwife and Family Nurse Practitioner who is a part-time lecture in the SON. She maintains an active practice in the Savannah area

running a mobile clinic. Dr. Deborah MacMillan is a certified nurse midwife and tenure track faculty with expertise in antepartum, intrapartum, and gynecological care. As Director of the SON, Dr. MacMillan no longer maintains a full-scope midwifery practice, but continues to provide gynecological care at a free-clinic as a volunteer on a regular basis. All nurse midwifery faculty are qualified to teach in the core courses as well as within specific NW courses. An assistant professor tenure track line has been approved for the SON that will focus on the midwifery program and a search will begin to fill that position permanently in spring 2020 (see Appendix II.B. Midwifery Core Faculty Table).

All GC SON faculty are evaluated annually consistent with University guidelines and the SON Education Effectiveness Plan (see Exhibit I.B.4.a), developed and approved by all faculty in fall of 2018. Faculty outcomes included benchmarked goals detailed in the SON Educational Effectiveness Plan. Faculty outcomes related to teaching effectiveness are evaluated using the University Student Rating of Instruction Results (SRIS) system. Additional outcomes are based on benchmarks for maintenance of national certification requirements, scholarship and service to the School, University, and Profession. Results of faculty achievement of outcomes are used by the Director as performance indicators for the yearly review. Student evaluations from a confidential survey (SRIS) (see Exhibit II.B.4.a), narrative student comments, and student ratings relate to meeting course objectives, provide feedback for evaluation teaching and setting goals for improvement.

C. Faculty participating in the midwifery program will have the following responsibilities that will provide students with a level of instruction, supervision and evaluation compatible with safe practice and students learning needs:

C.1 Instruction, supervision, and evaluation of students in didactic courses containing *ACNM Core Competencies for Basic Midwifery Practice* shall be the responsibility primarily of midwifery program faculty.

Monica Ketchie, DNP, CNM, ANP the Program Coordinator, is extremely qualified to teach any of the MSN-NM didactic and clinical courses within the MSN-NM program. She practices in a full-scope midwifery clinical practice. She will be teaching the 5 NM course in the program and will be responsible for supervision and evaluation of students in didactic/lab courses (see Appendix II.2.1, NM course syllabi (see Exhibit II.C.1). Graduate faculty in the SON, as reflected in Appendix II.B. Midwifery Program Faculty table, will teach other foundational/core

courses in the MSN-NM program (see Appendix II.C.2.) A new faculty line which focuses on the midwifery program has been approved and the search process to recruit and fill this position will begin in January of 2020.

C.2. Instruction, supervision, and evaluation of student in clinical learning shall be the responsibility primarily of certified midwives.

Certified nurse midwives from the GC SON and the broader community will be teaching students and will have primary responsibility for supervision and evaluation. See Table II.C.2 Clinical Teaching Responsibility for Clinical Midwifery Program Faculty in Appendix II.C.2. The GC SON has significant support from clinical agencies to insure quality education of students (see Appendix II.C.2.b. Letters of support for clinical partnerships).

C.3. Core faculty participate in the following responsibilities: *No narrative required.*

C.3.a. Development and/or implementation, and evaluation of the curriculum.

GC MSN-NM curriculum reflects a sustained record of academic excellence over the last 20 years for GC SON and an emphasis on current relevant professional standards. As the curriculum program was developed, core faculty and Dr. Monica Ketchie, NM Program Coordinator, used available national standards and competencies that were congruent with the MSN educational level to create the course content to ensure student outcomes would be attained.

During the development phase of the program, core faculty and Dr. Monica Ketchie worked within the SON Graduate Committee and the Nursing Faculty Organization (NFO) to receive input. The curriculum and program outcomes were additionally reviewed by the SON Educational Effectiveness Committee to establish faculty and academic policies for the evaluation of program effectiveness. Minutes from GC committees and NFO are found in Exhibit II.C.3.a.

The core courses and the foundational courses for the NM are shared with the other MSN concentrations within the SON: FNP, PMHNP, and NE. These courses were designed based on *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and *The Essentials of Master's Education in Nursing* (AACN, 2011). These courses contain essential content identified as a requirement for all students who pursue an MSN regardless of specialty area.

The MSN-NM specific curriculum confirms to accreditation guidelines as established by the *Accreditation Commission for Midwifery Education (ACME, 2013, 2015)* as well as the knowledge, skills, and behaviors outlined in the *ACNM Core Competencies for Basic Midwifery Practice*. In conjunction these standards guided the development of the NM specialty didactic and clinical curriculum for the program. As with any program within the GC SON, once the program is implemented a process of continuous improvement will be utilized to ensure program quality. The continuous improvement process includes the collection of formative and summative evaluation from student focus group and stake holders. End-of-course reports for each course are submitted to the Graduate Committee for evaluation and review on a yearly basis after each course is taught.

C.3.b. Selection, evaluation, advancement, and advisement of students.

Admission criteria for graduate students were developed by the Graduate Nursing Committee and approved by the Nursing Faculty Organization (NFO). The criteria are used to ensure that students admitted will be able to succeed with graduate study. Admission criteria and information are posted on the SON webpage and all information is reviewed for accuracy and updated regularly. Standards are reviewed and revised on an as needed basis and the documentation for this can be evidenced in the Graduate Nursing Committee and Nursing Faculty Organization meeting minutes. Graduate nursing policies provide retention and progression policies for continuing in the program that support academic rigor and ensure patient safety. The MSN retention and graduate rates, as well as the national certification pass rates are excellent and available to the public on the [Office of Institutional Research and Effectiveness](#) web page. The Graduate Committee provides a report to the full faculty on a regular basis and opportunity for a review of admission and academic progression policy review and revision is available. When changes are made to policies, that information is communicated to the relevant constituents and stake holders and published in the GC SON online webpages, catalogs and handbooks.

Graduate students are provided advisement by their assigned full-time faculty advisor and by the specific program coordinator for their concentration at orientation and throughout the program. Students are assigned faculty advisors who teach within the student's desired

specialty area. Student move through the program as a cohort and come to campus for face-to-face orientation at the beginning of the program. This affords students the opportunity to build a relationship with their faculty and advisor. During orientation students are provided with an assigned program of study. The face-to-face orientation is a mandatory requirement for admission to the MSN program, and considered essential for student success since the program is on-line and our students come from all over Georgia. Students are encouraged to meet with course faculty and to contact the program coordinator for academic guidance if they are struggling in a course or if they are on academic probation. Students are able to meet either face-to-face or virtually using the university support WebEx Go to Meeting. Faculty maintain both face-to-face and virtual office hours to ensure that students have regular access for assistance.

C.3.c. Recruitment, selection and promotion of faculty.

Consistent with the GC University and University System of Georgia polices faculty are recruited and selected based on the basis of training, experience, teaching competence and research. The GC SON Inclusive Excellence Task force developed and presented to the GC SON NFO a plan that would enhance the School of Nursing professional environment to encourage the recruitment, retention, and success of an exemplary and diverse faculty and staff to fill all vacant faculty lines. This plan (which is in alignment with the GC Strategic Plan) is scheduled for a final review and vote for approval by the NFO in October 2019. All advertising and recruitment material must include this EEO/AA Statement. "GC is an Affirmative Action/Equal Opportunity Institution committed to cultural, racial, and ethnic communities. We promote equal employment opportunities regardless of race, religion, color, gender, marital status, genetic information, national origin, disability, sexual orientation, and gender identity. It is expected that successful candidates share these commitments." The GC Statement of Non-Discrimination and information on the offices which handle investigations of complaints or concerns are located at <https://www.GC.edu/non-discrimination>.

The GC SON appoints a Search Committee that serves two years. The faculty and staff who serve on the committee are provided training and support from the Human Resources Office before the search process begins and until the selection process is completed. The

members are required to complete [Search Committee Training](#) and a [confidentiality agreement and acknowledgement form](#) (See Exhibit II.C.3.c.1). They are also provided detailed instructions on navigating the [GCJobs](#) site. This is the web-based system that is used for the recruitment and selection process for faculty and staff. Other helpful resources for the Search Committee are located at the [EEO/AA Resources](#) page on the intranet. **Resources include:** **EEO/AA Recruitment Packet** (provides information on creating an advertisement plan, recruitment resources, screening the applicant pool, interviewing and selection, and closing the search); **the search/hiring committee checklist** (provides the committee with a quick glance of the steps within the search process); **Sample Rubrics**; and **Sample Employee Evaluation Forms**. During the search process all GC SON faculty have an opportunity to meet with the candidates and submit a written evaluation of the candidate to the chair of the search committee (See Exhibit II.C.3.c.2). The Chair of the Search Committee submits a recommendation to the Director of the SON and the Dean of the CoHS of all candidates that they determine as appropriate for an offer. The final step of the appointment process is approval from the Provost and Vice President of Academic Affairs.

The SON Tenure and Promotion Committee is made up of **all tenured faculty who are at the rank of Associate Professor**. For faculty who are in non-tenure track lecturer lines, the Promotion Committee is made up of a Senior Lecturers and Assistant Professors. In addition to annual faculty evaluations with the Director of the SON, faculty receive a three-year review for all faculty preparing for promotion and tenure. After evaluation by the SON Tenure and Promotion Committee the review process goes to the CoHS Tenure and Promotion Committee based on the guidelines in the CoHS Bylaws (Exhibit II.C.3.c.3). After review at this level portfolios are submitted to the Provost for final review and evaluation.

C.3.d. Orientation of faculty to curriculum, documents and expectations.

Each semester, the GC SON and Human Resources provides an orientation for new full and part-time faculty which includes an overview of the programs, curriculum, forms, policies, procedures and general expectations [Policies, Procedures and Practice Manual](#). Faculty responsibilities and instructional policies are discussed during orientation and are posted in the nursing shared drive. Faculty are assigned a faculty mentor who utilizes a specific checklist to

ensure that faculty all receive consistent information. (see Exhibit C.3.d). New faculty are provided an opportunity to co-teach courses during the first semester of employment to ensure that faculty are provided an adequate orientation and mentorship during the transition phase. Team led courses are consistent with GC SON teaching pedagogy across all the programs.

As detailed in the GC SON Educational Effectiveness Plan (see Exhibit I. B.4.a) and SON and CoHS Tenure and Promotion Guidelines (see Appendix I.E.1.a), faculty have specific expectations related to teaching, scholarship and service. These expectations are consistent with GC and USG guidelines which can be viewed on the [Academic Affairs website](#). Faculty roles and expectations are discussed with the Director of the SON at annual evaluations with all faculty. Faculty roles in teaching, scholarship, service and practice reflect the mission of GC University and GC SON mission/vision and program outcomes.

C.3.e. Development and/or implementation of a mechanism for student evaluation of teachers, courses and midwifery program effectiveness.

GC University and GC SON utilizes a comprehensive model for students to evaluate teachers, courses and program effectiveness. Students provide anonymous feedback using the Student Rating of Instruction Survey. The IDEA Student Ratings of Instruction instrument (SRI) translates course feedback into actionable steps to improve learning. The SRI system is supported by extensive research, controls for extraneous circumstances (e.g. class size, student motivation), and provides comparative scores. GC SON faculty and administrators integrate data into program planning, decision making, accreditation and institutional review processes. Students give feedback on teaching and learning based on their direct course experience, providing faculty with relevant information to guide and strengthen teaching. Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment. Students are also given an opportunity to provide additional comments on the survey. Faculty members select from a set of learning

objectives for an individual course, and students provide feedback related to the extent to which objectives were met (see Exhibit II. B.4.a.) for the IDEA© Evaluation Form and Qualitative Form. Through analysis of 35 years of nationally-collected IDEA©data, the form provides raw data as well as an adjusted score that takes student's motivation and work habits into account in determining overall progress toward course objectives. The IDEA© form also provides comparative data to like institutions.

Students evaluate their clinical faculty, clinical facilities, and preceptors in the GC online clinical tracking system (E.Value). Student's input is reviewed at the end of each semester and is part of the course report that faculty generate and submit to the Graduate Nursing Committee. Any issues identified or concerning trends are discussed and evaluated so that adjustments can be made on an ongoing basis. (Exhibit II. C.3.e.)

The final Practicum Course in each of the MSN concentrations provides students an opportunity to use self-reflection and an electronic portfolio to verify their perspective regarding their attainment of program outcomes. Students provide specific examples of how they have attained the program outcomes.

C.3.f. Ongoing development and annual evaluation of the midwifery program's resources, facilities, and services.

Students are surveyed about the GC SON resources, facilities, and services during Survey September every three years. This is a snapshot of not only the student's perspective about the program; but also faculty and stake holders. Survey September will be completed during September 2019 and the results will be analyzed and presented to the NFO and specific committees for incorporation into our Educational Effectiveness Plan. Each cohort of MSN students elects a student representative who is invited to attend or submit a report to the Graduate Nursing Committee at their regular meetings. This provides an opportunity for students to participate in this process on an ongoing basis while they are in the program.

The GC SON Advisory Board meets twice a year and is actively involved with the ongoing development and evaluation of our GC SON programs. GC SON Advisory Board is made up of 26 members. They worked directly with SON faculty to help transform and plan the baccalaureate program by providing a unique perspective on opportunities to infused liberal arts foundation

into the curriculum and helping to guide the establishment of the Simulation and Translational Research Center.

Within the organizational structure, the Director of the SON has overall responsibility and accountability for the financial stability of the school. With input from faculty and staff, she prepares and defends annual budget requests to the Dean of the CoHS and Academic Vice President & Provost. The University budget process continues to highly prioritize academic planning and allocation of essential resources. The annual budget is prepared to support stated goals and objectives for the academic year, available for discussion and review by the faculty, and approved by the Board of Regents. All schools and colleges in the University follow the same process for budget preparation and review.

Each year, the GC SON Director solicits input from the Assistant Directors, and Program Coordinators to determine budget needs for the following fiscal year. In turn, these academic leaders meet with respective faculty to determine whether current resources are adequate and what further resources will be needed. These requests are communicated to the Dean of CoHS who prepares the budget and submits it to the Academic Vice President & Provost. This same process will be followed to ensure adequate MSN-NM program resources. The Director has received full support for budget requests, which has included one additional faculty position each year for the past two years and two faculty positions for the current academic year, commensurate with increasing enrollment. The operating and personnel budgets of the GC SON are evidence of the University's support through allocation of adequate fiscal resources.

C.3.g. As Appropriate to the academic unit:

Ce.g.1. Participate or have input into councils and committees of the academic unit.

The CoHS houses the School of Nursing, the School of Health & Human Performance, and the Creative Arts Therapy Department. The dean of the CoHS reports to the Provost and Vice President for Academic Affairs; the Director of the SON reports to the dean. Administrators, faculty, and students are represented in ongoing governance at the university, college, and SON. In March 2003, the University Senate was initiated as the shared governance assembly at GC. According to [Senate Bylaws](#):

“The University Senate exists to promote and implement effective shared governance at the university. It is expressly charged with recommending academic and institutional policy.” In addition to its policy recommending responsibility, the University Senate serves in an advisory role to the administration, particularly in the implementation of policy or improvement of processes that have broad institutional impact or implications, including but not limited to planning and budgetary processes. SON faculty and administrators are well-represented on committees of the Senate. Membership between 2015 and 2019 are detailed in Appendix II.C.e.g.1.

In fall 2002, the NFO was identified as the faculty governance body for the SON. It is structured to provide a means of shared governance in promoting the implementation of the mission of the SON. Staff may be members and vote on school-wide matters. All SON faculty members serve on at least one SON committee, which include the Undergraduate Admission, Progression, & Student Recognition Committee; the Undergraduate Curriculum & Instruction Committee; the Graduate Nursing Committee; the Educational Effectiveness Committee; the Bylaws Committee; and the Policy Committee.

Students participate in program governance in a variety of ways. Each MSN program elects a cohort representative. The cohort representatives are invited to attend the SON Graduate Committee meeting to voice concerns and/or make suggestions for the program. An MSN student also serves on the School of Nursing Advisory Board. Since the graduate program is a fully on-line program the meetings are available to students virtually using WebEx. The cohort representative may also submit a written report with questions and the graduate committee will discuss and communicate an answer back to the students.

C.3.g.2. Continued professional advancement.

The GC SON budget provides annual travel support for faculty to attend conferences and workshops to continue professional advancement. Each faculty member has the opportunity to request approval for two rounds of funding to attend or present at meetings. Additional travel monies are available when faculty members or program coordinators are asked to represent the School or University at professional meetings (see Exhibit II C.3.g.2).

The [Center for Teaching and Learning \(CTL\)](#) fosters academic excellence by supporting and advancing collaborative, innovative, and engaged evidence-based teaching/learning experiences in and beyond the classroom. During each academic year a number of classes and workshops are offered to support faculty. Additional CTL supports faculty research by facilitating Faculty Research Grants that provide seed money for faculty to expand their research effort and gain opportunities for external funding. Individual and groups learning groups work sessions are provided on topics such as Quality Matters training and certification for online classes.

C.3.g.3. Maintain clinical expertise

All GC SON faculty are experts in their respective specialty areas of practice. Twelve full-time faculty members are advanced practice nurses (one is an Adult Nurse Practitioner, seven are Family Nurse Practitioner, three are Psychiatric Mental Health Nurse Practitioners, one is Pediatric Nurse Practitioner and three are Certified Nurse Midwives). Some of these same faculty hold multiple certifications for example FNP and PNP or PMHNP and CNS. The FNP, PMHNP, and WHNP Program Coordinators are all certified in their specialty and population-focused areas of practice as specified by the relevant regulatory and specialty bodies. All APRN faculty maintain current national certification and hold Georgia State advanced practice licensure.

The GC SON provides flexibility in scheduling to foster clinical practice. The University does not have a faculty practice plan; however, each faculty member is allowed one eight-hour day per week to maintain a clinical practice. GC provides support for faculty members to maintain currency in practice by supporting the time required by the faculty member to obtain and maintain national certification. Faculty practice sites range from private practice, academic health centers, volunteer clinics, and acute care inpatient facilities.

C3.g.4. Participate in scholarly activities.

GC SON faculty members engage in scholarship in accordance with the university mission. As an institute that focuses on excellence in teaching the Scholarship of Teaching and Learning (SoTL) is valued as part of the tenure and promotion process. The implementation of evidence-based practice into the classroom and clinical settings is an expectation.

The Faculty Research Committee supports scholarly activities for faculty in a number of ways. Summer research stipends, research grants, and SoTL Grants are all available each year. A number of SON faculty have received these grants over the last five years. After six years of continuous full-time tenured and/or tenure track service, every faculty member is eligible for a sabbatical (see Exhibit II C. 3.g.4). Two faculty have been recipients of the Summer Research Stipend (Josie Doss, 2017 and Gail Godwin, 2019).

CG faculty were invited to a number of writing retreats that were sponsored by CTL during the past two years. Additional support on writing and submitting grants for external funding was provided by the Office of Sponsor Grants and Services and an outside consulting firm (Hanover Institute). Three faculty took advantage of the writing retreats to work on their scholarly projects this summer.

C3.g.5. Participate in community service.

In conjunction with GC liberal arts mission, there is a framework of leadership development and community engagement that is emphasized from both faculty and students. The [Give Center](#) is an important part of helping students and faculty to work collectively to give back to the community in a coordinated and effective way.

The CoHS Center for Health and Social Issues has received a number of Robert Wood Johnson Grants to help support issues within the community in which GC resides. During this upcoming year the CoHS is focusing on the center becoming a community engagement hub for all of our students, faculty, and staff to create a greater positive impact on our local and surrounding areas.

Faculty members are highly service oriented and are active at the local, state, national and international level in professional nursing organization. Many faculty members engage in activities in Theta Tau Chapter of Sigma Theta Tau International. Each year faculty accompany students to Honduras, Tanzania, Philippines, and Belize on service learning study abroad opportunities that provide education and healthcare as part of the mission of GC SON. The GC SON faculty established and provide healthcare alongside our students at [DayBreak Clinic](#) – a day shelter and health clinic for the homeless population. The GC SON provides flexibility in scheduling of faculty to foster opportunities for community service. The GC SON recently

received notification that their application to establish a Medical Reserve Corp had been approved. This will allow students and faculty to set up and run shelters in case of emergencies. In our area of the country evacuation from hurricanes are a frequent event.

C.4. Faculty carry out their responsibilities with respect for individual variations.

[GC Office of Inclusive Excellence \(OIE\)](#) provides institutional leadership on all matters of diversity and inclusion, working under the Office of the President. Their work promotes an inclusive campus that does not discriminate on the basis of race, genetic information, color, sex, sexual orientation, religion, national origin, age, disability, veteran status or any other irrelevant non-bona fide qualification in the administration of educational and employment programs, or any other activity administered by the university.

Georgia College is committed to the fundamental principle of diversity and inclusion, equal opportunity and equal treatment for all and strives to create a campus environment, which understands, fosters, and embraces the values of diversity and inclusion. For more information on Inclusive Excellence at Georgia: [Georgia College's Inclusive Community](#).

D. Policies of the institution defining the rights and responsibilities of faculty are made available and applied consistently to all faculty. *No narrative required.*

These policies include the following:

D.1. Academic Freedom

Protection of Academic Freedom is found in the University Faculty Handbook and is also supported by the University system of [Georgia 6.5 policy on Freedom of Expression](#).

D.2 Defined criteria for periodic evaluation.

GC SON faculty outcomes are consistent with those of the university and are articulated in the GC SON Educational Effectiveness Plan and in the CoHS Tenure and Promotion Guidelines (see Exhibit II.B.4.a), which was developed and approved by all faculty in 2017 and reviewed on an annual basis by all faculty. The process for evaluation is reviewed during faculty orientation and is also addressed with new faculty by their assigned faculty mentor. Faculty outcomes include benchmarked goals selected and approved by faculty (last revised, September 2018) related to teaching effectiveness as evaluated using the IDEA@evaluation system, scholarship and service to the School, University, and profession. These goals are used the Director as performance indicators for the yearly review in conjunction with the merit criteria. Student

evaluations from a confidential survey (IDEA© - see Exhibit II.B.4.a.), narrative student comments, and student ratings regarding the extent to which course objectives were met, provide feedback for evaluating teaching and setting goals for improvement.

D.3. Promotion, tenure, merit recognition and termination.

GC SON Faculty are evaluated for promotion, tenure, merit and termination consistent with the policies of the University as articulated in the [GC University Faculty Handbook](#). These policies are reviewed during the University orientation for new faculty.

D.4. Channels for receipt and consideration of faculty views and grievances.

GC Faculty are supported in their grievances through the [Office of Human Resources](#). GC has shared governance which is supported by the University Senate and the Senate By-Laws. Within the CoHS and SON faculty are elected or have the opportunity to volunteer for Senate membership and committees. The purpose and role of the Senate is outlined below in detailed sections from the Senate bylaws.

I.Section1. A. The University Senate is endowed with all the legislative powers and authority of the University Faculty and shall review and recommend for or against policy subject to the approval of the University President, and shall advise the University administration.

I.Section2. ADDITIONAL. The University Senate exists to promote and implement effective shared governance at the university. It is expressly charged with recommending academic and institutional policy. In addition to its policy recommending responsibility, the University Senate serves in an advisory role to the administration, particularly in the implementation of policy or improvement of processes that have broad institutional impact or implications, including but not limited to planning and budgetary processes.

Information about shared governance and opportunities for service are reviewed during new faculty orientation.

Criterion III: Students

A. The institution has admission criteria and policies, including a non-discrimination policy, which are publicly available.

Admission criteria for graduate students were developed specifically by the Graduate Nursing Committee, which is made up of a subgroup of nursing faculty. Admission criteria was determined to ensure that graduate students meet the standards necessary for success with graduate study. Graduate nursing policies provide benchmarks for progression and retention in the program. The Assistant Director of Graduate Nursing Programs works closely with graduate admissions and the registrar's office to ensure that all materials are accurate and consistent and publicly available on the university website. Catalogs are published annually on the University website and reflect academic policies. [Admission criteria](#) for the MSN-NM are consistent with all other MSN admission criteria and are as follows:

Applicants for the MSN-NM at GC must hold a baccalaureate degree in nursing from a regionally accredited college or university with a grade point average of 2.75 or higher for the last 60 hours undergraduate hours required in the nursing major. Provide evidence of current licensure as registered nurse and eligibility for licensure in Georgia. At least one year of clinical practice is required. Evidence of successful completion of undergraduate level statistic course and physical assessment course.

The following [non-discrimination statement](#) is included in handbooks and policies as appropriate as they are developed, updated and/or placed online. This includes, without limitation, personnel policies, admissions policies, academic policies, and student affairs policies.

No person shall, on the grounds of race, color, sex, sexual orientation, religion, national origin, age, disability, or veteran status be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by GC.

This is the official policy of the university as approved by the University Senate and the President. Policy: Board of Regents Policy Manual, 8.2.1

<http://www.usg.edu/policymanual/section8/>

B. Recruitment materials and processes accurately represent the program practices and policies.

Recruitment material to be used if the program is approved will be specifically designed for the MSN-NM and will accurately represent the program. All requests for promotional material and ads are managed through the [Office of University Communications](#). An internal process of review and verification of accuracy is completed before permission is obtained for any promotional material or webpage changes.

C. The institution has student policies that are publicly available and identified to students upon admission related to: student evaluation, progression, retention, dismissal and graduation; review of personal records and equitable tuition refund; and evaluation of their education; access to university/college catalogs; and access to academic calendars.

Academic policies of GC and GC SON are congruent, fair and equitable, and support the vision, mission and student outcomes. These policies are published in the Graduate University Catalog and the MSN Graduate Nursing Handbook. Additional information and resources are located on the GC Registrar's website.

[View the Graduate University Catalog](#)

[View the MSN Graduate Nursing Handbook](#)

[Registrar's Webpage](#)

Students are introduced to these policies and referred to the graduate student catalog and graduate nursing handbook during the face-to-face orientation program which is held in May each year. These policies are reviewed and revised according the GC SON Education Effectiveness Plan (see Exhibit IIB.4.a).

D. Upon entering the program, students have access to and are informed of support services designed to meet their needs in order to promote their retention and progression through the program.

At graduate student orientation each May, students are provided with an intensive exposure to the support services that are available to them. This has been found to be extremely beneficial to the students since the MSN is a fully online program. Training and contact information is provided for: library access, individual librarian assistance, technology support, Desire to Learn Platform, WebEx, and the clinical tracking system. Students are surveyed as to their satisfaction with the orientation and each year the process is revised and

improved based on the student feedback about their experience. Students are also given an opportunity to meet with faculty and students who are currently in the program.

E. Evaluation of students is an ongoing process that assess the student’s movement toward and ultimate achievement of the midwifery program objectives/outcomes.

The GC SON faculty evaluate individual student performance in courses according to the policies and procedures of the university, the SON Graduate Handbook and as outlined in individual course syllabi. These policies are consistent across all of the MSN programs to assure that students meet the requirements of not only the individual courses but of the program outcomes. Progression in the program requirements are as follows:

Progression: Grade requirements for progression in the MSN program: A grade of 80 (“B”) or higher in all clinical nursing courses in the program, and a “satisfactory” clinical rating in each clinical course is required to progress. Grades of “C”, “D” and “F” are clinical nursing course failures. If a student earns a final “unsatisfactory” clinical rating in any clinical course, a grade of “F” will be assigned as the course grade. A grade of 75 (“C”) or higher in all non-clinical nursing courses in the program is required to progress. Grades of “D” and “F” are non-clinical nursing course failures.

Academic Probation: A graduate student will be placed on graduate academic probation if the student's institutional graduate grade point average falls below a 3.00 at any point during his or her graduate studies. The MSN faculty will work with the student to develop plans for remediation and improvement. If the overall grade point average is again below 3.0 at the end of the semester, the student will be dismissed.

Grievance and Appeal Process: Students may seek exception from grading policies when a failure is experienced. The initial grade appeal begins with the faculty of record for the course in question. Students have the right to file grade appeals in accordance with Georgia College’s Academic Grievances or Appeals policy. Procedures for filing a grade appeal can be viewed in the GC Course Catalog. For all other complaints or grievances that are academic in nature, please submit using the General Academic complaint form. Additional information is located at <https://www.GC.edu/complaint>.

E.1. Students are formally informed of course objectives/outcomes and methods of evaluation at the beginning of each course.

GC SON graduate students receive a syllabus for each course describing course objectives/outcomes and methods of evaluation at the beginning of the semester. The university provides information about the requirements for what must be included on all syllabi and the SON provides a basic template for faculty to use to ensure that all essential information is provided to the students.

E.2 Students are apprised of their progress on an ongoing basis.

Evaluation of students is done by the faculty member responsible for the course. Individual course faculty are responsible for evaluation of student work in the course and is provided to the students on a regular basis. The learning management system (D2L) used by GC SON provides online access to the student gradebook that is maintained so that students know their grading status. The online clinical tracking system allows for faculty feedback to students after clinical site visits and discussion with preceptors. Students also use the clinical tracking system to evaluate preceptors and clinical sites. Students maintain clinical logs and self-evaluation to help ensure that objectives are met. Assigned clinical faculty visit each student at the clinical site at least once per semester and have ongoing phone and email contact throughout the semester with both the student and the preceptor. GC SON also uses Standardized Patient Simulated Clinical experiences to evaluate student performance in the majority of the lab and clinical courses. The final clinical evaluation for each course and for the practicum is completed by the faculty member, with input from the clinical preceptor.

Students are assigned an advisor, who is a full-time faculty member in their specialty area upon entry to the program. The students receive a program of study and are encouraged to meet regularly with their advisor to ensure that they are meeting the program outcomes. Students in the MSN program are admitted into either a full-time or part-time program of study as a cohort and move through the program with a standard program of study.

Information about graduation and degree requirements are online and easily accessible to students. Additional information can be obtained from the Office of the Registrar.

F. Student rights and responsibilities consistent with institution policy are available in written form, and students are notified where the policies may be found. No narrative is required

All policies are found in the MSN Graduate Handbook which is introduced and discussed with students during orientation. The MSN Graduate Handbook is located on both the SON

webpage and also on the Nightingale Café, which is one the D2L Student Learning Platform. Announcement and all MSN Graduate Handbooks are published here as well.

This includes:

F.1 Opportunities for student involvement in development and implementation of midwifery program policies.

Student input is part of the overall quality improvement process and is detailed in the GC SON Educational Effectiveness Plan. Each cohort of BSN, MSN, and DNP students elect cohort representatives that are tasked with participating in Graduate Committee Meetings and Nursing Faculty Organization meetings. Cohort representatives are also invited to attend the SON Advisory Board meeting that met twice a year. Students are welcomed during all parts of the meetings except where confidential or sensitive student or faculty information is being discussed, this is to ensure appropriate compliance with privacy policies.

The BSN program has a Professional Practice Council that meets and also provides SON representation at the university student government level. This model has been difficult to replicate with the MSN and DNP students since these programs are fully on-line. The Director of the School of Nursing meets with the Professional Practice Council twice per year to present information and to receive students input related to policies and procedures. The Professional Practice Council minutes and reports are shared with the NFO each month. Each BSN Cohort is assigned a cohort advisor who also is available to meet with each cohort as needed.

The MSN and DNP programs have been asked to form a Professional Practice Council for graduate students that will meet online. The process that has been suggested to them is that cohort representatives make up the Professional Practice Council and provide a monthly report to the Graduate Nursing Committee and the NFO once a semester. The Assistant Director for Graduate Programs and the Program Coordinators will meet with the students once a semester. The Program Coordinators serve as cohort advisors for their specialty areas.

F.2 Opportunities to participate or have input into the representation on councils or committees of the Institution or academic unit.

Undergraduate and Graduate students are invited to participate on School and University committees and task forces. The university [Graduate Council](#) bylaws require representation by one elected graduate student. The Graduate Council provides a central body and voice to support communication between existing graduate programs, to review all proposals related to

graduate programs for content and consistency, and maintain high standards by graduate faculty and graduate students. Information regarding student representative on Graduate Council is communicated to MSN and DNP students.

F. 3. Clearly defined mechanisms for consideration of grievances, complaints or appeals.

Grievances, complaints and/or appeals are handled through a formal process that is published on the university website and also addressed in the Graduate Catalog. This information can be reviewed at <http://catalog.GC.edu/2018-2019/Graduate-Catalog/Academic-Policies/Non-Academic-Grievances-or-Appeals-Process>. Georgia College recognizes the importance of providing a prompt and efficient procedure for fair and equitable resolutions of a non-academic grievance or appeal. A non-academic grievance or appeal alleges discrimination by a University employee on the basis of race, color, gender, religion, national origin, age, physical handicap/disability or involves personal behavior and/or University policy. Accordingly, students are encouraged to use the non-academic grievance or appeal process without fear of prejudice or reprisal for initiating the process or participating in its resolution.

Definition: A non-academic grievance or appeal is an allegation by a student concerning (1) a University employee, (2) administrative policies, procedures, regulations or requirements of the University, (3) student employment, or (4) a University program, service or activity. Students shall have the right to file a grievance or appeal according to established procedures.

Students are aware that their faculty advisor, the Office of Counseling Services, the Student Government Association, and the Office of Student Affairs may be resource areas whereby students may receive assistance on a grievance or appeal. The time limit may be extended upon approval of a written request submitted to the Vice President for Student Affairs/Dean of Students.

F. 4. Access to resources and opportunities is equivalent regardless of student location and teaching modalities.

As an online program all students are provided with the same access to campus resources both in face-to-face or remote forms. All students have equal access.

Criterion IV: Curriculum and Student Learning

A. The curriculum is based on three distinct statements which provide the foundation for the development, implementation and evaluation of the curriculum. They are 1) a statement of philosophy, 2) a statement of purpose/mission, and 3) a statement of objectives/ outcomes.

1. GC - Midwifery Program -Statement of philosophy

The GC Midwifery Program is consistent with the philosophy of the School of Nursing where the program resides.

Philosophy: Georgia College's School of Nursing builds its philosophy by defining the basic concepts that comprise the discipline and science of nursing. These concepts are health, nursing, environment, education, and person.

- Health: Health is the dynamic integration of the physical, psychological, spiritual, cognitive, and socio- cultural well-being of individuals, families, groups, and communities. The meaning of health varies between individuals and cultures and is universally accepted as more than being free of disease or infirmity.
- Nursing: **Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response to actual or potential health problems for health promotion, disease prevention, and advocacy in the care of individuals, families, communities, and populations.** (Nursing's Social Policy Statement, 2010 Edition, Nursing: Scope and Standards of Practice, 2010)
- Environment: The environment is the accumulation of physical, physiological, social, cultural, spiritual, economic, and political conditions that interact with and influence the human experience. The interaction is constant, and the environment can be altered to influence health outcomes.
- Education: **Nursing education is an active process** where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through **graduate education and life-long learning.**

- Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.
- Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
- Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.
- Person: Person is a complex, unique, holistic individual with inherent worth and dignity. The meanings a person attaches to life experiences are influenced by the environment, developmental level, group membership, culture, and ethnicity. Persons have the power to identify their own life choices.

Approved by the faculty: April 2011

2. GC SON – Midwifery Program - Statement of purpose/mission

The GC Midwifery Program mission is consistent with the SON Mission statement where the program resides.

The GC SON Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values.

3. Statement of objectives/outcome

The GC midwifery program's objective is to prepare a master's degree graduates to integrate nursing and related sciences into the delivery of advance practice nursing care to diverse populations (AACN, 2011). The APRN will advocate for improved access quality and cost-effective health care. (NONPF Core Competences, 2012). The master's degree program will prepare students to be aware of the global environment, individual environment and population's characteristic to the design, implementation and evaluation of care (AACN, 2011).

A.1. The proposed midwifery program philosophy will be consistent with:

A1.a. The philosophy of the ACNM

The philosophy of the ACNM and the GC Midwifery Program are complimentary throughout. Examples of common philosophical tenets are highlighted in the same color between the two documents to showcase the similarities.

GC SON Midwifery Program Philosophy	ACNM Philosophy
<p>OUR COMMITMENT TO THE PROFESSION We believe that midwives exemplify excellence in the care of women and families by providing safe, supportive, economical care that is supported by evidence. We believe that midwifery is the optimal model of care for women because it is based on a holistic, family-centered approach that views women’s life cycle events from a perspective of normalcy. The practice of midwifery should be based on a model of health promotion and collaborative practice that embraces the unique contributions that each health profession provides in the care of women and their families. We believe that midwives are in a position to be the change agents in transforming healthcare in our local and global communities to improve the well-being of all individuals that we care for.</p>	<p>We, the midwives of the American College of Nurse-Midwives, affirm the power and strength of women and the importance of their health in the well-being of families, communities and nations. We believe in the basic human rights of all persons, recognizing that women often incur an undue burden of risk when these rights are violated. We believe every person has a right to:</p> <ul style="list-style-type: none"> • Equitable, ethical, accessible quality health care that promotes healing and health • Health care that respects human dignity, individuality and diversity among groups • Complete and accurate information to make informed health care decisions • Self-determination and active participation in health care decisions • Involvement of a woman's designated family members, to the extent desired, in all health care experiences
<p>COMMITMENT OF THE MIDWIFERY COMMUNITY We are committed to providing accessible and supportive education to diverse individuals from rural and medically underserved Georgia who are committed to living and working in their communities. We believe that educating midwives in their home communities will enhance the ability to improved maternal outcomes in these communities experiencing healthcare shortages. We strive to provide support for midwives and other healthcare providers who are living and working in these critical shortage areas of Georgia.</p>	<p>We believe the best model of health care for a woman and her family:</p> <ul style="list-style-type: none"> • Promotes a continuous and compassionate partnership • Acknowledges a person's life experiences and knowledge • Includes individualized methods of care and healing guided by the best evidence available • Involves therapeutic use of human presence and skillful communication
<p>COMMITMENT TO ETHICAL AND JUST ACTION GC midwifery faculty believe that excellent care is rooted in the core principals of integrity and ethics and that confronting and addressing institutional biases both in the educational and healthcare environment must be a guiding principal for our program.</p>	<p>We honor the normalcy of women's lifecycle events. We believe in:</p> <ul style="list-style-type: none"> • Watchful waiting and non-intervention in normal processes • Appropriate use of interventions and technology for current or potential health problems

- **Consultation, collaboration and referral with other members of the health care team as needed to provide optimal health care**

We affirm that midwifery care incorporates these qualities and that women's health care needs are well-served through midwifery care.

Finally, we value **formal education, lifelong individual learning**, and the development and **application of research to guide ethical and competent midwifery practice**. These beliefs and values provide the foundation **for commitment to individual and collective leadership at the community, state, national and international level to improve the health of women and their families worldwide**.

A. 1. b. The philosophy of the institution within which the proposed midwifery program will reside or will be affiliated.

GC and the CoHS do not have specific philosophical statements; however, a review of GC's mission statement and the CoHS guiding principles reveals alignment of values, attitudes and beliefs that are congruent with the SON/midwifery program philosophy statement. The comparison of these statements is presented below in Table A.1.b. GC distinguishes itself from other state schools in the University System of Georgia with its emphasis as Georgia's Public Liberal Arts University. As the state's designated public liberal arts university, Georgia College is committed to combining the educational experiences typical of esteemed private liberal arts colleges with the affordability of public higher education. The faculty are dedicated to challenging students and fostering excellence in the classroom and beyond. GC seeks to endow its graduates with a passion for achievement, a lifelong curiosity, and exuberance for learning.

Table 4.A.1.b Comparison of Philosophy

GC SON Midwifery Program Philosophy	Georgia College Mission Statement	Georgia College CoHS Guiding Principles
<p>OUR COMMITMENT TO THE PROFESSION</p> <p>We believe that midwives exemplify excellence in the care of women and families by providing safe, supportive, economical care that is supported by evidence. We believe that midwifery is the optimal model of care for women because it is based on a holistic, family-centered approach that views women’s life cycle events from a perspective of normalcy. The practice of midwifery should be based on a model of health promotion and collaborative practice that embraces the unique contributions that each health profession provides in the care of women and their families. We believe that midwives are in a position to be the change agents in transforming healthcare in our local and global communities to improve the well-being of all individuals that we care for.</p> <p>COMMITMENT OT THE MIDWIFERY COMMUNITY</p> <p>We are committed to providing</p>	<p>As Georgia's public liberal arts university, Georgia College offers undergraduate programs of study to talented and motivated students in a residential college setting. Georgia College also provides, at multiple locations, graduate and professional studies that support the needs of the region and create pathways to individual success and personal fulfillment. Its academically engaging, student- centered programs often take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information- intensive and diverse global society. Through its teaching, research, and service, Georgia College enriches the lives of students and their local and global communities.</p>	<p>The College of Health Sciences' first priority is the education of competent, caring professionals with a comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others.</p> <p>The College of Health Sciences is committed to contributing to the optimal health of those who live and work in the university environment and to community partnerships that strive to insure health.</p> <p>The College of Health Sciences views holistic health as an integrated method of functioning which incorporates the physical, spiritual, cognitive, emotional and sociocultural well-being of an individual or community.</p> <p>The College of Health Sciences is dedicated to quality in all aspects of the school's operation and strives for integrity in decisions, services, and actions.</p>

<p>accessible and supportive education to diverse individuals from rural and medically underserved Georgia who are committed to living and working in their communities. We believe that educating midwives in their home communities will enhance the ability to improved maternal outcomes in these communities experiencing healthcare shortages. We strive to provide support for midwives and other healthcare providers who are living and working in these critical shortage areas of Georgia.</p> <p>COMMITMENT TO ETHICAL AND JUST ACTION</p> <p>GC midwifery faculty believe that excellent care is rooted in the core principals of integrity and ethics and that confronting and addressing institutional biases both in the educational and healthcare environment must be a guiding principal for our program.</p>		
---	--	--

A 1.c. The philosophy of the academic unit within which the proposed midwifery program will reside, if applicable.

As stated above, the GC SON Midwifery’s Program philosophy is congruent with the CoHS’s Guiding Principles. Examples of common philosophical verbiage are highlighted in the same color between both statements.

A.2. The proposed midwifery program’s purpose/mission and objectives/outcomes will be clearly stated and will be consistent with the proposed midwifery program philosophy.

The GC Midwifery Philosophy/Midwifery Mission and Midwifery Outcomes are clearly stated below. Consistency of the statements are highlighted with similar colors

Table 4. A.2

Table IV. A.2

GC Midwifery Philosophy	GC Midwifery Mission	GC Midwifery Outcomes
<p>OUR COMMITMENT TO THE PROFESSION: We believe that midwives exemplify excellence in the care of women and families by providing safe, supportive, economical care that is supported by evidence. We believe that midwifery is the optimal model of care for women because it is based on a holistic, family-centered approach that views women’s life cycle events from a perspective of normalcy. The practice of midwifery should be based on a model of health promotion and collaborative practice that embraces the unique contributions that each health profession provides in the care of women and their families. We believe that midwives are in a position to be the change agents in transforming healthcare in our local and global communities to improve the well-being of all individuals that we care for.</p> <p>COMMITMENT OT THE MIDWIFERY COMMUNITY:</p>	<p>In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Nurse Midwifery program prepares nursing professionals to fulfill midwifery roles serving women, families and communities in rural and underserved areas.</p>	<ol style="list-style-type: none"> 1. Integrate liberal arts foundation with scholarly inquiry and client values as a basis for midwifery problem solving. 2. Demonstrate leadership in the advanced specialty role (nurse midwifery) through legal and ethical decision making, accountability, and a commitment to quality improvement and safety. 3. Demonstrate informatics and healthcare technology competencies to enhance outcomes for clients and populations. 4. Advocate for ethical policies that promote access, equity, quality, and cost effectiveness. 5. Collaborate within nursing and interprofessional teams to improve client and population health. 6. Demonstrate the competencies associated with the nurse midwifery role within the scope of practice as defined by the ACNM.

<p>We are committed to providing accessible and supportive education to diverse individuals from rural and medically underserved Georgia who are committed to living and working in their communities. We believe that educating midwives in their home communities will enhance the ability to improved maternal outcomes in these communities experiencing healthcare shortages. We strive to provide support for midwives and other healthcare providers who are living and working in these critical shortage areas of Georgia.</p> <p>COMMITMENT TO ETHICAL AND JUST ACTION: GC midwifery faculty believe that excellent care is rooted in the core principals of integrity and ethics and that confronting and addressing institutional biases both in the educational and healthcare environment must be a guiding principal for our program.</p>		
---	--	--

The mission, vision and outcomes of the GC Midwifery Program are clearly stated above. All master’s program within the GC programs have adopted the same mission, vision and outcomes. The GC SON programs’ mission, vision and outcomes are consistent with the SON philosophy.

A.3. The curriculum will be designed to achieve the stated objectives/outcomes of the proposed midwifery program.

Table IV.A.3

MSN NM Program Outcomes	Selected Example of MSN Midwifery Course outcomes
Integrate liberal arts foundation with scholarly inquiry and client values as a basis for midwifery problem solving.	<p>NSG 7310: (Outcome # 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women and refer when indicated.</p> <p>NRSB 7340: (Outcome 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women, newborns, and families and refer when indicated</p>
Demonstrate leadership in the advanced specialty role through legal and ethical decision-making, accountability, and a commitment to quality improvement and safety.	<p>NRSB 7300: (Outcome 6). Analyze physiologic and psychologic adaptations and clinical treatment options when caring for women from adolescence through menopause.</p> <p>NRSB 7330:(Outcome #3) Articulate the independent and collaborative roles of the women’s health advanced practice nurse in providing postpartum and primary care.</p>
Demonstrate informatics and healthcare technology competencies to enhance outcomes for clients and populations.	<p>NRSB 7300 :(Outcome 3) Integrate assessment findings, diagnostic methods, and treatment modalities (pharmacology, alternative therapy etc.) in managing the gynecologic care of women.</p> <p>NRSB 7310:(Outcome #3) Integrate assessment findings, diagnostic methods, and treatment modalities (pharmacology, alternative therapy etc.) in managing the antepartum care of women</p>
Advocate for ethical policies that promote access, equity, quality, and cost effectiveness.	<p>NRSB 7320 (Outcome 1) Explore special topics related to cultural, environmental, political, and socioeconomic factors that affect the delivery of health care to women in the U.S and abroad.</p> <p>NRSB 7320 (Outcome 2) Explore special topics related to sexuality, violence, global issues, complementary health, and health related barriers to care as they relate to women and families</p>
Collaborate within nursing and interprofessional teams to improve client and population health.	<p>NRSB 7340: (Outcome 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women, newborns, and families and refer when indicated.</p>

	NRSG 7310: Outcome 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women and refer when indicated.
Demonstrate the competencies associated with the nurse midwifery role within the scope of practice as defined by ACNM	NRSG 7500 (Outcome 6) Demonstrate the competencies associated with the midwifery role a

Expected Program and course outcomes are provided to students and potential students on the SON webpages, student handbooks, and in the course syllabus. Examples of the program outcomes, course outcomes and course syllabus can be reviewed online and in the resource room.

B. Curriculum development will be a continuing process.

GC Midwifery curricula was developed with guidance from ACNM Core Competencies for Basic Midwifery Practice outlining specific individual and aggregate student outcomes. The curricula plan, and sequencing of courses was developed by Dr. Monica Ketchie and Dr. Deborah MacMillan with input and feedback from the SON Graduate Committee. The SON Graduate Committee is a standing committee within the NFO and is comprised of SON faculty with Graduate Faculty status. Responsibility for development of or changes to MSN curriculum lies within the Graduate Committee before a formal motion is brought to the NFO.

Curriculum Evaluation

Course outcomes for the MSN program (and all tracks) are evaluated regularly and as detailed in the Educational Effectiveness Plan for each program. The individual faculty of record or the teaching team reviews each course at the conclusion of each semester; an evaluation report is generated and reviewed annually by the SON Graduate Committee to ensure that curricular issues are identified, analyzed, and solved. The evaluation focuses on instructional process and learning outcomes of both didactic and clinical/mentorship components of the course; the effectiveness and anticipated continuation of clinical facilities and preceptors/mentors; and particular successes or challenges associated with the course.

Course materials, textbooks, and instructional supplements are evaluated and revised as needed to assure rigor, currency, and user- friendliness. The entire curriculum is evaluated regularly to

assure rigor, currency, appropriate sequencing, cohesiveness, and congruence with organizing framework and program objectives. Education Effectiveness Plans are available in the resource room (see Exhibit I. B.4.a)

C. The proposed midwifery program will have standards for student preparation for or exemption from clinical course work and clinical experience. *No narrative is required.*

C.1. The proposed midwifery program will have established criteria which students must meet prior to (prerequisite) or concomitantly with (co-requisite) enrolling in, receiving transfer credit for, or being exempted from, midwifery clinical coursework and clinical experience.

The MSN Midwifery program will not accept transfer credit or exemption of nurse midwifery clinical coursework and experiences. Transfer Credits: No more than 9 semester hours of graduate course work in nursing may be accepted from other institutions. Students requesting transfer of credit hours must petition the Graduate Committee and Registrar. The SON Graduate Committee completes a review and determines if the course is equivalent and meet the requirements of the course that they are substituted for and make a recommendation to the Assistant Director of Graduate programs. All recommendations for transfer credit must be approved by the SON Assistant Director of Graduate Programs.

The course syllabi all list pre-requisites and/or co-requisites. The rationale for prerequisites is to have students prepared with the knowledge base and clinical skills to enable them to meet the next set of objectives. (see Exhibit II.C.1.)

C.2. The proposed midwifery program ensures that students meet the program's established prerequisite or corequisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery clinical coursework and clinical experience.

Students must meet admission criteria as defined on the GC SON webpage, before beginning the program. *Applicants for the MSN-NM at GC must hold a baccalaureate degree in nursing from a regionally accredited college or university with a grade point average of 2.75 or higher for the last 60 hours undergraduate hours required in the nursing major. Provide evidence of current licensure as registered nurse and eligibility for licensure in Georgia. At least one year of clinical practice is required. Evidence of successful completion of undergraduate level statistic course and physical assessment course. A current BCLS certification must be maintained while in the program. Before entering the program and starting clinical course work, students will have a*

certified background check and urine drug screen. Students must meet the specific onboarding requirements for the facility where they are assigned for clinicals – these include OSHA training, HIPPA training, etc.

Clinical course work and clinical experiences begin in the second semester of the program. Clinical is graded as a pass/fail, and students must pass each clinical experience to progress in the program. Successful completion, at a minimum standard of 80% per course, of all previous semester courses is prerequisite to the following semester courses. Students are required to maintain a cumulative GPA of 3.0 throughout the program.

Transfer of clinical courses are not allowed. It has been determined by the program coordinator and the Director of the SON that it would be extremely difficult to ensure that all program outcomes and clinical competencies are met if the course are not taken from GC.

The course syllabi all list pre-requisites and/or co-requisites. The rationale for prerequisites is to have students prepared with the knowledge base and clinical skills to enable them to meet the next set of objectives. The GC SON using a cohort model with all students being enrolled into either a full-time or part-time program of study that must be strictly adhered to. This is to ensure adequate preparation for course and clinical work. Any changes to the program of study must be petitioned by the student to the Graduate Committee and rationales for individual variations will be reviewed (for example if a student withdraws or takes an incomplete because of medical or family issues).

D. The proposed midwifery program will have standards for student preparation for or exception from didactic course work. No narrative is required for D

D.1 The proposed midwifery program will have established criteria which students must meet prior to (prerequisite) or concomitantly with (co-requisite) enrolling, receiving transfer credit for, or being exempted from midwifery didactic coursework.

Students must meet the required admission standards and clinical onboarding requirements as outlined above in C.2. Didactic coursework begins in the first semester of the program. Progression in the program requires successful completion of all clinical courses in a semester at a minimum standard of 80% and a satisfactory in all clinical course for advancement to the next semester as outlined by the student's program of study. Student may earn a grade of C (75% or >) in non-clinical courses. Students must maintain a 3.0 GPA throughout the program. Students who are placed on academic probation have one semester to raise the GPA to the

required standard. Students may repeat one course because of failure or withdrawal during the program. A second failure or withdrawal will result in dismissal from the program. Students who experience a failure or withdrawal must petition to reenter the program. The petition is reviewed by the SON Graduate Committee. There is no guarantee of readmission to the program/concentration.

Transfer of nine credit hours can be petitioned for non-clinical courses. The approval of the request is based on the review of the syllabus and course outline submitted to the Graduate Committee. Transfer of clinical courses are not allowed.

D 2. The proposed midwifery program ensures that students meet the program’s established prerequisite or co-requisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery clinical coursework and clinical experience.

Admission criteria ensures that students meet the program’s prerequisites for entry into midwifery coursework and clinical courses. Specifically, for the admission application, students must have a BSN degree, current RN license to practice in the state of Connecticut, and current BCLS certification, both of which must be maintained while in the program and are pre- and co-requisites to clinical courses.

All pre-or co-requisites for GC Midwifery didactic courses will be found in the 2020-2021 course catalog. For existing core curriculum courses, any pre- or co-requisites can be found in the current course catalog 2019-2020. The GC SON course syllabi and core class syllabi also list any pre- or co-requisites that are required for all courses in the GC SON programs. For example: In the Women’s Health Nurse Practitioner concentration, before taking Nursing 7300 Women’s Health 1, the listed pre-requisites are Nursing 5500, 5480/L, 5600, 6300 NS 6410. Co-requisites are Nursing 7300L and 5800. All students will follow the GC SON Midwifery full or part-time Program of Study in Appendix IV. D. 2. The Program Director and faculty advisor will ensure students are progressing through the program accordingly. Successful completion of the curriculum plans each semester indicates that the student is meeting the program’s established pre and co-requisite criteria. The GC SON Master’s progression policies listed in section C.1 will be followed to ensure successful completion for the curriculum plan.

E. Component of the program and its curriculum include:

E.1. The curriculum will be consistent with the ACNM *Core Competencies for Basic Midwifery Practice*

Table 4.E.1 (located in Exhibit IV.E.1 on website) illustrates the location of *Competencies for Basic Midwifery*. The curriculum has been developed using the *ACNM Core Competencies* and the *Competencies for the Master’s Level entry into Midwifery Education*. Each core competency will be integrated into course objectives, assignments, readings, assessments, and learning activities. Syllabi have been evaluated for presence of the competencies, and all syllabi in the GC SON Midwifery program have been mapped to the Core Competences.

Clear evidence of this mapping can be found in tables through the course outcomes and assignments. If deficiencies in meeting any of the competencies are identified during the course evaluation process, faculty will inform the Program Coordinator and, through the Graduate Committee, revisions will be made. Refer to Appendix IV.E.1 Curricular Mapping

E.2. The curricular content includes the most up-to-date evidence base for midwifery practice and will be congruent with ACNM Standards for the Practice of Midwifery and other practice documents.

The midwifery curriculum content was developed by Dr. Monica Ketchie, DNP, CNM, who maintains active clinical practice in gynecology, antepartum, and intrapartum settings. The foundational core MSN courses have each been developed by subject experts and are taught by content experts. Midwifery courses will incorporate the latest evidence-based practice from ACNM documents, such as clinical bulletins, position statements, and the Journal of Midwifery and Women’s Health (JMWH) research articles. Students will be encouraged to become student members of the ACNM and utilize the resources on the ACNM website and in the JMWH. All midwifery courses, clinical and didactic, will therefore be congruent with the ACNM Standards for the Practice of Midwifery and knowledge. Application of these standards is evident in the courses as seen in the **Table IV.E.2**.

Table IV.E.2

ACNM Standards of Midwifery Practice	GC Midwifery Program Curricular Content
--------------------------------------	---

Standard 1 Midwifery care is provided by qualified practitioners.	NRSG 5500 Perspectives of Advanced Nursing Practice NRSG 7500 Women's Health Residency
Standard 2 Midwifery care occurs in a safe environment within the context of the family, community and a system of health care.	NRSG 7300 Women's Health 1(Midwifery Section) NRSG 7310 Women's Health II (Midwifery Section) NRSG 7320 Unique Women's Health Issues NRSG 7330 Midwifery Postpartum and Primary Care NRSG 7340 Midwifery Intrapartum and Newborn Care NRSG 7500 Midwifery Practicum
Standard 3 Midwifery care supports individual rights and self- determination within boundaries of safety	NRSG 5500 Perspectives of Advanced Nursing Practice NRSG 7300 Women's Health 1 (Midwifery Section) NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Midwifery Postpartum and Primary Care NRSG 7340 Midwifery Intrapartum and Newborn Care NRSG 7500 Midwifery Practicum
Standard 4 Midwifery care is comprised of knowledge, skills, and judgements that foster the delivery of safe, satisfying, and culturally competent care.	NRSG 7300 Women's Health 1 (Midwifery Section) NRSG 7310 Women's Health 2(Midwifery Section) NRSG 7320 Unique Women's Health Issues. NRSG 7330 Midwifery Postpartum and Primary Care NRSG 7340 Midwifery Intrapartum and Newborn Care NRSG 7500 Midwifery Practicum
Standard 5 Midwifery care is based upon knowledge, skills, and judgements which are reflected in written practice guidelines and are used to guide the scope of midwifery care and services provided to clients.	NRSG 5500 Perspectives of Advanced Nursing Practice NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Midwifery Postpartum and Primary Care NRSG 7340 Midwifery Intrapartum and Newborn Care NRSG 7500 Midwifery Practicum
Standard 6 Midwifery care is documented in a format that is accessible and complete.	NRSG7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Midwifery Postpartum and Primary Care NRSG 7340 Midwifery Intrapartum and Newborn Care NRSG 7500 Midwifery Practicum
Standard 7 Midwifery care is evaluated according to an established program for quality management that includes a plan to identify and resolve problems.	NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Midwifery Postpartum and Primary Care NRSG 7340 Midwifery Intrapartum and Newborn Care NRSG 7500 Midwifery Practicum
Standard 8 Midwifery practice may be expanded beyond the ACNM core competencies to	NRSG 7500 Midwifery Practicum

incorporate new procedures that improve care for women and their families.	
Standard 5 Midwifery care is based upon knowledge, skills, and judgements which are reflected in written practice guidelines and are used to guide the scope of midwifery care and services provided to clients.	NRSB 5500 Perspectives of Advanced Nursing Practice NRSB 7300 Women's Health 1 NRSB 7310 Women's Health 2 NRSB 7320 Unique Women's Health Issues NRSB 7330 Midwifery Postpartum and Primary Care NRSB 7340 Midwifery Intrapartum and Newborn Care NRSB 7500 Midwifery Practicum
Standard 6 Midwifery care is documented in a format that is accessible and complete.	NRSB7300 Women's Health 1 NRSB 7310 Women's Health 2 NRSB 7320 Unique Women's Health Issues NRSB 7330 Midwifery Postpartum and Primary Care NRSB 7340 Midwifery Intrapartum and Newborn Care NRSB 7500 Midwifery Practicum
Standard 7 Midwifery care is evaluated according to an established program for quality management that includes a plan to identify and resolve problems.	NRSB 7300 Women's Health 1 NRSB 7310 Women's Health 2 NRSB 7320 Unique Women's Health Issues NRSB 7330 Midwifery Postpartum and Primary Care NRSB 7340 Midwifery Intrapartum and Newborn Care NRSB 7500 Midwifery Practicum
Standard 8 Midwifery practice may be expanded beyond the ACNM core competencies to incorporate new procedures that improve care for women and their families.	NRSB 7500 Midwifery Practicum

E.3. The didactic and clinical components of the curriculum will be implemented by a variety of methods to achieve the program objectives/outcomes and ensure student learning.

All core MSN courses (NRSB 5480, NRSB 5500, NRSB 5600, NRSB 5800, NRSB 6110, NRSB 6300, and NRSB 6410) and nurse midwifery courses (NRSB 7300/L, NRSB 7310L, NRSB 7320, NRSB 7330/L, NRSB 7500/L) will be taught in an online format using D2L as the course management platform. In a distance learning format, all GC SON programs use a variety of teaching and learning methods to assist students in reaching their respective program outcomes. The MSN Midwifery program didactic courses plan for students to largely receive information in a synchronous online setting, where the students attend the online class via web-ex. However, prior to class, students will often watch a pre-recorded lecture or have reviewed course material. Synchronous online class time will reinforce recorded lecture content, clarify

students' questions, and apply content to case studies, small group learning or other applied learning techniques. When appropriate, online classroom content will be delivered in a lecture format, and guest lectures will be offered when applicable. Weekly online content approaching student learning will include text readings, scholarly journal readings, videos, recorded lectures, guided access to websites, case studies, and presentations. Assessment of student learning will occur through online and in-class discussions, papers, tests, quizzes, presentations, and case studies.

High and low fidelity simulation and standardized patients will be integrated into all nurse midwifery didactic and clinical courses to augment student learning. Students will be expected to come to campus once a semester for planned face-to-face instruction at the GC Simulation Center. The GC Simulation Center will help with the assessment needed in midwifery courses that include hands-on skills demonstration, simulation scenarios, and standardized patients.

E. 4. The program ensures that graduates will have achieved competence.

To achieve competence in didactic courses, assessment of student learning will occur through both asynchronous and synchronous online discussions, papers, tests, quizzes, presentations, case studies, and evaluation of clinical performance. Each assignment will be weighted within the course.

MSN students are expected to earn a grade of no less than a "B" in all of the MSN clinical courses, no less than a "C" in all non-clinical courses and must maintain an overall "B" average (3.0) in all MSN programs. A grade of "C" or lower in any clinical course requires the student to retake the course to progress. MSN students who earn a rating of "clinically unsatisfactory" in a clinical course will have a grade of "F" assigned for that course, regardless of the class average for the semester. Students who earn a clinically unsatisfactory rating due to the question of competence may not progress in the MSN program. In graduate clinical courses, students primarily work with clinical preceptors who provide oversight for the student's clinical performance and development of expected role and specialty competencies. Course clinical faculty are assigned to a group of no more than six students and are charged with the responsibility to make regular clinical site visits; to establish a continuing relationship with the

site preceptor; to assess the students' clinical performance in the clinical site; and to provide direct feedback to students. Midwifery students will all be using standardized patients to ensure that faculty are able to assess the students' ability to manage increasing complex patients in a controlled environment. Students are provided ongoing evaluation during the semester and a final evaluation of their clinical performance and are also expected to complete a self-evaluation and an evaluation of their faculty and preceptor at the end of the course. Clinical courses also require students to use clinical journals or logs. While student performance feedback is solicited from the preceptor, the clinical faculty member retains the right and responsibility for assignment of the final grade.

E.4.a. The program will provide students with the necessary clinical experiences to achieve the objectives/outcomes of the program.

The program includes a minimum of 810 clinical and immersion hours as shown in Appendix IV. D. 2. All courses are mapped to program outcomes and ACNM Core Competencies. One credit hour is equivalent to three contact hours in the clinical setting.

Strong support has been received from community partners in the clinical setting, and additional women's health clinical partnerships are being arranged to foster student clinical learning experiences. Contracts are currently being obtained in preparation for clinical experiences. A range of practice models, including full scope midwifery practices, full scope obstetric and midwifery group practices, and gynecology only practices will be available for clinical experiences. Presently GC places over 30 FNP students yearly in Women's Health sites. These sites have active contracts and are potential ongoing sites for future midwifery students.

E.4. b. Each student will have access to at least this minimum number of clinical experiences: 1. 10 Preconception care visits, 2. 15 New antepartum visits, 3. 70 Return antepartum visits, 4. 20 Labor management experiences, 5. 20 Births, 6. 20 Newborn assessments, 7. 10 Breastfeeding support visits, 8. 20 Postpartum visits (0-7 days), 9. 15 Postpartum visits (1-8 weeks), 10. Primary care visits: a) 40 common health problems, b) 20 family planning visits, c) 40 gynecologic visits including perimenopausal and postmenopausal visits.

During the summer of 2020, the GC SON Midwifery program plans to admit 6 students. Clinical sites will increase in number as enrollment increases every year for a total

of 24 students across 2 years in the program to ensure adequate clinical placements for all students.

Table 4.E.4.b

	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Year 4 (2023)
# students/ cohort	6 / cohort 1	6 / cohort 1 9 / cohort 2	9 / cohort 2 12 / cohort 3	12 / cohort 3 12 / cohort 4

Potential Nurse Midwifery clinical sites were reviewed April – September 2019, and others continue to be considered by the GC MSN Midwifery faculty. Discussion has begun with sites where students have completed women’s health experiences for our family nurse practitioner. Thirty-two students were placed throughout the state in the fall of 2019 completing 90 hours each. The number of clinical sites will continue to grow with enrollment.

The Midwifery Program Coordinator plans to communicate directly with each midwife in person or by phone to negotiate agreements. Two letters of support and intent to precept students have been obtained as of September 1, 2019, and more are expected. Contracts will be finalized in the spring of 2021 for antepartum sites, which are the first clinical experiences of the program. Every attempt will be made to have students at the same clinical site for the antepartum clinical and the gynecology/primary care rotation to provide continuity of care and ease of transition at clinical sites.

The program leadership anticipates that some students in each cohort may be traveling from all over the state of Georgia. For these students, the Program Coordinator will try to identify clinical sites in their geographical area and contract with these agencies.

The Clinical Site Coordinator, Paige Alford, will assist with clinical sites contracts. Students, in collaboration with their faculty and Clinical Site Coordinator, will be monitoring the number of clinical experiences throughout the program. Students will use the electronic system E-Value to record and track their clinical experiences. The faculty will continue to track feedback and verify the number of experiences per clinical site as part of the yearly clinical site evaluation process.

E.5. The program has set and implements policies and procedures to verify student identity for academic work, including that conducted by electronic or distance technologies.

GC and the SON take academic integrity very seriously. All students review the Academic Honesty code and complete an Academic Integrity Tutorial with Quiz during orientation to the MSN program. GC Honor

Code: <https://www.GC.edu/studentaffairs/codeofconduct>

GC uses Proctor U for all online MSN exams in clinical courses. Proctor U is a secure live online proctoring and identity management system. All proctoring is conducted inside ProctorU-managed facilities on ProctorU- managed networks and computers. They use multiple modalities to verify test taker identities that include questions, keystroke biometrics, ID capture and facial analysis. They video, record and allow faculty to “live look in” to watch test takers. The faculty may review any exam taking session if desired or have sessions reviewed by experienced proctors. Artificial intelligence works to assist proctors in identifying unique behavioral cues that may warrant further inspection.

[Proctor U information](#)

GSCU uses the “Turn it in” program to document authenticity of student work. Turnitin is a plagiarism prevention service that allows faculty the ability to check student papers and written assignments for originality against Internet sources, other student submissions, and academic databases at the time students are electronically submitting their work to the instructor. Turnitin provides faculty (and students) an "Originality Report," which is a color-coded report matching student writing with matching sources that used identical strings of words.

F. Regular communication will occur among and between faculty and students during implementation of the curriculum.

During orientation to the GC MSN program, all midwifery students will be provided with the contact information for the Program Coordinator and Clinical Site Coordinator. The Program Coordinator will serve as the academic advisor for all nurse midwifery students and will respond promptly to email communication (24-48 hours during the business week). The Program Coordinator will have posted office hours each week (5 hours/week) and will be available by appointment in a campus office or virtual office once every semester and have the ability to schedule additional meetings at any time by appointment.

The SON Graduate Committee meets monthly is comprised of faculty holding graduate status. All graduate faculty is responsible for ongoing review and revision of graduate program curricula (including midwifery). The Midwifery Program Coordinator serves as an active member of this committee.

Formative assessment will be scheduled by all midwifery faculty with focus on the newly developed midwifery courses. Faculty will use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Data from the evaluation of curriculum and teaching-learning practices will be used to foster program improvement.

G. The curriculum conforms to state or nationally recognized guidelines for the program/s educational level/s: certificate, master's degree, and/or doctoral degree.

The SON faculty developed a template and maps for the curriculum that is consistent with accreditation requirements, the curriculum is developed using the following national guidelines:

- The Essentials of Master's Education for Advanced Practice Nursing (AACN, 2011)
 - [The Essentials of Master's Education in Nursing](#)
- The Consensus Model for APRN Education (NCSBN, 2008)
 - [APRN Consensus Model](#)

These professional standards are reflected throughout the curricula across all courses. Examples of curricular mapping for programs will available to review in the resource room (Exhibit IV G). SON curricula incorporate professional standards, guidelines, and competencies. Course activities move students toward achievement of the course outcomes. Course outcomes align with program outcomes. Program maps illustrate the connections between course and program outcomes. Syllabi and class schedules list activities and content that allows students to achieve course outcomes (Exhibit II.C.1).

ACME Criterion V: Resources

A. Faculty and staff for the midwifery program are sufficient in number to meet midwifery program objectives/outcomes. *No narrative is required* They include:

A.1. Adequate number of qualified faculty.

GC SON presently employs 27 full time, 3 part time and 12 clinical faculty members.

Degrees	Percentage
MSN	36
PhD	26
DNP	33
EdD	2.5
DHSc	2.5

All SON faculty members are academically and experientially qualified for their positions and teaching assignments. Two of the faculty are certified nurse midwives with years of experience in both full scope midwifery and education.

Eleven full-time positions teach core graduate level courses and are well qualified and sufficient in number to accomplish the mission and program outcomes. Eight of the faculty are certified APRN's in their specialty areas. Additional adjunct faculty will teach didactic courses, facilitate simulation or skills as needed and serve as site visitors. Additional midwifery faculty will be added with increasing student numbers. GC Leadership including the CoHS Dean, is committed to the success of the GC Midwifery Program.

The full-time faculty workload for tenure track faculty at GC is 12 credit hours for fall and spring semesters. The workload for non-tenure track faculty (lecturers) is 16-18 hours per semester. Faculty normally teach in more than one program and some teach across all programs.

A.2. Adequate number of staff for secretarial, technical and student support.

GC offers a comprehensive group of academic support services for graduate students. Student support is provided by various institutional offices whose mission is to move the student through academic life from recruitment to admission, registration, enrollment, library, academic support and tutorial, through graduation and career services for post-graduation success. Student support discussed below (section C) includes library services, technology support, distance education support, research support, admission services, and advising services.

B. Physical facilities are adequate to meet program objectives/outcomes.

MSN graduate students are taught didactic classes completely online. However, when face-to-face campus activities are required such as MSN orientation, GC has available classroom space to host students. Other face-to-face required activities within the MSN program such as health assessment immersion week and skills acquisition days will be hosted at GC's Simulation Translational Research Center (STRC). STRC is located a few miles from campus at Navicent Baldwin Hospital. The STRC is an 8,985 square feet facility, divided into 9 graduate, 8 undergraduates (3 semi-private), 1 SANE training room(s), plus a supply, medication, soiled utility, control, server room and student lounge. There are also 3 pre-briefing/debriefing areas. In addition, the STRC has an array of simulation equipment such as, but not limited to: High and low fidelity manikins to support the learning of students in various areas of nursing and other healthcare professions.

- High-fidelity – 3 adult, 2 obstetric, 2 pediatric and 2 infants
- Low Fidelity – 1 obstetric, 4 infants
- Task trainers – 6 pelvic modules, 4 ears, 1 eyes examination trainer
- Equipment: 19 cameras, 2 smart displays w/computers, 2 Double robots, computers, 1 Television/DVD player, Omnicell unit, Simulation shirts w/computers, 2 Bionic Simulation shirts w/ computers, 3 Alaris IV pumps, 2 simulation thermometers, microscopes and 2 defibrillators.
- Replicas: Adult, pediatric and obstetric acute care hospital rooms, 2 obstetric delivery rooms, functioning flow meters, hospital beds, vital sign monitors, bedside monitors, etc.

C. Learning resources are current, available, accessible and adequate.

GC offers a comprehensive group of academic support services for graduate students.

Learning Technologies Resources

[GeorgiaVIEW](#) (Brightspace by D2L) is Georgia College's Learning Management System. The GeorgiaVIEW course sites allow anytime, anywhere access to course materials, syllabi, quizzes, discussions, assignments, grades, etc. As the administrative home for GeorgiaVIEW, The Center for Teaching & Learning (CTL) provides both technical and pedagogical support to instructors using GeorgiaVIEW. CTL can help you whether you have a technical question on GeorgiaVIEW or if you are interested in learning how GeorgiaVIEW's tools can support teaching goals.

[GC Library Services](#) The Library and the Center for Teaching and Learning (CTL) provides a variety of resources and services for all students and faculty to enable them to thrive in an information-intensive and diverse global community. These include library instruction for any graduate course upon request, access to print and electronic resources to support the curriculum and research needs, and support for technology needs through the Center for Teaching and Learning. The Library houses over 200,000 books and DVD collections, computers, and a multimedia-editing laboratory. Digital still and video cameras are available for faculty and student checkout. Librarians provide library instruction to over 150 classes per year. Research assistance may be obtained via email, instant messaging, and telephone or in person through the “Ask a Librarian” service. All electronic resources can be accessed on or off campus. As part of the University System of Georgia, GC has access to Georgia Library Learning Online (GALILEO). A World Wide Web-based virtual library, GALILEO provides access to multiple information resources, including secured access to licensed products. Participating institutions may access over 100 databases indexing thousands of periodicals and scholarly journals. Over 10,000 journal titles are provided in full-text. Other resources include encyclopedias, business directories, and government publications. GALILEO provides students and faculty with the same resources as those available in Tier 1 institutions.

GIL Express [GAILEO Interconnected Libraries (GIL)] facilitates the loaning of books from among the 31 USG libraries, while interlibrary loan [ILLiad (ILL)] supports multimedia and journal articles to be loaned from state, national and international libraries. NetLibrary provides access to the library’s collection of NetLibrary e-books, which are part of the library’s growing eContent resources. eContent is the digital version of books, journals, and database content.

[Information Technology](#) IT support for GCSC graduate students is offered in the [Center for Teaching and Learning](#) (CTL). IT employees are available 24 hours per day, seven days per week via the [SERVE](#) line at GC (except University holidays). Computer repair services are also available through SERVE. Technicians from SERVE repair and troubleshoot hardware and software issues, install hardware and software, remove viruses, perform computer tune-ups, and assist with connection to the campus wireless system. Help from IT technicians can be obtained in person or

remotely. All students, faculty, and staff can download site-licensed software from the GC portal. Examples of available software include AVG anti-virus, Malwarebytes, Microsoft Office, SPSS, and EndNote. Students, faculty and staff can also request training for specific programs such as WebEx (a collaborative program for online meetings and courses). GC sponsors a campus-wide license for Lynda.com where students can view over 40,000 video tutorials online. These tutorials provide “how to” for many hardware and software items being utilized.

Distance Education Support Online learning is supported through the CTL, IDEAS (Instructional Distance Education Advanced Services) and includes GeorgiaVIEW (classroom management software), podcasting, wiki services and SecondLife. IDEAS support all GC students who have learning content on the course management system GeorgiaVIEW. Instruction is scheduled for online learning resources for faculty and students throughout the year and is also provided on an as-needed basis. Online tutorials are available on the GC GeorgiaVIEW web site as well as via the GC library site. Classroom instruction is available for faculty to schedule as well. Distance education students may access IDEAS assistance via telephone consultation for support.

Research support is offered through nursing faculty and a graduate librarian for all nursing programs. Within the graduate nursing programs at GC, students may work with a faculty member for support with research projects and studies based on assignments. The graduate librarian is available in the CTL to assist with locating research articles and other resources such as tools/instruments.

Admission Services and Registrar’s Office [Admissions](#) to graduate programs is managed by the Graduate Admission’s office, which is under the (associate) provost’s office. The Registrar’s Office supports GC’s past, current, and future students by providing services in the areas of registration, grade collection and distribution, maintenance and release of academic records, degree audit, enrollment and degree verification, veterans’ certification, and transfer evaluation. The Registrar’s Office produces the University Catalog, assists with the production of semester course schedules, and organizes the commencement ceremonies. The Registrar’s Office also ensures the fair and consistent application of the academic rules and regulations established by the faculty, administration, state and federal government. Many student

processes that formerly required a trip to the Registrar's Office (such as withdrawal from the University) are now available online.

Advising Services Each graduate nursing student is assigned to a graduate nursing faculty for advisement. Each student's assigned advisor serves in that capacity until the matriculation or transfer of the student from the university. Advisors meet with graduate students each semester and as needed to discuss academic class scheduling, clinical internship options, and plans for completion of degree.

Other Resources Other resources available to graduate students include various campus services, centers and experiences. The **Counseling Center** offers confidential [Counseling Services](#) to all GC students. The Office of **Disability Services** make recommendations for classroom or testing accommodations for students identified as disabled in Section 504 of the Rehabilitation Act of 1973 and the subsequent Americans with Disabilities Act. Additional assistance with specific courses and writing assignments can be found at [the Writing Center](#). Both centers offer tutoring and writing assistance. The School of Nursing offers two different **study abroad** experiences for graduate students. Both experiences are medical mission focused, with one experience in GC **Tanzania** and the other in **Honduras**. Prior to entry into a program of study within the School of Nursing at GC, students participate in a faculty led orientation or immersion experience. During these planned events students are presented with resources available to achieve success. The graduate faculty hold New Graduate Student Orientation for incoming students. The goal of this experience is to help foster a strong learning community among the graduate students.

Criterion VI

A. Each program will have a comprehensive plan for ongoing assessment of the program philosophy, mission/purpose, and objectives/outcomes to achieve continuous quality improvement.

GC SON presently has a comprehensive educational effectiveness plan for their MSN, Post-Masters certificate programs (see Exhibit I. B.4.a). The Educational Effectiveness (EE) Committee is charged with evaluating the MSN program within the SON to focus on the evaluation process. The written plan includes a matrix which captures the components /elements to be evaluated for ongoing evaluation of the SON achievement. Examples of components include graduation rates, employment rates, program evaluation data, and satisfaction data. This data is aggregated and reported to communities of interest. The SON uses data to make curricular and program changes as needed. The SON educational effectiveness plans are part of the university's overall strategic assessment program which tracks achievement of student learning outcomes and links these student learning outcomes with the mission and vision of the university. The Director of the SON appoints faculty to serve on the EE Committee on an annual basis. The Assistant Director of the Graduate Programs participates on this committee and participate in reviews and updates. The GC Midwifery Coordinator will update the Assistant Director of Graduate Nursing with needed information from the Midwifery program. The Educational Effectiveness committee collects outcome data and reports the data to the Nursing Faculty Organization (NFO). Changes to plans require approval through the NFO. One method used by the EE Committee to gather data related to educational effectiveness is through administration of surveys to various groups. Each fall semester, online surveys are administered to faculty, current students, alumni, and employers of SON graduates. The surveys contain questions regarding satisfaction with facilities, technology, participation in shared governance; fiscal resources, employment status, and degree to which the student met program outcomes.

A.1. The program assessment process will include ongoing data collection and analysis to achieve program improvement. These data include, but will not be limited to:

Evaluation of outcomes will be used for ongoing program improvement. The following subsections detail the evaluation plans in detail.

A.1.a. Evaluations of the program by students and graduates.

GC academic support services are sufficient to ensure quality. GC SON is engaged in a regular review process to ensure that University support services are adequate to meet programmatic student needs. Current students, faculty, alumni, and employers are all surveyed regarding their satisfaction with our program, facilities, and how this impact the achievement of student learning outcomes. This evaluation is done on a regular basis and in accordance with the Educational Effectiveness Plan that is outlined for each program. The Midwifery Program will be included in this review.

In all SON MSN programs faculty members are evaluated by students at the end of each course; clinical practice sites are evaluated by faculty and students at the end of each clinical rotation; preceptors are evaluated by students and faculty at the end of each rotation; and peer evaluation of teaching is done upon request and at regular intervals for most faculty. In addition, didactic courses are evaluated using the IDEA form that allows for specific assessment by students of their learning in a particular course. Faculty members select learning objectives for each course that students use to determine whether objectives were met (see Exhibit II.B.4.a). Through analysis of IDEA data, the report provides raw data as well as an adjusted score that takes student's motivation and work habits into account in determining overall progress in course objectives. The IDEA form also provides comparative data to similar institutions.

In present SON MSN programs preceptor evaluations by students, clinical instructor evaluations by students, clinical site evaluations by faculty and students, and course evaluation summaries by faculty provide evidence of program effectiveness and data for continuous quality improvement. Course evaluation data are compiled by the faculty teaching the course and shared in written format at Graduate Committee meetings and posted on the school server for review by all nursing faculty. Policy and curricular changes have been instituted to improve program effectiveness based on these data as detailed in the Graduate Committee meeting minutes. The Midwifery Program will be added to this process.

A.1.b. Evaluations from external constituents such as employers of graduates and public comment as available.

Current students, faculty, alumni, and employers are all surveyed regarding their satisfaction with our program and the facilities and how they impact the achievement of student learning outcomes. This evaluation is done on a regular basis and in accordance with the Educational Effectiveness Plan. Faculty completing site visits at clinical practices often receive evaluative comments offered by staff. Their feedback is considered in ongoing initiatives to achieve quality course outcomes. One method used by the EE Committee to gather data related for educational effectiveness is through administration of surveys to various groups. Fall semester every 3 years, online surveys are administered to faculty, current students, alumni, and employers of SON graduates. The surveys contain questions regarding satisfaction with facilities, technology, participation in shared governance; fiscal resources, employment status, and degree to which the student met program outcomes.

Employer and Alumni Satisfaction

In September every 3 years surveys are distributed to the employers of our graduates. In the past, satisfaction surveys were only mailed to employers and alumni for completion (see Exhibit VIA.1.b.). This approach consistently resulted in low return numbers. Strategies to increase the return rate are ongoing. Some examples of strategies employed over the last three years are:

1. Having surveys available at advisory board meetings so that members who were Employers of our graduates are able to complete.
2. Asking faculty who are making site visits to take surveys with them for distribution and completion when appropriate.
3. Distributing surveys electronically.
4. Eliciting assistance from faculty and preceptors in identifying student employers and asking them to complete a survey.

Surveys will be sent out this September. Previous data analysis from surveys returned found that 86% of employers rated our graduates from 8-10 on a scale of 1-10 when asked how they would rate the quality of our graduates. Over 57% of employers felt that our

graduates were better than other programs, while 43% felt they were about the same as other programs.

Similarly, return rates from alumni are low. For the MSN program in September 2015 we were able to get twelve surveys out of possible 16 returned using social media class cohort page to distribute the survey. All of these students reported they were either satisfied or very satisfied with the program at GC. All of the students indicated they would recommend the program to others. 80% of employers of SON MSN graduates will agree or strongly agree that graduates meet role expectations.

A.1.c. Enrollment, graduation, attrition, certification, and other relevant outcome data.

Refer to Educational Effectiveness Plan and Smart Reports in Exhibit I. B.4.a.

A.2 The passing rate for first takers of the national AMCB certification examination is at least 85%. Programs develop effective plans to bring the pass rate to 85% if it drops below that point.

The GC SON Midwifery Program is committed to excellence and is committed to offering a program leading to success on the AMCB certification exam. The GC SON Midwifery Program aims for the first-time passing rate of all graduates to be at least 85%. Should the program experience a first-time pass rate that is less than 85%, a midwifery certification recovery plan would be put into place and the curriculum would be evaluated for potential gaps.

The GC SON website will clearly state the first-time pass rate of students on AMCB certification when these data are available.

A.3. The assessment plan will reflect state or national standards in its review and updating of the program philosophy, purpose/mission, objectives/outcomes.

Standards will include at a minimum: No Narrative required.

A.3.a. Current ACNM philosophy and standards.

The assessment plan will reflect current ACNM philosophy and standards in its review and updating of program philosophy, mission, and outcomes. For example, as evidenced in Criteria IV, the Program Coordinator, has used all current ACNM documents including the *ACNM Statement of Philosophy, Standards for the Practice of Midwifery, and Core Competencies for Basic Midwifery Practice*, and the *Code of Ethics* in the development of the GC SON Midwifery curriculum. The Program Coordinator and midwifery faculty will continue to use these documents (or any updated version of these documents) in the assessment of the

program. The Program Coordinator will monitor these documents and be responsive to any revisions or updates and by ACNM to these documents. Should revisions or updates occur to these documents, then Dr. Monica Ketchie and other midwifery faculty will evaluate the curriculum and make changes accordingly if needed. Any substantial changes will be brought before the Graduate Committee for approval.

A.3.b. Significant changes in higher education that are relevant to the program.

The GC SON Midwifery program plans to address changes in higher education through the EE review process and through remaining aware of major pedagogical shifts in healthcare education. For example, learning outcomes and benefits are documented in the literature related to simulation-based learning. GC SON faculty increased the use of simulation in its clinical courses. A full simulation day is offered in many MSN courses to evaluate students by caring for standardized patients. GC MSN plans to continue updating its programs. This fall all graduate faculty attending educational sessions on telehealth medicine and simulation assessment shirts. Both these tools will be incorporated in the MSN programs where appropriate. GC SON encourages training for faculty on trends in higher education. As a member of the GC Graduate Committee, the program coordinator, Dr. Ketchie will be actively involved in decisions and integrate any specific changes that occur in the GC SON Midwifery program. Any changes that are found to be necessary during either the regular review process or due to updates or changes in ACNM guidelines will be the responsibility of the Program Coordinator. Monitoring changes in higher education and general nursing education are the responsibility of the Dean and the Associate Dean of the CoHS, the Director of SON and the Assistant Director of Graduate Nursing. The process involves the consistent involvement of the Dean, Associate Deans, Directors and Coordinators at state and national meetings to insure best practices for future health care needs. New information will be brought to CoHS and SON for discussion and implementation.

Any changes in program standards or review processes will be made in collaboration with the Program Coordinator, and content experts teaching each course, under the guidance of the Graduate Committee when indicated.

A.4. The assessment process will include periodic evaluation of clinical education. Clinical evaluation will include: *No Narrative required.*

A.4.a. Initial and periodic evaluation of the ability and effectiveness of clinical sites to meet student learning needs.

Each clinical site will be evaluated initially and each semester by the Supervising Clinical Faculty, and Program Coordinator. The Program Coordinator and the Supervising Clinical Faculty will complete visit sites. Areas of review for evaluation purposes will include:

- Review for currency of site contract
- Current Nurse Midwifery AMCB certification of preceptors
- One of the following: site practice guidelines, review of site policies/procedures, or review and confirmation of site for student use
- Numbers and types of clinical experiences available
- Preceptor expressing a sincere interest in teaching and mentoring nurse midwifery students enrolled in the clinical practicum (see preceptor guidelines in Exhibit VI A.4.a.1)
- Preceptor allocating sufficient time and space resources to effectively fulfill the role
- Preceptor willing to collaborate with graduate nursing faculty in planning and evaluating clinical practicum experiences (see clinical evaluation in Exhibit VI A.4.a.2)

The Clinical Faculty and Program Coordinator will create a yearly report of each clinical site. After analysis of reports, recommendations will be made with input from faculty and the Clinical Coordinator to determine continued use of the clinical site and/or feedback for the clinical site based on the assessment and analysis.

A.4.b. Evaluation of the clinical experiences in relation to enabling students to achieve clinical competence

E-value, a clinical tracking system currently used by the MSN students, will be used to track midwifery student's clinical experiences. By tracking the clinical experiences, the Program Coordinator will have evidence that students obtain sufficient clinical and learning experiences to enable achievement of clinical competence.

The final clinical evaluation for the practicum/experience is completed by the faculty member responsible for each course, with significant input from the clinical preceptor. The current system of evaluation involves feedback from clinical preceptors who complete an evaluation of the student at the midpoint and end of each semester (see Exhibit VI A.4.a.2). The Program Coordinator and/or assigned faculty will visit each student at the assigned clinical site at

least once per semester. Phone and email contact with the student/preceptor is maintained throughout the semester. Since Georgia is a geographically large state, if necessary, faculty may with clinical faculty using other forms of technology. The Director of Nursing, The Director of Nursing and the Assistant Director of Graduate Nursing work closely with the Program Coordinator and the Clinical Placement Coordinator to insure the selection of appropriate preceptors for each course.

Students will likely experience anywhere from two to four different clinical sites, allowing for student growth in a variety of practice settings with differing numbers of clinical experiences. Every attempt will be made when possible to have student's complete clinical experiences in a setting for two semesters to allow for further growth and development. Since GC SON MSN programs have a commitment to rural health, the GC MSN students are encouraged to complete clinical experiences in underserved communities. The Program Director and Clinical Coordinator will evaluate clinical sites yearly for numbers and types of clinical experiences. Students will complete a clinical site evaluation after each placement.

A.4.c. Current contract for each clinical site.

The GC MSN Program presently has clinical partners to support rotations in all clinical areas. Standard contracts, developed by the University, outline the responsibilities of GC MSN program and the Clinical Agency. Initial contracts are written to continue until either party decides to end the affiliation. The clinical coordinator, Paige Alford, will be responsible for obtaining and maintaining a current contract for each clinical site. In conjunction with the Program Coordinator, the Clinical Coordinator will assign students to clinical sites that have current contracts.

A.5. The assessment process includes a plan for evaluation of faculty teaching in the program.

The GC SON outlines a formal evaluation process that is conducted to assure that expected individual student learning and program outcomes are met. Faculty teaching is evaluated by students at the end of each course; clinical faculty and preceptors are evaluated by students and faculty at the end of each rotation; and peer evaluation of teaching is done upon request and at regular intervals for most faculty. In addition, the theory course is evaluated using *IDEA* that allows for specific assessment by students of their learning in a particular

course. All Students who attend GC are asked to evaluate each didactic course using the *IDEA* form.

Teaching is one component of the Annual Faculty Evaluation process. If a faculty member fails to meet evaluative standards, resources are offered for improvement from the GC SON Director. Faculty members are also provided with numerous resources for continuing education that they can seek on their own with the support of the SON budget.

A.5.a. All faculty will be evaluated annually on the following basis:

Student evaluations from the confidential quantitative *IDEA* survey along with qualitative narrative student comments provide feedback for evaluating teaching and courses and setting goals for improvement. *IDEA* allows for specific assessment by students of their learning in a particular course. Students in the GC SON midwifery program will evaluate the faculty and course using the *IDEA* form.

Faculty responsibilities and instructional policies are discussed with individuals at annual reviews and NFO meetings with faculty. Faculty roles in teaching, scholarship, service, and practice continue to reflect the mission of the institution and the GC SON mission/philosophy and program outcomes. Faculty complete an annual self-evaluation form identifying their progress in the areas of teaching, scholarship, service, and practice and identify goals for the upcoming year prior to this meeting (see Exhibit VI A.5.b).

A.5.b. Clinical teacher competence as applicable

Both students and faculty course coordinators evaluate clinical faculty, preceptors and clinical sites at the end of each experience. Feedback related to clinical teacher competence is provided to the Clinical Placement Coordinator and the Program Coordinator for review at the end of each clinical rotation. Exhibit VI A.5.b. contains sample forms used for evaluation of preceptors.

A.5.c. Currency of knowledge and clinical competence in area(s) of practice related to proposed midwifery program responsibilities.

All core faculty in the GC SON MSN programs are knowledgeable and clinically competent in their area of practice. Certified nurse-midwives and nurse practitioners from the GC SON MSN programs and the broader community will be teaching students and will have primary responsibility for supervision and evaluation. Currency of knowledge and clinic competence in

areas of midwifery practice is part of the faculty evaluation criteria. Faculty members are expected to maintain this currency through scholarship and/or clinical practice.

A.5.d. Non-discriminatory, respectful approach to students, colleagues, and patients in keeping with the basic principles of the ACNM *Code of Ethics*

GC is committed to the fundamental principle of equal opportunity and equal treatment for every prospective and current employee and strives to create a campus environment which understands, fosters, and embraces the value of diversity. No person shall, on the grounds of race, color, sex, sexual orientation, religion, national origin, age, disability, veteran status, or genetic information, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination, under any program or activity conducted by GC. This approach to students, colleagues and patients will also conform to the basic principles of the ACNM Code of Ethics. For example, a focus on “respect for human rights and dignity of every person” is inherent to GC pedagogy and also is included in the ACNM Code of Ethics.

B. The program will maintain and publicizes accurate, current data on student outcomes. This information must be posted and hyperlinked on the midwifery program web pages. Data to be measured and publicized will include:

B.1. Graduation data, for both full-time and part-time students.

The Midwifery Program Coordinator will update data at least annually, to ensure that GC SON midwifery website publicizes accurate and current data on student outcomes. Data will be shared with University leadership, the CoHS, NFO, and the Admissions office to communicate accurate student outcomes.

B.2. Program’s Aggregated Annual American Midwifery Certification Board (AMCB) pass rates for first time takes and retake pass rates.

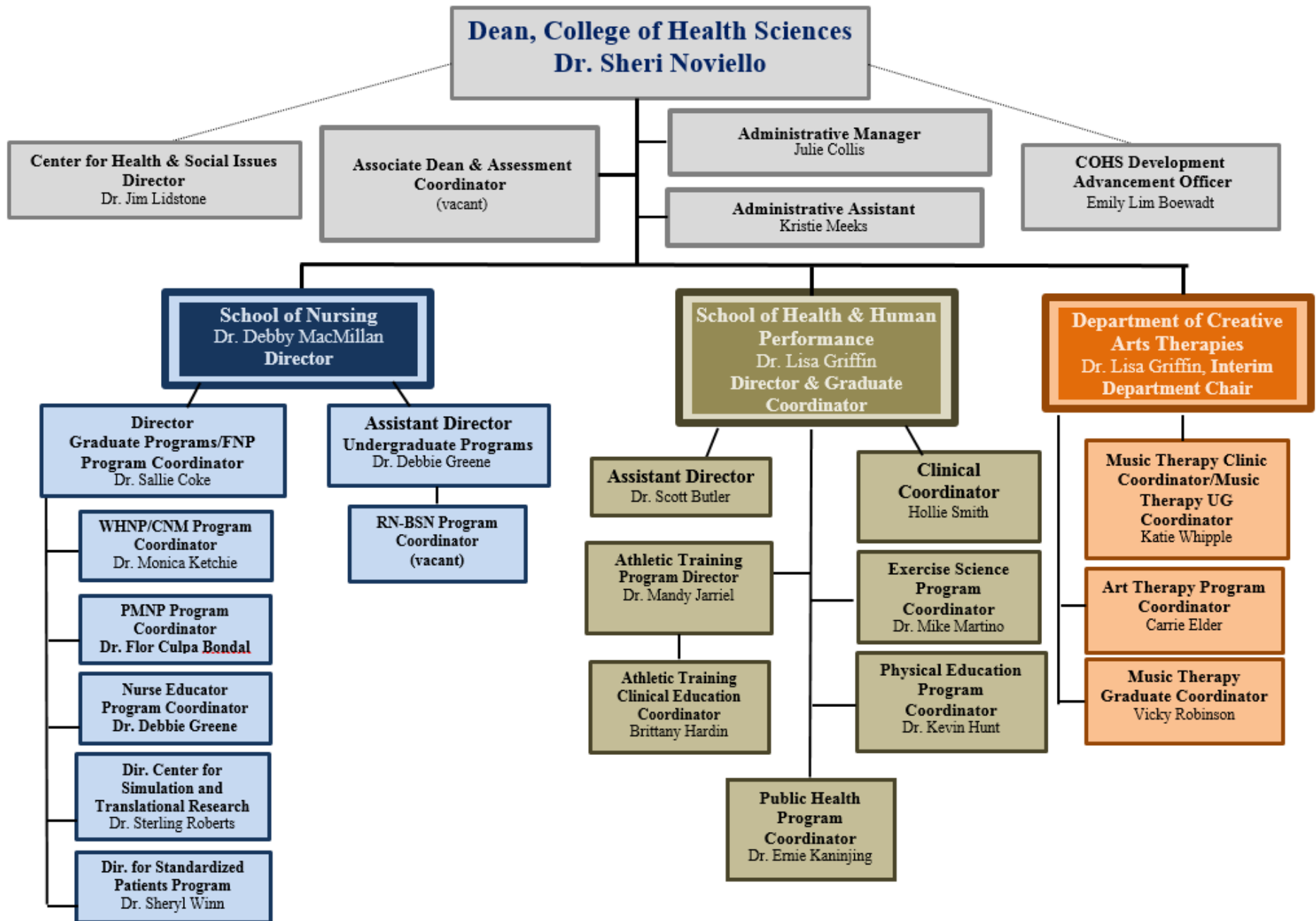
Passing rates will be collected for first-time and retake pass rates and join the EE committee collected data. Starting in 2022, aggregated annual AMCB pass rates will be available on the GC Institutional Research Webpage.

B.3. Program-specific data related to program philosophy, mission/purpose and objectives/outcomes for marketing or public disclosure purposes.

All GC SON program-specific data related to the program philosophy, mission and outcomes will be available to the public from a link on the GC SON Midwifery website for marketing purposes. This data will also be incorporated into the 2020-2021 GC Graduate School Catalog.

Appendices

Appendix 1.D.
COLLEGE OF HEALTH SCIENCES ADMINISTRATIVE ORGANIZATIONAL STRUCTURE FY 2020



Appendix I.E.1.a

Georgia College & State University



College of Health Sciences

*Philosophy, Policy, & Procedures
for
Faculty Performance Appraisal*

Table of Contents

PURPOSE.....	84
SECTION I.....	85
The Context for Promotion and Tenure at GCSU	85
Tenure.....	85
Promotion	86
Definitions of Teaching, Scholarship and Professional Development, and Service	86
Superior Teaching.....	86
Scholarship & Professional Development.....	87
Service	88
Critical Components of Superior Teaching, Scholarship and Professional Development, and Service	88
Critical Components of Superior Teaching.....	89
Critical Components of Scholarship and Professional Development.....	91
Critical Components of Service.....	92
Critical Components for Professorial Ranks When Considering Promotion Materials	93
SECTION II.....	97
General Information on the Tenure and Promotion Processes	97
Guiding Principles	97
Committees Involved in Personnel Evaluations in the College of Health Sciences(COHS).....	98
Academic Tenure at Georgia College & State University	99
Pre-Tenure Review	100
Tenure Review.....	101
Post-tenure Review.....	103
Academic Promotion at Georgia College & State University	104
Guidelines for Award of Promotion	104
Procedures for Promotion at GCSU	105

Georgia College & State University
College of Health Sciences
Philosophy, Policy, & Procedures for Faculty Performance Appraisal

PURPOSE

The purpose of this document is to provide college-level guidelines to assist individual faculty in applying for tenure and/or promotion. It provides an overview of the philosophy guiding performance appraisal of COHS faculty members, a review of the processes, delineating criteria, and offers evidence and practical recommendations for the development of compelling portfolios for tenure and promotion in one of the practice disciplines of the College. Links to supporting documents offer additional detail. This document should be revised on a regular basis in order to keep the College of Health Sciences in line with university and system-wide developments, as well as changes in practices and knowledge of Health Sciences disciplines.

- Section I provides an overview of the way in which promotion and tenure are conceptualized for the practice disciplines of the College of Health Sciences. This section includes the following sub-sections:
 - **The Context for Promotion and Tenure at GCSU:** frames the processes of promotion and tenure within the vision statements for the University System of Georgia, GCSU, and the College of Health Sciences.
 - **Definitions of Superior Teaching, Scholarship and Professional Development, and Service:** definitions that reflect the Boyer model of scholarship
 - **Critical Components of Superior Teaching, Scholarship and Professional Development, and Service:** those components believed to be critical in demonstrating those qualities of teaching, scholarship, and service deserving of promotion and tenure. This section also includes Examples of Evaluative Evidence to demonstrate each critical element in a faculty portfolio.
 - **Critical Components for Professorial Ranks When Considering Promotion Materials:** a matrix tracing the critical components across professorial ranks
- Section II guides health sciences faculty through the policies and procedures for applying for promotion and/or tenure at GCSU.

SECTION I

The Context for Promotion and Tenure at GCSU

The processes of applying for tenure and promotion are career-defining moments for faculty. Portfolios prepared for Promotion and Tenure applications clarify professional development and document the academic paths of the faculty member. These milestones in the professional journey of the faculty members are opportunities to reflect and synthesize the value of their contributions to GCSU through Superior Teaching, Scholarship and Professional Development, and Service.

To help guide understanding of the processes of promotion and tenure, it is instructive to remember that what drives our efforts at Georgia College, is defined by the University System of Georgia Board of Regents as core characteristics of state universities:

- a commitment to excellence and to being responsive to the needs of the state and region;
- a commitment to a teaching/learning environment that exists in and out of the classroom;
- a high quality general education program;
- a commitment to public service; and
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits

The USG core characteristics are translated into the GCSU unique vision as a public, liberal arts university where faculty are “dedicated to challenging students and fostering excellence in the classroom and beyond,” as well as being “committed to community service and are creatively engaged in their fields of specialization”

The College of Health Sciences' mission further aligns with the GCSU vision and the USG core characteristics of state universities in noting that its graduates “emerge with a comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others to effect change in a dynamic society.” Faculty members representing the practice disciplines within the College of Health Sciences are said to be dedicated to:

- fostering student learning through superior teaching;
- discovering and disseminating knowledge through scholarship and continued professional development; and
- engaging in service to the institution, profession, & community.

Tenure

Length of service at GCSU is considered in determining if a faculty member can be considered for tenure. Tenure may be recommended upon completion of a probationary period of at least five complete years of full-time service at the rank of assistant professor or higher. According to the USG, tenure shall be based on (1) superior teaching, (2) outstanding service to the institution, (3) academic achievement, and (4) growth and development. Noteworthy achievement is expected in superior teaching and at least one other area. An award of tenure not only requires excellence in performance but a promise of continued excellence in teaching,

research, and service. Tenured faculty members are expected to maintain standards of professional performance and to lead by professional example, in all cases being subject to annual evaluations and post-tenure review

Promotion

Recognized faculty ranks at GCSU are Instructor, Lecturer and Senior Lecturer, Assistant Professor, Associate Professor, and Professor. Promotions to the rank of Associate and Full Professor require a terminal degree or equivalent. Promotion to a specific rank is dependent on length of service at GCSU, as follows:

For promotion to:	Minimum service in rank:
Assistant Professor	3 years in Instructor rank
Associate Professor	4 years as Assistant Professor
Professor	5 years as Associate Professor

Neither the terminal degree nor longevity of service is a guarantee, per se, of promotion. Criteria for promotion to all professorial ranks include at a minimum: (1) superior teaching, (2) outstanding service to the institution, (3) academic achievement, and (4) professional growth and development. Noteworthy achievement in all four need not be demanded, but should be expected in at least two, one of which is superior teaching.

Definitions of Teaching, Scholarship and Professional Development, and Service

Due to the professional nature of the College of Health Sciences, the categories of academic achievement and professional growth and development are combined into a single category called “Scholarship and Professional Development” for both tenure and promotion within the College of Health Sciences.

Superior Teaching

As an institution with a liberal arts mission, GCSU values teaching above all other faculty accomplishments to the extent that it is a primary and constant consideration in all personnel decisions related to faculty. Superior teaching reflects the art and science of helping students to learn that extends beyond the classroom to include all faculty-student engagement. Superior teaching involves careful planning, continual examination, and learner-centered assessment. It makes use of innovative measures that provide high levels of academic challenge, opportunities for active and collaborative learning, interaction between students and faculty, educationally enriching experiences, and a supportive campus environment (Kuh, 2001).

Within the College of Health Sciences, intradisciplinary and transdisciplinary interactions and collaboration are the norm as aggregates of faculty make decisions to affect unit operations, program curricula, program evaluation, and in some cases curriculum delivery. An attitude of professionalism and collegial behaviors--such that one has a reputation as a “good citizen” of the unit, college, university and profession--can be critical to effective collaboration. Professional collaboration and collegiality are modeled through establishing relationships that

promote a positive work environment, sharing expert knowledge through mentoring/supporting peers and/or students; advocating for programs, unit, and college; and increasing visibility of COHS programs in a positive manner. As such, there is a place in the evaluation of teaching to address evidence of professional collaboration and collegiality.

Scholarship & Professional Development

Due to the nature of the profession, faculty members must constantly update their knowledge of best practices in their field, identify new knowledge generated in their disciplines, and take advantage of appropriate professional development opportunities. The work of being a faculty member involves constantly recreating ourselves by integrating new knowledge and practices into our teaching, service and scholarship.

The traditional concept of research as scholarship is too constrictive to represent the wide range of scholarship that characterizes practice disciplines. Thus, the model of scholarship proposed by Ernest Boyer (1990) is used to guide decisions about promotion and tenure within the College of Health Sciences at GCSU. Consistent with Boyer's concept of what should count as scholarship, **faculty efforts must include some product, peer-reviewed, and publicly presented in some scholarly forum.**

In concert with Boyer's conceptualization, we believe that scholarship in its four forms - discovery, application, integration, and teaching - embraces the collective talents of our faculty as they engage in rigorous academic processes with the intent to shape and understand all aspects of holistic health. Scholarship and professional development are defined for our purposes as creative intellectual work that is disseminated and professionally reviewed, and activities that lead to maintenance or improvement of credentials.

The Scholarship of Discovery refers to a process of meticulous and thorough inquiry with which faculty engage intentionally to validate and refine existing knowledge and/or to generate new knowledge. Systematic inquiry within the quantitative and qualitative research paradigms is used to contribute to the disciplines. All discovery begins with an element of intellectual curiosity. Further, a spirit of inquiry lends to critiquing the current evidence base and applying best practices to teaching, evaluation, program development, and practice.

The Scholarship of Application refers to an integrated and reflective interaction of current knowledge of theory and practice in the respective discipline so that new understandings can occur. Engaging in practice enables faculty to test theory for goodness of fit and usefulness in improving practice itself and the outcomes for patients/clients/families/groups/ communities we serve. Opportunities to apply theory and research to practice abound and include both direct care experiences as well as consultation.

The Scholarship of Integration relates to the synthesis of knowledge that incorporates and promotes interdisciplinary collaboration in making meaningful connections and synthesis across disciplines, and seeking broader

insights through multiple perspectives.

The Scholarship of Teaching & Learning refers to the evolving pedagogical process that is carefully planned and continually examined and revised. This scholarship involves a systematic inquiry into the teaching-learning process, examines how learning occurs, and facilitates adjustments to methods to assure that learning is sustained.

Beyond these four forms of scholarship, we believe in the importance of faculty continuing their own professional development. Professional development includes those activities that strengthen teaching, scholarship, or service, and can be documented.

Service

Universities function in various contexts, and faculty members *serve* in different roles in these contexts. *Service* includes those activities, other than teaching and research, which contribute to the daily operation of the University, as well as those which contribute to health sciences professions, publicize the programs of the College, enhance the reputation of GCSU, and contribute to the health and well-being of the public. Thus, “service” includes functions that benefit various constituencies, including the institution, the profession, and the community.

Service to the institution includes activities such as academic advising and serving on committees, task forces, commissions, governance, and other groups that contribute to the daily operation of GCSU, the College of Health Sciences, and the departments (and special programs) within the College. It also includes serving at campus events which publicize the University and the College.

Service to the profession includes activities that contribute to the health sciences professions, such as being active in professional organizations, convening conferences, assuming leadership roles, participation in accreditation activities, providing continuing education activities to professionals.

Service as a professional benefits the community, and is related directly to the faculty member’s area of expertise. Service as a citizen also benefits the community, but does not flow directly from the faculty’s specific skills. For example, a nurse providing health education at local colleges would be doing “service as a professional.” The same person serving on a zoning committee in local government would be doing “service as a citizen.” While GCSU values all types of service, service as a professional garners more weight in terms of faculty contribution than service as a citizen.

Critical Components of Superior Teaching, Scholarship and Professional Development, and Service

When faculty members apply for tenure or promotion, they are evaluated on Superior Teaching, Scholarship and Professional Development, and Service. Given that the primary role

of GCSU is teaching, it is expected that all of the critical components of superior teaching are met. Evidence of noteworthy achievement in either scholarship or service is also an expectation, with evidence of achievement in the remaining category.

A description of both **required evidence** and **suggested evidence** for a faculty member to provide in the tenure or promotion portfolio is listed below:

Required evidence: the Chairperson evaluation from the annual individual faculty report for all years under the period of review

Suggested evidence: Individual faculty will not be expected to provide all types of possible evidence listed for the areas of superior teaching, scholarship and service. Neither is the list of examples provided exhaustive. Certain activities may fit under more than one of the three areas or under multiple critical components of a specific area. In such cases, it is the faculty members' task to explain this throughout their application materials. Faculty members will use the evidence to craft a narrative that makes the argument addressing the critical components. The following tables outline the critical components of each of these areas and provide suggested evidence that may be used to support the application.

Critical Components of Superior Teaching

The purpose of teaching is to improve/impact learning. The evidence presented should be used to indicate that teaching has positively impacted student learning in the cognitive, affective, and/or psychomotor domains.

Critical Components	Evidentiary Support
<p>1.1 Demonstrate professionalism and collegiality such that one has a reputation as a "good citizen" of the unit, college, and university.</p>	<p>Private communications</p> <ul style="list-style-type: none"> • Emails; • Cards; • Letters of support from peers, colleagues, current or former students and/or alumni (letters from current students must be unsolicited); • External letters of commendation. <p>Public communications & recognitions</p> <ul style="list-style-type: none"> • Caught in the Act of Caring; • Informal presentations (CETL, lunch and learns, and brown bags); • Media exposure (radio, web, TV, newsletter, newspaper); • Communication with individuals or agencies advocating for students, unit, and/or college.
<p>1.2 Develops course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation.</p>	<p>Teaching Philosophy</p> <ul style="list-style-type: none"> • Succinct documentation of teaching philosophy and its relationship to course development. <p>Course Documents</p>

	<ul style="list-style-type: none"> • Syllabi that reflect learning outcomes, methods, and delivery system; • Course evaluations with self-reflection and proposed revisions; • Minutes from team, unit, or college meetings related to course planning or redesign; • Clinical or field-based arrangements for an individual course to include contracts; • Formative and summative assessments to include the analysis of data and proposed changes; • Awards for teaching excellence; • Copies and analysis of official student opinion surveys and other assessment surveys; • Peer review of course and teaching methods, including CETL course assessments; • Department Chairperson Evaluation; • New course proposals.
<p>1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods.</p>	<p>Use of teaching methods or course (student) products that incorporate innovative strategies such as:</p> <ul style="list-style-type: none"> • Active Learning; • Collaborative Learning; • Case Study; • Integrative Learning; • Simulation; • Service Learning; • Concept maps; • Technology Infusion; • Classroom Assessment; • Internationalization of learning.
<p>1.4 Engage in curriculum or program planning design, revision and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements.</p>	<p>Curriculum or program design, revision and/or evaluation, including:</p> <ul style="list-style-type: none"> • Curriculum Content Mapping to Program or National Standards; • Documentation of active participation on curriculum, evaluation, or assessment committee; • Documentation of course revisions based on student feedback and outcomes; • Participation in elements of program evaluation or self- study.

Critical Components of Scholarship and Professional Development

Scholarly and creative activities must include some tangible product, be peer reviewed, and be publicly presented in some scholarly forum. Professional development includes those activities that strengthen teaching, scholarship or service and can be documented.

Critical Component	Evidentiary Support
<p>2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship.</p>	<p>Peer reviewed or edited work such as:</p> <ul style="list-style-type: none"> • Authored or edited books; • Book chapters; • Journal articles; • Monographs. <p>Reviewed or invited presentations such as:</p> <ul style="list-style-type: none"> • Invited keynotes; • Posters or oral presentations at professional conferences; • Public lectures. <p>Grants for research projects.</p>
<p>2.2 Development and dissemination of creative designs or activities</p>	<p>Peer-reviewed, edited, juried or invited creative works such as:</p> <ul style="list-style-type: none"> • Performances or presentations at professional conferences; • Juried exhibits; • Choreography; • Compositions. <p>Grants for creative activities.</p>
<p>2.3 Review or editing of scholarly work and professional consulting</p>	<p>Reviews or editing of scholarly or creative works such as:</p> <ul style="list-style-type: none"> • Written reviews of books or creative activities; • Service as editor or peer reviewer of professional journal and conference presentations; • Mentorship of student research; • Summary or communication documenting consultation contribution.
<p>2.4 Acquisition and maintenance of professional credentials and training</p>	<p>Acquisition and maintenance of professional credentials and training such as:</p> <ul style="list-style-type: none"> • Professional degrees or certificates renewed or earned; • Completion of training advancing teaching, scholarship or service.

Critical Components of Service

Supporting documents for service should include not only membership in a given organization, but should indicate active engagement, commitment, and overall impact of service.

Critical Component	Evidentiary Support
<p>3.1 Service to the Institution or the University System of Georgia</p>	<p>Participation or formal leadership in governance of the unit, college, university, or system; examples may include</p> <ul style="list-style-type: none"> • Committees; • Task forces; • Commissions; • Councils. <p>Involvement in campus programs of limited duration; examples may include</p> <ul style="list-style-type: none"> • Circle leader; • Recognition ceremonies; • Research conferences; • Trainings. <p>Mentoring faculty peers or student organizations. Effective academic advisement.</p>
<p>3.2 Service to the Profession</p>	<p>Involvement in professional organizations; examples may include</p> <ul style="list-style-type: none"> • Committee membership; • Leadership roles; • Board of directors; • Task forces; • Conference convener, etc. <p>Mentoring or providing support to professional peers. Management of external accreditation reviews.</p>
<p>3.3 Service to the Community (as a professional or a *citizen)</p>	<p>Involvement in community non-profit organizations or governmental agencies, calling on the individual's professional expertise</p> <ul style="list-style-type: none"> • Committee membership; • Leadership roles; • Board of directors; • Task forces. <p>Leadership in professional organizations in service to the community. Delivery of direct care/educational services to communities. Involvement in community service as a citizen, not directly related to the individual's professional expertise.</p>

* Please note the "citizen" service receives less weight than as a professional

Critical Components for Professorial Ranks When Considering Promotion Materials

To receive tenure, faculty provide evidence of noteworthy achievement at their current rank for Teaching and *either* Scholarship or Service, with evidence of achievement in the remaining category. To receive promotion, faculty provide evidence of noteworthy achievement at the rank sought for Teaching and *either* Scholarship or Service, with evidence of achievement in the remaining category.

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
1. Superior Teaching:		
<i>An assistant professor demonstrates superior teaching resulting in learning, evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. This must be demonstrated in <u>all</u> of the following criteria:</i>	<i>An associate professor demonstrates consistent superior teaching resulting in learning evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. This must be demonstrated in <u>all</u> of the following criteria:</i>	<i>A (full) professor demonstrates consistent long-term record of superior teaching resulting in learning evidenced by positive documented changes in learners' growth in cognitive/ psychomotor/ affective domains. This must be demonstrated in <u>all</u> of the following criteria:</i>
1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.	1.1 Demonstrates consistent professionalism and collegiality through private and public communications from a variety of stakeholders.	1.1 Demonstrates long-term record of professionalism and collegiality through private and public communications from a variety of stakeholders.
1.2 Demonstrates development of course materials and pre-course planning documents that reflects effective planning and assessment of instructional design and implementation.	1.2 Demonstrate consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation.	1.2 Demonstrate long-term record of consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation. Examples of leadership should also be evident in this area.
1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.	1.3 Demonstrates consistent implementation of innovation of instructional design and delivery that results in improved learning.	1.3 Demonstrates long-term record of consistent implementation of innovation of instructional design and delivery that results in improved learning. Examples of leadership should also be evident in this area.
1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.	1.4 Demonstrates consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.	1.4 Demonstrates long-term record of consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements. Examples of leadership should also be evident in this area.

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
2. Scholarship and Professional Development:		
<p><i>An assistant professor demonstrates successful scholarly productivity and professional development in area of specialization. Achievement must be shown in both Scholarship (2.1-2.3) and Professional Development criteria (2.4). This may be demonstrated by the following criteria, although not all areas are required:</i></p>	<p><i>An associate professor demonstrates established scholarly productivity and professional development in area of specialization. Achievement must be shown in both Scholarship (2.1-2.3) and Professional Development criteria (2.4). This may be demonstrated by the following criteria, although not all areas are required:</i></p>	<p><i>A (full) professor demonstrates established, consistent record of scholarly activity and professional development of such quantity and quality that there exists a noted reputation as recognized by peers at the state, regional and/or national level. Achievement must be shown in both Scholarship (2.1-2.3) and Professional Development criteria (2.4). This may be demonstrated by the following criteria, although not all areas are required:</i></p>
<p>2.1 Development and dissemination of knowledge through the submission of peer-reviewed scholarly efforts, presentation at state and regional level conferences, and/or submission of internal or external funding of research initiatives.</p>	<p>2.1 Development and dissemination of knowledge through the publication of peer-reviewed scholarly efforts, presentation at state, regional, and national level conferences, and/or receipt of internal or external funding of research initiatives.</p>	<p>2.1 Development and dissemination of knowledge through the regular publication of peer-reviewed scholarly efforts, presentation at state, regional, national and international level conferences, and/or receipt of multiple internal or external funding of research initiatives.</p>
<p>2.2 Development and dissemination of creative designs or activities through the submission of peer-reviewed creative efforts for publication, presentation of exhibits with state and regional recognition, and/or submission of internal or external funding of creative initiatives.</p>	<p>2.2 Development and dissemination of creative designs or activities through the publication of peer-reviewed creative efforts, presentation of exhibits with state, regional, and national recognition, and/or receipt of internal or external funding of creative initiatives.</p>	<p>2.2 Development and dissemination of creative designs or activities through the regular publication of peer-reviewed creative efforts, presentation of exhibits with state, regional, national, and international recognition, and/or receipt of multiple internal or external funding of creative initiatives.</p>
<p>2.3 Review or editing of scholarly work through the submission of reviews of other work, informal mentorship of student research, and professional consulting on a state and regional level.</p>	<p>2.3 Review or editing of scholarly work through the publication of reviews of other work, service as a reviewer of professional journals and presentations, formal mentorship of student research, and professional consulting on a state, regional, or national level.</p>	<p>2.3 Review or editing of scholarly work through the regular publication of reviews of other work, service as an editor or reviewer of professional journals and presentations, formal mentorship of student research leading to dissemination, and professional consulting on a state, regional, national, or international level.</p>
<p>2.4 Acquisition of professional credentials or training; and/or recognition at the state or regional level.</p>	<p>2.4 Acquisition and maintenance of professional credentials or training; and/or recognition at the state, regional, or national level.</p>	<p>2.4 Ongoing acquisition and maintenance of professional credentials or training; and/or recognition at the state, regional, national or international level.</p>

Note: Completion of a terminal degree is a requirement for promotion. When used as evidence for either tenure or promotion, attainment of the terminal degree may only be used as evidence of Professional Development (not Scholarship).

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
3. Service:		
<i>An assistant professor demonstrates a record of service that positively reflects on the department, college, institution, and/or USG. This may be demonstrated by the following criteria, although not all areas are required:</i>	<i>An associate professor demonstrates established a record of service that positively reflects on the department, college, institution, and/or USG. This may be demonstrated by the following criteria, although not all areas are required:</i>	<i>A (full) professor demonstrates an established, consistent record of service of such quantity and quality that there exists a noted reputation for service as recognized by peers at the community or state level. This may be demonstrated by the following criteria, although not all areas are required:</i>
3.1. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level; effective academic advising; volunteering with special campus events; mentoring student organizations; and/or submission of internal or external funding of non-research initiatives (i.e., academic programming).	3.1. Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non-research initiatives (i.e., academic programming).	3.1. Demonstrates involvement in committees, task forces, or initiatives at the department, college, institution or system level and/or leadership at the department, college or institution level; mentorship on advising to junior faculty; mentorship of faculty peers outside of department; coordinating special campus events; and/or receipt of multiple internal or external funding of non-research initiatives (i.e., academic programming).
3.2. Demonstrates commitment to their profession through active participation in organization activities and initiatives at the community, state or regional level.	3.2 Demonstrates a strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.	3.2 Demonstrates strong consistent commitment to their profession through active participation in organization activities and initiatives at the state, regional, national, or international level and/or leadership in organization activities and initiatives at the state, regional, or national level, mentoring professional peers, and/or work as a lead accreditation reviewer.
3.3 Demonstrates the ability to provide service to the community, district, or state.	3.3 Demonstrates the ability to provide leadership in service work to the community, district, or state.	3.3 Demonstrates recognition for sustained leadership in service work to the community, district, or state.

SECTION II

General Information on the Tenure and Promotion Processes

The process through which personnel advice is submitted to duly appointed academic authorities and ultimately to the University President is grounded in the belief that faculty members comprising the University's academic departments¹ are best qualified to determine their own composition and to evaluate the evidence for tenure and/or promotion of the individuals within the unit. Therefore, Department Tenure & Promotion Committees conduct faculty evaluations and make recommendations to the chair of the unit. Then, the chair of the unit makes a recommendation as well. Both of these recommendations are sent to the College Tenure & Promotion Committee. The College Tenure & Promotion Committee then makes a recommendation and sends this to the Dean, whose recommendation is submitted for University-level review by the Provost and Vice President for Academic Affairs and the President. These personnel reviews for promotion and tenure prepared at the department/unit, then college level, are subject to review by all appropriately designated higher levels of institutional administration, to afford due process, including recourse, when disputes between applying faculty and committees or institutional administrators arise.

Guiding Principles

Personnel review for purposes of recommending promotion, pre-tenure, post-tenure, or award of tenure are conducted according to rigorous, documented standards/criteria which are fairly and consistently applied by each advisory body and each decision-making authority at every level of the evaluation process. At each level, reviews are conducted in an atmosphere of fairness and professional integrity. To that end, the following guiding principles are in effect across all units of evaluation for the purposes of promotion and tenure decisions:

Supporting materials – the quantity of supporting materials provided in Binder 2 is limited to a single 3-ring binder of reasonable size (approximately 4 inches). Materials provided should focus on exemplars from areas under review, not an exhaustive inclusion of every example of all possible items. If necessary, exceptions can be made with sufficient justification for materials not easily presented in a binder.

Confidentiality - all deliberations, records, and recommendations of Department Chairpersons and departmental entities formed for the purposes of evaluating, reviewing, and recommending personnel actions are strictly confidential. Disclosure of such information is permissible only for use by appropriate authorities.

Voluntary Recusal from Deliberations - faculty members related to a party being evaluated in any personnel matter must recuse themselves from all evaluation procedures. Any faculty member of a Tenure & Promotion committee at the unit or college level who believes their involvement in a personnel decision would be a conflict of interest, is advised to voluntarily recuse themselves from participation in the review process. Those who have voluntarily recused themselves from the review may not review documents and shall not vote or offer advice, either directly or indirectly, to

¹ For ease of reading, the name "Department" is used throughout this document, although it equally applies to other academic units. Similarly, Unit Director should be substituted in place of the term "Chair" for music therapy, which is not a department.

other committee members.

Procedural Rules – all COHS advisory bodies making personnel recommendations are encouraged to adopt procedural rules to guide their deliberations, using the following definitions:

- proxy – authority, conferred in writing by a qualified voter to another qualified voter, empowering the latter to vote on behalf of the former. *Use of proxy votes is highly discouraged in deliberations involving personnel recommendations.*
- absentee vote – a vote cast *in absentia* in writing by a qualified voter and delivered in a sealed envelope to the chair of the deliberating committee. *Use of absentee votes is highly discouraged in deliberations involving personnel recommendations.*
- quorum – a majority of eligible voters within unit or college committee that is duly authorized to conduct personnel evaluations or reviews and tender personnel recommendations to a higher administrative authority. *A quorum is required of all committees whose purview involves personnel evaluations and recommendation*
- A faculty member may only serve at one level (department or college)
- Once a portfolio is submitted by faculty for review, it should remain intact, except for the addition of new publications or information (since the portfolio was submitted) etc...

Committees Involved in Personnel Evaluations in the College of Health Sciences(COHS)

Two standing committees are used for Personnel Evaluations within the COHS. The composition and criteria for eligibility for service on each committee are described below.

Department Tenure & Promotion Committee

This advisory group consists of full-time tenured faculty assigned to a department or unit within the COHS (School of Nursing, School of Health and Human Performance, Department of Music Therapy). Only faculty members who have achieved tenure may evaluate a faculty colleague seeking an award of tenure. Likewise, promotions may be considered only by faculty who are tenured and hold a rank equal to or higher than the rank being considered. This committee should consist of all faculty who are tenured and/or hold rank equal to or higher than the rank being considered. The committee should never have fewer than three (3) members. The faculty member who serves on the College Tenure & Promotion Committee is recused from the department level review.

The respective Department Chairperson or unit director is ineligible to serve on this committee and is ineligible to nominate or vote during the election process for selection of members of this committee but does convene the committee for pre-tenure assessments, tenure deliberations, post-tenure assessments, and promotion recommendations. The committee itself selects a committee chair. If a Department Tenure & Promotion Committee does not have enough faculty members to meet these requirements, the College Dean shall seek the advice of the Academic Chairs Council in appointing a sufficient number of tenured, appropriately ranked members to constitute a minimum three-person committee to consider the faculty application.

College Tenure & Promotion Committee

The College Tenure & Promotion Committee shall consist of Five (5) faculty members, two (2) from the School of Nursing, two (2) from the School of Health and Human Performance and one(1) from the Department of Music Therapy. Each program area will elect the specified number of tenured faculty member with the rank of Associate Professor or higher from the unit to serve on the committee. No persons may participate on this committee in any year they are being considered for promotion or tenure. Additionally, Department Chairs, Division Directors, or Deans are ineligible for service on the committee. Each program will forward a list of eligible faculty and the Dean's office will conduct the election electronically immediately before the first CoHS meeting of the Fall semester. If a qualified committee member is not available from within the unit, a unit election will be held to select a qualified faculty member from another unit within COHS to represent the unit on the committee. In the event of extenuating circumstances that preclude the ability of the committee to conduct an election within the required time frame of the review of applicants for tenure and promotion, replacements on this committee will be assigned by the Dean with input from unit heads.

Academic Tenure at Georgia College & State University

“Academic tenure” is defined as the qualified expectation of the continuation of annual employment that may be awarded to a full-time tenure-track faculty member after completion of a probationary period at GCSU. There is no guarantee that tenure will be awarded at the end of the probationary period; neither is tenure a guarantee of lifetime employment. Rather, tenure means that one who has been awarded tenure may not be discharged except upon certain grounds and in accordance with procedures specified by the USG Board of Regents policy. Award of tenure requires excellence in performance and the promise of continued excellence in teaching, scholarship, and service. *It is the responsibility of the faculty member applying for tenure to demonstrate that the criteria for tenure have been met.* Faculty applying for tenure are encouraged to pursue peer and supervisory input and guidance.

Academic tenure is a privilege awarded after a thorough review that culminates in the University acknowledging the faculty member's excellence and the likelihood that such excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the department/academic unit, College of Health Sciences, and the University. Excellence is reflected in the faculty member's teaching, scholarship, and service, including the individual's ability to interact with collegiality with faculty and appropriateness with students.

A recommendation for the privilege of tenure is **typically** made during the eligible faculty member's sixth (6th) year of full-time employment with the University. The individual who wishes to be considered for tenure in the fifth (5th) year and who has strong evidence to support such consideration (strong pre-tenure review, feedback from tenured faculty, and/or department chair recommendations) is allowed to apply. This would be an **atypical** application and should be supported by extremely strong evidence. If tenure is not granted during the sixth (6th) full-time year, the faculty will be given a terminal contract for the seventh (7th) year of full-time employment.

If recommended tenure is approved at all requisite levels, the award of tenure takes effect at the

beginning of the next contract year following the review and recommendation approval. Credit for the prior accomplishment of service applied toward the tenure probationary period must be specified and approved formally in writing at the individual faculty member's time of initial hire at GCSU. [Note: In cases where a faculty member is employed in the January term (Spring semester), years toward tenure begin in the next full academic year; exceptions to that policy are made at the level of the Department Chair/Dean.]

At Georgia College & State University, an award of academic tenure is associated with three review procedures across years of service as defined below. In advance of seeking tenure, the faculty member undergoes a **pre-tenure** review conducted by a committee of faculty peers to offer guidance, noting progress toward the goal of tenure and recommending strategies to increase the probability of success. Upon notification, the faculty member will develop a portfolio in application for **tenure**. Subsequently, the tenured faculty member on a five-year cycle undergoes a peer review of performance directed toward further career development, known as **post-tenure** review.

Pre-Tenure Review

Pre-tenure evaluation, sometimes referred to as 3rd year review, provides for a thorough peer review of the tenure-eligible candidate's criterion-based performance with the sole purpose of delineating for the individual progress made thus far toward tenure (and promotion). Pre-tenure review occurs during the third year of appointment in a tenure-track position. Faculty members hired with prior credit for service are evaluated at the mid-point of their probationary period. Administrators subject to senior administrative review are exempt from the pre-tenure process. Pre-tenure evaluation does not replace annual performance evaluation. Obtaining a favorable pre-tenure review does not bind GCSU to recommend the non-tenured individual for tenure or promotion when the requisite years have been achieved. The results of pre-tenure review will have no bearing on subsequent tenure and promotion decisions. However, an unsatisfactory pre-tenure review may justify non-renewal of employment contracts at the discretion of the University President upon recommendation of the Vice President for Academic Affairs, the COHS Dean, and the Department Chairperson.

Timing – In the fall semester of the tenure-eligible faculty's third year of service or at the mid-point of the probationary period for those with prior credit, the Office of Academic Affairs notifies the individual and the line of authority supervisor (Department Chairperson) that pre-tenure documents should be submitted according to the timeline provided.

Portfolio contents – The following materials are submitted for the pre-tenure review; no additional materials are accepted:

- Summary in narrative form of major accomplishments achieved during the interval under review related to the Critical Components of teaching, scholarship and professional development, and service to the unit, college, university, the community, and the profession.
- Evidence to support the summary narrative
- Copies of the Individual Faculty Reports and the Department Chairperson's evaluations for the interval under review
- Results of student and peer evaluations for the interval under review

- Current curriculum vita

Conduct of Pre-tenure Review – A pre-tenure committee within the individual’s home department or unit is appointed by the Department Chairperson to consist of at least three (3) tenured individuals from the home department if possible, or from discipline-related departments if necessary. The members of this committee may or may not serve as members of the Department Tenure & Promotion committee. The committee is given the responsibility of conducting a circumspect evaluation and providing a written report to both the individual faculty and the immediate supervisor, using the Rating Form 1 for Pre-tenure Review. Confidentiality of the results is essential. Because the results serve only for career development, they are not included in the faculty member’s personnel file. The committee will provide Pre-Tenure Form 2 for the file, noting that the review was conducted, and that results were shared with the faculty member and supervisor.

Potential Results of Review – Three results of the evaluation of faculty’s performance are possible: satisfactory, needs improvement, and unsatisfactory, based on written criteria. “Needs improvement” and “Unsatisfactory” are to be applied judiciously and be associated with sound rationale.

Discussion of Results – The chair of the pre-tenure committee and the faculty member’s immediate supervisor hold a candid discussion of the report with the tenure-eligible colleague. All copies of results are transferred to the faculty member, who signs Pre-tenure Form 2 with the committee chair and immediate supervisor for the file. Recommendations concerning potential faculty development activities that might improve or maintain performance are discussed during this meeting, whether the review is favorable or unfavorable.

Tenure Review

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured faculty member is the extent of continued employment on a 100% workload basis (the ten-month academic year) until retirement, dismissal for cause, or release because of financial exigency. Assistant professors, associate professors, and professors who are employed full-time are tenure-eligible. Someone with temporary employment status is not eligible for tenure consideration.

Tenure may be recommended upon completion of a probationary period of at least five complete academic terms of full-time service at the rank of assistant professor or higher. A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at GCSU at the rank of instructor. Credit for prior service shall be defined in writing by the President and approved by the Chancellor at the time of initial appointment at the rank of assistant professor or higher. The maximum time that may be served at the rank of assistant professor or higher without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be offered if an institutional recommendation for tenure is not approved. The maximum time that may be served in any combination of full-time instructional appointments (lecturer, instructor, or professorial ranks) without the award of tenure is 10 years, provided that a terminal contract for an 11th year is offered if an institutional recommendation for tenure is not approved.

Tenure or probationary credit toward tenure is lost upon resignation from GCSU, written resignation from a tenured position in order to take a non-tenured position, or written resignation from a position with probationary credit toward tenure is given to take a position in which no probationary credit is given.

Tenured faculty members or non-tenured faculty before the end of the contract term may be dismissed for any of the following reasons, provided due process requirements have been met by the institution:

- conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment or prior to employment if the conviction or admission of guilt was willfully concealed;
- professional incompetence, neglect of duty, or default of academic integrity in teaching, research, or scholarship;
- sale or distribution of illegal drugs, teaching under the influence of alcohol or illegal drugs; any use of alcohol or illegal drugs which interferes with the faculty member's performance of duty or responsibilities to GCSU or the profession;
- physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
- false swearing with regard to official documents filed with the institution;
- disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;
- such other grounds as specified in the GCSU statutes.

Process for Tenure Review

1. The Office of the Provost and Vice President for Academic Affairs shall make available a list of eligible faculty to the "line of authority" supervisors when faculty are tenure-eligible and the dates when recommendation is due to the appropriate GCSU officials.
2. The tenure-eligible faculty member submits a written tenure portfolio supporting the candidacy for tenure to the Department Chairperson. [A separate portfolio is required if the individual is concurrently seeking promotion]. The Standard Format for Application for Tenure which is available from the Office of Academic Affairs should be used for this purpose and provides guidelines for portfolio content as well as instructions for presentation of tenure materials.
3. After a review of the portfolio supporting candidacy, peer faculty in the individual's own department, convened as the Department Tenure & Promotion Committee, formally recommend for or against tenure in writing and accompanied by the faculty member's supporting documents, to the Department Chairperson. A written copy of the recommendation is provided to the faculty member being considered for tenure. If the recommendation is made against tenure, the faculty member has ten (10) calendar days from receipt of such notice to submit to the Department Chairperson a written statement in support of tenure candidacy.
4. The Department Chairperson shall provide a written formal recommendation for or against tenure, accompanied by the faculty member's tenure portfolio, to the COHS Dean. A copy of this recommendation also shall be submitted to the faculty member seeking tenure. If the Department Chairperson recommends against tenure, the faculty member has ten (10) calendar days from receipt of the notice, to submit to the COHS

- Dean a written statement in support of candidacy for tenure.
5. The COHS Dean provides the faculty members' tenure portfolio to the COHS Tenure & Promotion Committee for review, consideration, and recommendation. The committee's written recommendation with supporting documentation used in making the recommendation, is then submitted to the COHS Dean. If the College Tenure & Promotion Committee recommends against tenure, the faculty has ten (10) calendar days from receipt of notice, to submit to the Dean a written statement in support of tenure candidacy.
 6. The COHS Dean provides a formal written recommendation for or against tenure, with the supporting tenure portfolio, to the Vice President for Academic Affairs; a copy of the recommendation also is sent to the faculty member being considered for tenure. If the Dean recommends against tenure, the faculty has ten (10) calendar days from receipt of notice, to submit to the Vice President for Academic Affairs a written statement in support of tenure candidacy.
 7. The Vice President for Academic Affairs provides a formal written recommendation for or against tenure and supporting documentation in support of the faculty member's candidacy for tenure to the President of GCSU. The Vice President for Academic Affairs' recommendation to the President also is provided to the faculty member seeking tenure. If the recommendation is against an award of tenure, the faculty member has ten (10) calendar days from receipt of notice, to submit to the President a written statement in support of tenure candidacy.
 8. After a review of documentation supporting the faculty member's candidacy for tenure, recommendations, consultation with supervisors and/or other appropriate faculty, the President of GCSU may recommend tenure to the Board of Regents. The President's decision shall be provided to the faculty member. If the President does not recommend tenure, the faculty member has a right to appeal in accordance with Board policies.

Post-tenure Review

The post-tenure review has as its purpose an opportunity to examine, recognize, and enhance the performance of tenured faculty, focusing upon career development by identification of opportunities for faculty to reach their full potential in service to the institution. All tenured faculty members are subject to review on a five-year cycle. Exempt are administrators who are subject to senior administrative review. The post-tenure review does not replace annual evaluation.

Portfolio contents – The following materials are submitted for the post-tenure review; no additional materials are accepted:

- Summary in narrative form of major accomplishments achieved during the interval under review related to the Critical Components of teaching, scholarship and professional development, and service to the unit, college, university, the community, and the profession.
- Evidence to support the summary narrative
- Copies of the Individual Faculty Reports and the Department Chairperson's evaluations for the interval under review
- Results of student and peer evaluations for the interval under review
- Current curriculum vita

Conduct of Post-tenure Review – The Department Chairperson will appoint a post-tenure review committee of tenured faculty from the individual’s department and/or related departments at GCSU. The members of this committee may or may not serve as members of the Department Tenure & Promotion committee. The faculty member under review may select two members and the Department Chairperson selects the third. One preemptive challenge to the supervisor’s selection is allowed. A circumspect evaluation is conducted. The category “unsatisfactory” is used judiciously and reserved for circumstances in which the colleague’s performance is sufficiently severe to constitute grounds for revocation of tenure and cause for dismissal. The Department Chairperson may provide the committee with a description of special conditions within the unit that deserve consideration when evaluating the performance during the previous five years.

Potential Results of Review – Satisfactory performance for the previous five years may be identified and is documented by the committee for Post-tenure Review. If unsatisfactory performance is evident, the committee will provide an informed and candid written response using Form 1 B. In the event of unsatisfactory results, the immediate supervisor and faculty member develop a plan for enhancing the quality of performance, including a timeline and monitoring strategies. Both parties sign the plan, which is stored within the personnel file in the immediate supervisor’s office. The committee may provide commendation for noteworthy achievement by the faculty member during the previous five years and to recognize special meritorious achievement. Declaring noteworthy performance is limited to those few individuals who greatly exceed normal expectations in performance.

Discussion of Results –Confidentiality in the post-tenure review process is imperative; copies of the evaluation are shared only with the individual faculty member and the immediate supervisor.

Academic Promotion at Georgia College & State University

Academic Promotion is defined as advancement in rank or position based on meeting requisite criteria for the respective advancement. Recognized faculty ranks at GCSU are Instructor, Lecturer and Senior Lecturer, Assistant Professor, Associate Professor, and Professor. Promotion to a specific professorial rank is dependent on length of service at GCSU. Promotion from instructor to assistant professor rank requires 3 years in instructor rank; promotion to associate professor requires 4 years in assistant professor rank and promotion to professor rank requires 5 years of service at the rank of associate professor. While both the terminal degree and longevity of service are required for promotion, neither guarantees promotion, *per se*. Instead, noteworthy achievement in Superior Teaching and at least one other area – Scholarship and Professional Development or Service, according to Section I above – is required. Achievement in all three areas is expected.

Guidelines for Award of Promotion

Criteria for promotion to all professorial ranks require superior teaching, scholarship, professional development, and service. Noteworthy achievement is expected in teaching and one additional area. At GCSU, because of classification as a state university, “a doctoral degree or equivalent in training, ability, and/or experience “is required for promotion to associate or full professor” .A documented record detailing justification for showing evidence of

“equivalent” is available.

The faculty member’s length of service is considered in determining whether or not an individual should be promoted. Faculty should be eligible for promotion consideration as follows:

- From Instructor to Assistant Professor during the 3rd year of service.
- From Assistant Professor to Associate Professor during their 5th year of service as an Assistant Professor.
- From Associate Professor to Professor during their 5th year of service as an Associate Professor.

Promotion to professorial rank is accompanied by a salary supplement over and beyond merit raises received by faculty.

Procedures for Promotion at GCSU

1. The Office of the Provost and Vice President for Academic Affairs shall make available a list of eligible faculty to the “line of authority” supervisors when faculty are eligible for promotion and shall specify the dates when the recommendation is due to the appropriate GCSU officials.
2. The promotion-eligible faculty member submits a written portfolio supporting the candidacy for promotion to the Department Chairperson. [A separate portfolio is required if the individual is concurrently seeking tenure]. The Standard Format for Application for Promotion, available from the Office of Academic Affairs, is to be used for this purpose and provides guidelines for portfolio content as well as instructions for presentation of materials supporting promotion. Moreover, the faculty member should be guided by Section I of this document which specifies criteria and a matrix related to promotion across professorial ranks and Section III, which contains examples and templates.
3. After a review of the portfolio supporting candidacy, peer faculty in the individual’s own department (Department Tenure & Promotion Committee) convened by the respective Department Chairperson, formally recommends for or against promotion in writing and submit their recommendation, accompanied by the faculty member’s supporting documents, to the Department Chairperson. The written recommendations are to include the rationale for the recommendation and vote of the committee. Acting on behalf of the faculty, the committee chair signs the recommendation. A written copy of the recommendation also is provided to the faculty member being considered for promotion. If the recommendation is made against promotion, the faculty member has ten (10) calendar days from receipt of such notice to submit a written statement to the Department Chairperson in support of his/her candidacy for promotion.
4. In all cases, this committee must base their deliberations on the standards and criteria for promotion approved and adopted by the COHS. The committee may consider recommendations and evaluations of the applicant's portfolio submitted by external sources, using the committee's own specified process for collecting such external reviews; however, external reviews are not required.
5. The Department Chairperson shall next provide an independent written formal recommendation for or against promotion, either concurring or disagreeing with the

Department Tenure & Promotion Committee, accompanied by the faculty member's portfolio, to the COHS Dean. A copy of this recommendation also shall be submitted to the faculty member seeking promotion. If the Department Chairperson recommends against promotion, the faculty member has ten (10) calendar days from receipt of the notice, to submit a written statement to the COHS Dean in support of candidacy for promotion.

6. Further duties of the Department Chairperson include the following: (a) assuring that the applicant's portfolio is delivered by the specified time and copies of the Department Tenure & Promotion Committee and Department Chairperson's recommendations and any official transmittal paperwork are retained in departmental personnel files; and (b) assuring that copies of the recommendation submitted to the Dean are given to the applicant prior to submission to the Dean.
7. The COHS Dean convenes the College Tenure & Promotion Committee for review, consideration, and recommendation of the applicant's portfolio. The committee's written recommendation - with supporting documentation used in making the recommendation - is sent to the COHS Dean. If the College Tenure & Promotion Committee recommends against promotion, the faculty has ten (10) calendar days from receipt of notice, to submit to the COHS Dean a written statement in support of candidacy.
8. The COHS Dean next provides a formal written recommendation for or against promotion, and submits the recommendation with the supporting portfolio to the Vice President for Academic Affairs; a copy of the recommendation also is sent to the faculty member being considered for promotion. If the Dean recommends against promotion, the faculty has ten (10) calendar days from receipt of notice, to submit to the Vice President for Academic Affairs a written statement in support of candidacy.
9. The Vice President for Academic Affairs next provides a formal written recommendation for or against promotion and supporting documentation in support of the faculty member's candidacy to the President of GCSU. A copy of the Vice President for Academic Affairs' recommendation to the President also is provided to the faculty member seeking promotion. If the recommendation is against an award of promotion, the faculty member has ten (10) calendar days from receipt of notice, to submit to the President a written statement in support of candidacy.
10. After a review of documentation supporting the faculty member's candidacy for promotion, recommendations, consultation with supervisors and/or other appropriate faculty, the President of GCSU may approve promotion. The President's decision shall be provided to the faculty member once determined and to the faculty member's immediate supervisor and the COHS Dean.
11. An unsuccessful promotion application shall have no bearing on subsequent promotion decisions, annual performance evaluations, or other personnel decisions.

Appendix I.E.1.b

Monica F. Ketchie DNP, APRN, CNM, ANP

195 Lakecrest Drive NE
 Milledgeville, GA
 706-540-1980
 E-mail: monica.ketchie@gcsu.edu

Professional Education:

DNP	Doctor in Nursing Practice Augusta University, Augusta, GA Project: Quality Improvement Project for Weight Management in Pregnancy	2014
Post-Master's Certificate	Adult Nurse Practitioner Northern Kentucky University, Highland Heights, KY	2009
MSN	Masters of Science in Nursing Nurse-Midwifery East Carolina University, Greenville, NC Thesis: A comparison of perceptions, benefits, advantages and convenience of breastfeeding between a group of Medicaid and non-Medicaid eligible women	1994
BSN	Bachelor of Science in Nursing University of Connecticut, Storrs, CT	1985

Academic Employment / Affiliations:

Georgia College and State University, Milledgeville, GA present	2015 -
Piedmont College, Demorest/Athens, GA	2011 - 2015
Frontier Nursing Adjunct Faculty	2010
Old Dominion University Adjunct Faculty	2010
Emory University Adjunct Faculty	2000 - 2011
East Carolina University	1995

Clinical Practice:

Athens Regional Nurse Midwifery Practice / APRN, CNM, ANP	May 1995-present
---	------------------

Hospital call time and office in a full scope hospital-based midwifery practice with physician backup. Practice attends 60-70 births per month. Duties include full scope midwifery: antepartum, postpartum, family planning and well as well woman care. Have attended over 1500 births.

Advanced practice skills in first and third trimester US and IUD insertion

Responsible for supervision of FNP graduate students, nurse-midwifery students as well as medical students.

Practice Interim Director for 2 yrs. In charge of department budget, hiring, personnel evaluations, meeting, time keeping, scheduling, problem solving, variance reports, benchmarking, and daily office flow. Facilitated both couples and teen Centering groups for prenatal care

East Carolina University School of Nursing Dec 1994 - May 1995

CNM: Practiced antepartum, family planning and gynecological services at local health department. Assisted with clinical instructor for BSN students

Pitt County Memorial Hospital: Greenville, NC Jan 1987- Dec 1994

RN: Emphasis work in Birthing Center/Labor & Delivery/ Newborn Nursery and Gynecology

High-Smith Rainey Hospital: Fayetteville, NC Sept 1986 - Jan 1987

RN: Focus in Medical Surgical Nursing

Betsy Johnson Memorial Hospital: Dunn, NC June 1985- Sept 1986

RN: Medical/Surgical Nursing

Licenses / Certifications:

Registered Nurse	May 1985-
present	
Certified Nurse Midwife	Dec 1994 –
present	
American Midwifery Certification Board	Dec 1994 –
present	
Athens Regional Health Systems Hospital Privileges as APRN	1995 - present
Cardiopulmonary Resuscitation Certification	current
Quality Matters Rubric Certification	2016
Citi training	2019

Honors and Awards:

Boss of the Year (nominee) - Athens Regional Medical Center	2006
Sigma Theta Tau Member: Georgia Regents University Chapter	2014

Undergraduate Research Mentored Creative Award	2017
Jan Van de Verde Award (nominee)	2018
CoHS Creative Endeavors Award (nominee)	2018
Eva Tupman Award (nomination)	2019
CoHS Creative Endeavors Award	2019

Grants

Wrote, implemented, evaluated March of Dimes Grant facilitating transportation of qualified patients for transportation for prenatal care	2000
Georgia College and State University Faculty Grant 4,500.00 grant to explore Beliefs, Attitudes and Barriers Toward Physiologic birth.	2017

Teaching Experience

Georgia College and State University / Asst. Professor of Nursing Aug 2015 – Present

Graduate

Evidenced Based Practice	
Assisted with course redesign to meet DNP program changes	2019
Synchronous online faculty member for didactic DNP Program	
Didactic/Facilitation of online discussion/assignments	2016-2019

Master's

Women's Health	2016- 2019
Synchronous online faculty member for FNP Program	
Didactic/Recorded classes, online discussions, case presentation, site visits	
Perspective of Advance Practice Nursing	2016-2019
Synchronous online faculty member	
Didactic/online discussions/assignments	
Advanced Health Assessments	
Simulation lab	2016-2019

Undergraduate

Nursing Care in the Childbearing Family	
Team taught / Clinical Instructor	
Team taught: lecture, modules, discussion, multiple teaching methods utilized	
Implementation of clinical "boot camp"	
Test remediation, Proctored and evaluated exams	
Instruct students at clinical site	
Adult Health 1	
Team taught	
Didactic lecture, written modules, discussion, case-studies, concept maps format used. Test remediation, proctored and evaluated exams	
Nursing Research / Hybrid Class	
Course Coordinator	

Didactics: / Modules online/class activities, updating written modules, articles,
discussion
Leadership and Management – RN – BSN 2018-2019
Online format – student mentoring clinical hours

Piedmont College / Assistant Professor of Nursing Aug 2011- May 2015

Undergraduate:

Health Assessment: Course Coordinator / Didactic / Clinical and lab simulation
Maternity Nursing: Course and Clinical Coordinator / Didactic /Clinical instructor
Professional Nursing Issues: Course coordinator / Didactic
Foundations of Nursing: Course Coordinator / Didactic
Student Advisement

Graduate:

Didactic for master’s level Nursing Research

Service:

University: Library Committee 2012-2014
SON: Committee of the Whole 2011-2014
Attend graduations annually

Publications

Elsevier Maternal Child Nursing Care Study Guide: Reviewed and wrote 12 chapters
August 2017

Professional Affiliations

American College of Nurse-Midwives
American Midwifery Certification Board
Georgia Chapter of Nurse Midwives
Hospital privileges at Athens Regional Health Systems
Association of Women’s Health and Neonatal Nursing
Georgia Association of Nurse Educators

Service:

University

University Senate – Volunteer – Committee 2016-2017
Senate Committee FAPC
University Senate – Elected
Senate Committee Student Affairs 2016-2019
Vice chair 2019-2020
Search Committee for Vice President of Student Affairs 2017-2018

College

COHS Curriculum Committee – Shared Secretary position 2015-2018

Assist in reviewing any proposed curriculum changes for the COHS

SON

Curriculum Committee – Secretary position (2 years) 2015-2018
Chair 2018-2019
Assist in review of curriculum mapping and changes
Assisted in development of curricular changes
Review of new BSN course outcomes for all classes

UGA Health Profession Fair March 2017
Faculty Search Committee 2018
Nursing Seminar 4002: Intellectual and Practical Skills 2019
SON Bootcamp orientation 2019-2020

Professional

Treasurer for Piedmont’s College Sigma Theta Tau 2014
GCSU exchange student shadowing 2015
Abstract Review Team for Doctorate of DNP Conference March 2016
Preceptor for Ball State University MSN student 2016
Abstract Review Team for GANE Conference 2019

Community:

Facilitated implementation of self-pay package at Athens Regional Medical Center for non-insured patients seeking prenatal care
2006
Global community - Educate and distribute sustainable menstrual hygiene kits with nursing students 2019
Local community - SANE – participated in training SANE’s students for local counties
2019

Student Research:

National Association of Undergraduate Research April 2019
Student podium presentation
An Assessment of Nursing Students’ Awareness of Menstrual Hygiene in Developing Countries

Undergraduate Mentor for Nursing Research MURACE Project 2016-2017
Mentoring two students through research question formation, evidence review, IRB submission and implementation of undergraduate nursing research related to Childbirth Fear in GCSU Students

Undergraduate Nursing Research Projects

Poster presentation: Undergraduate Research Conference 2016
Electronic Medical Record: Superior method of Documentation
Preconception & Pregnancy Weight management in Women of
Childbearing Age: A Review of Literature
Strategies to Prevent Compassion Fatigue in Nursing

Graduate DNP Teams :

DNP Team Leader:

Gay: Osteoporotic Fracture Prevention Translational Project Grad planned May 2020

Teagarden: Implementation of an educational tool in practice to improve provider
education on the risk of seizure medications in women of reproductive age
Grad planned May 2020

Dixon: Effect of Intimate Partner Violence Education on Healthcare Provider Readiness to
Screen Dec 2017

Anukam: Effectiveness of Identifying Breastfeeding Attrition during pregnancy and
Interventions on breastfeeding duration Dec 2018

DNP Team Member:

Tolliver: The Effects of Chair Yoga on Balance and Quality of Life in the Older Adult
Planned Grad May 2019

Obi: Effectiveness of Breastfeeding Shift Champions on Exclusive Breastfeeding Rate
Dec 2017

Marcus: QI Project Examining Nurses' Perception Regarding the Use of Technology for I
Interpretation in Limited English Proficient Patients Dec 2017

Bouknight-Gant: Effectiveness of Early Postpartum Follow-up on Breastfeeding Attrition
May 2018

Research:

Evaluation of Beliefs, Attitudes and Barriers of Intrapartum Nurses Toward Physiologic Birth
In data analysis of present sample and tool development based on ACNMs 5 domains on
physiologic birth. (in progress)

An Assessment of Nursing Students Awareness of Menstrual Hygiene in Developing Countries
Perceptions

Prevalence of Childbirth Fear in an Undergraduate Student Population

Professional Presentations:

May 2018: ACNM – American College of Nurse Midwives 63rd Annual Conference. Educational Presentation Podium - Strategies for Addressing Maternal Obesity

March 2018: GANE –Georgia Association of Nurse Educator’s– Obstetrical Boot-camp: Design, Implementation, and Student Perceptions - Abstract submission pending

June 2017: Podium Presentation - AWHONN 2017 National Convention - New Orleans, LA: Strategies for Addressing Maternal Obesity

May 2016 Podium Presentation: Georgia College Nursing Symposium: Pap and Mammogram updates

April 2016 Podium Presentation: Georgia College Fifth Annual Women’s and Gender Studies Symposium: A Global Perspective: Women Health and Obesity

May 2014 Presentation of Doctoral research project with a plan for implementation of change at Athens Regional Midwifery Practice.

April 2014 Doctoral Project Presentation at Georgia Regents University: Quality Improvement for Pregnancy Weight Management.

Poster Presentation:

February 2018: National Assessment of Labor and Delivery Nurses on Attitudes, Beliefs and Barriers toward Physiologic Birth

April 2016: Development and Implementation of a hybridized Course in an Undergraduate Pre-Licensure Nursing Program

October 2016: Doctor of Nursing Practice 9th Annual Conference – Baltimore, MD: Quality Improvement for Pregnancy Weight Management.

Other Presentations:

Spring/Fall 2016-19: Guest Lecturer - COHS – Obesity and Women’s Health - Women’s Studies and Social Issues

Fall 2019: Guest Lecturer: College of Arts and Science: Who are Midwives in the US? Cultural Anthropology

Athens Regional Medical Center: Presentations for practice on Domestic Violence, Nurse-Midwifery, and Midwifery care

Scholarship:

MURACE - Mentoring Undergraduate Research Award May 2017

Certification maintenance for CNM license/CEU's, modules renewed until Jan 2021

Recent Continuing Education:

Sexual Assault Nurse Examiner Training – Sigma Theta Tau training Jun 2019

American College of Nurse Midwives 2018 63rd Annual Conference

Savannah GA Jun 2018

Association of Women's Health, Obstetrics and Neonatal Nursing 61st

Annual conference New Orleans, LA Jun 2017

9th Annual Doctor of Nursing Practice Conference Oct 2016

Quality Matter Rubric Training, Quality Matters Aug 2016

Edu-Sim Conference Rexel University, Clearwater FL Mar 2016

Submission of Completed CEUs to Midwifery Certifications Board

Modules- 5 - year cycle Jan 2021

Appendix I E.2.c.1

GC Graduate Catalog

All catalogs at Georgia College are housed in an online electronic format which is reviewed by each unit and updated by the Registrar's Office on an annual basis.

The link to the Registrar's Office Home page is: <https://www.gcsu.edu/registrar>

The link to the Registrar's Office Graduate Catalog for 2018-2019 is: <http://catalog.gcsu.edu/en/2018-2019/Graduate-Catalog>

Appendix I.E.2.c.2



**MASTER'S OF SCIENCE IN NURSING PROGRAM
HANDBOOK**

**Georgia College
School of Nursing**

Summer 2019 Cohort

Welcome to the Master of Science in Nursing Program

Purpose of the Handbook

The purpose of the handbook is to communicate important information and promote effective operation of the Master's in Nursing Science program in the School of Nursing. University policies, School of Nursing policies and procedures, as well as information about advising, resources, and operations are provided for easy reference.

Students are responsible for being familiar with information contained in this handbook and in the School of Nursing catalog. Failure to read these sources will not excuse students from abiding by policies and procedures described in them. The School of Nursing reserves the right to make changes in its policies and procedures, and other information in the handbook as deemed appropriate and necessary. All changes will be communicated promptly to students, faculty, and staff.

The handbook is prepared and revised annually for the use of administrators, faculty, students, and staff. Suggestions regarding clarification or addition of topics are welcome.

The GC Master's of Science in is fully accredited through June 30, 2021 by the
[Commission on Collegiate Nursing Education \(CCNE\)](#)
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791

Table of Contents

Welcome to the Master of Science in Nursing Program.....	2
Purpose of the Handbook	2
Table of Contents.....	3
Curriculum	5
Conceptual Definitions for the Organizing Framework	6
Program Concepts.....	8
MSN Program Outcomes with Relationship to Program Concepts.....	10
Programs of Study.....	10
Admission, Progression, Dismissal and Graduation	11
Advisement	11
Grievances, Appeals, and Petitions.....	12
Transfer and Transient Credit	12
Synthesis Requirement.....	13
Graduation Information	13
Information for Accessing Certification Applications.....	14
Academic Code of Conduct.....	14
STUDENT ACADEMIC DISHONESTY	14
Compliance with Georgia Law Governing Nursing.....	15
Unprofessional Conduct.....	15
Attendance Policies.....	16
Academic Evaluation	16
Clinical Experiences	16
Professional Experiences	16
Clinical Evaluation.....	16
Course Specific Clinical Evaluation	17
Criteria for Written Assignments.....	17
Primary and Secondary Sources in Scholarly Work.....	17
GALILEO Digital Library	18
EndNote Personal Bibliographic Software	18
Turnitin	18
D2L Learning Management System	18
Technology Requirements	18
Antivirus Products	18
Technology Resources	18
Clinical Information.....	19
Clinical Hours	19
Clinical Requirements.....	19

Documentation Required Prior to Clinical Experiences as MSN Student.....	19
Health Insurance for MSN Students	20
Policy on Background Checks for MSN Students.....	20
Ordering Student Photo ID	21
Uniform Policy.....	21
Criteria for Selection of Preceptors.....	21
Expectations of Clinical Preceptors for Family Nurse Practitioner Graduate Students	21
Policies on Infectious Diseases and Injuries	23
Other Injury.....	28
American Nurses Association Standards.....	28
Other Information	30
Nursing International Exchange Opportunities for Graduate Students	30
Graduate Nursing Pin.....	30
Pin Purchase Policy.....	30
Scholarships, Awards and Honors	31
Participation in University Community	31
References.....	33
Appendix	34
Handbook Receipt.....	35

Curriculum

Mission Statements

- **Family Nurse Practitioner Program:**

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Family Nurse Practitioner program prepares nursing professionals to fulfill primary care advanced practice roles in rural and underserved areas.

- **Psychiatric Mental Health Nurse Practitioner Program:**

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Psychiatric Mental Health Nurse Practitioner program prepares nursing professionals to fulfill mental health advanced practice roles in rural and underserved areas.

- **Women's Health Nurse Practitioner Program:**

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Women's Health Nurse Practitioner program prepares nursing professionals to fulfill women's health advanced practice roles in rural and underserved areas.

- **Nurse Educator Program:**

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Nurse Educator program prepares nursing professionals to address educational needs in academic and healthcare organizational settings.

Vision

The GC School of Nursing aspires to be recognized as a national leader in nursing education. GC nurses will serve at the forefront of the changing healthcare delivery system.

Philosophy

*The following statements reflect the philosophical values of the GC School of Nursing in relation to the concepts of **education, person, environment, nursing and health:***

Education

Nursing education is an active process where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through graduate education and life-long learning.

- Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.

- Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
- Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.

Person

Person is a complex, unique, holistic individual with inherent worth and dignity. The meanings

a person attaches to life experiences are influenced by the environment, developmental level, group membership, culture, and ethnicity. The person has the power to identify their own life choices.

Environment

The environment is the accumulation of physical, physiological, social, cultural, spiritual, economic, and political conditions that interact with and influence the human experience. The interaction is constant and the environment can be altered to influence health outcomes. Nursing can create and sustain a culture of safety and quality health care that can transform the environment by creating a safe workplace that produces optimal patient outcomes.

Nursing

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response to actual or potential health problems for health promotion, disease prevention, and advocacy in the care of individuals, families, communities, and populations (American Nurses Association, 2010a, p. 1).

Health

Health is the dynamic integration of the physical, psychological, spiritual, cognitive, and socio-cultural well-being of individuals, families, groups, and communities. The meaning of health varies between individuals and cultures, and is universally accepted as more than being free of disease or infirmity. Health beliefs and practices are impacted by the affordability and accessibility of health care.

Nursing Faculty Organization Approved 10-07-02, Updated: 01/14/03, 4/3/-03; reaffirmed

11/2009, Updated 4/4/11

Conceptual Definitions for the Organizing Framework

The organizing framework provides faculty and students with a way of conceptualizing and organizing knowledge, skills, values, and beliefs (Billings & Halstead, 2009). This framework facilitates the creation of courses and the organization of the courses into a cohesive curriculum that enables students to achieve the desired learning outcomes.

In 1860 Florence Nightingale first published “*Notes on Nursing*” in the United States (Skretkowicz, 1993). From her writings, the concepts of person, environment, nursing, and health have been drawn. These concepts are still considered to be the cornerstones of many nursing theoretical models (Billings & Halstead, 2009).

The following statements are Georgia College's own unique perspectives related to these concepts as they are reflected in our curriculum.

Person: The person is conceptualized holistically as a system, whether individual, family, group, or community. Viewing persons in a holistic manner involves appreciation of the biological, psychological, sociocultural, spiritual, and developmental dimensions that make the person unique, unprecedented, and unrepeatable.

Environment/Society: The curriculum reflects concepts revealing an interaction between persons and their environment, which has the potential to impact their health. An evolving care system has developed within the context of the socioeconomic, political, and global environment. The system constantly changes in an attempt to meet the health needs of the populations. Nursing demands a professional who is able to serve as client advocate or change agent to assure that clients have access to quality care that is satisfying and cost effective.

Nursing: The curriculum reflects selected concepts and processes to construct the meaning of professional nursing practice. At the undergraduate level, nursing is conceptualized as a profession that involves practice as a generalist while the graduate program prepares the professional nurse for practice within a prescribed nursing specialty.

The Bachelor of Science in Nursing (BSN) graduate is prepared for beginning roles caring for individual clients throughout the lifespan in a variety of settings, and for families, groups, and communities as clients and to assume a beginning leadership role in nursing. The Master of Science in Nursing (MSN) program builds on the generalist foundation of the baccalaureate nurse and extends the breadth, depth, and scope of nursing education to inform practice. MSN graduates and students completing postmaster's programs are prepared to assume leadership roles as family nurse practitioners. The Doctor of Nursing Practice (DNP) program prepares nurse leaders for evidence-based practice in both direct patient care and executive roles. This requires competence in translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical and organizational innovations to change practice.

Health: In order to understand health as a dynamic multidimensional state, the curriculum explores selected concepts: holistic health, outcomes management, and global health. Holistic health as a human value occurs within the text of a diverse interconnected individual, family, group, and community. Holistic health encompasses health promotion, maintenance, and restoration, achievable through collaborative communication, empowerment, advocacy, and access to health care. The outcomes from the delivery of health care are managed to improve the quality of life and reach the maximal potential of the individual, family, and community. Global health incorporates a worldview in which humankind is interconnected and cultural diversity is appreciated.

Developed 11/ 20/1995; Revisited 11/30//95; 4/2003; reaffirmed 11/2009; 5/26/2011

Program Concepts

The curriculum for undergraduate and graduate programs is designed around **ten nursing- practice concepts**: 1) communication, 2) evidence-based practice, 3) leadership, 4) ethics, 5) cultural diversity, 6) health promotion & disease prevention, 7) advocacy, 8) collaboration, 9) information science/informatics, and 10) professional role. As noted earlier, the graduate program builds upon the undergraduate program.

Program Concepts Definitions

Communication is a two-way process of sending and receiving meaningful information that goes beyond the simple transfer of information to the establishment of a relationship between people (Blais & Hayes, 2011).

Evidence-based practice is a the conscientious, explicit, and judicious use of current best evidence applied to improve the quality of clinical judgment in making decisions about the care of individuals moderated by patient circumstances and preferences (Blais & Hayes, 2011; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996).

Leadership shapes and shares a vision, by inspiring, enlivening, and engaging others to participate in building consensus for goal achievement (Blais & Hayes, 2011; Kelly, 2008).

Ethics is a branch of philosophy that provides an integral part of the foundation of nursing. A code of ethics makes the primary goals, values, and obligations of the profession explicit. It is an expression of nursing's own understanding of its commitment to society. (Fowler, 2008, p. 145).

Cultural Diversity is respect, understanding, and sensitivity to the needs between and within cultural groups. Individual diversity may include but is not limited to race, ethnicity, age, religion, gender, sexual orientation, primary language, disability, veteran status, national origin, geographical background and economic status. Diversity extends beyond acceptance; it is the exploration and understanding of individual's uniqueness and differences in a safe, non- judgmental, and caring environment (Blais & Hayes, 2011) (College of Health Sciences).

Health Promotion & Disease Prevention is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (also ANA definition of nursing) (American Nurses Association, 2010a, p. 1).

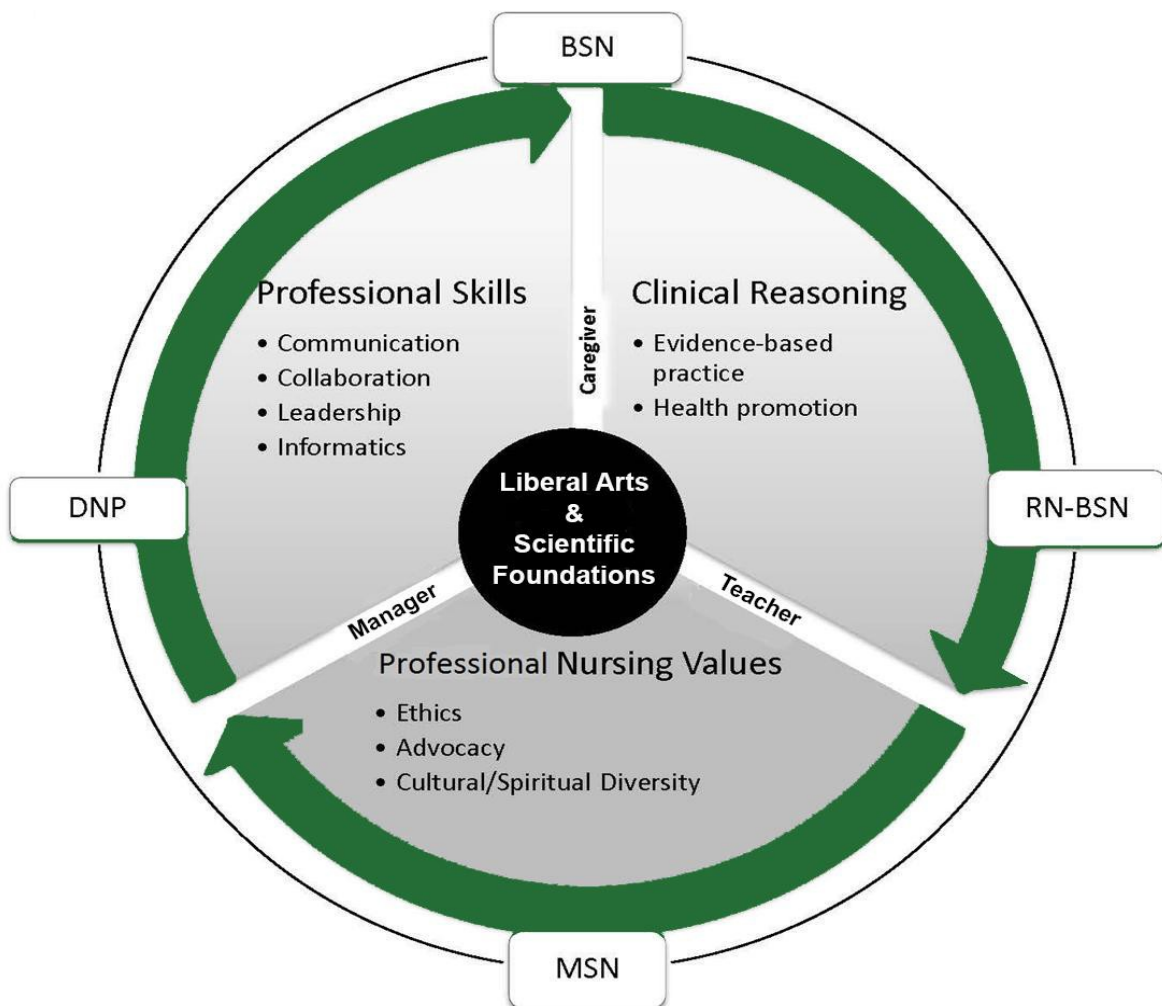
Advocacy is a practical partnership between a professional who has expertise to offer to the client who is experiencing inherent ambiguity associated with significant health concerns (Joel, 2009, p. 263).

Collaboration is a professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique expertise, power, and

sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party, and the advantages of such a relationship (American Nurses Association, 2010b, p. 64).

Informatics is a combination of computer, information and nursing sciences that facilitates the management and processing of nursing data, information and knowledge and supports the practice of nursing (Staggers & Thompson, 2002, p. 227).

Professional Role is the role of a nurse that uses a distinct body of knowledge, university-based education, specialized practice, standards of practice, a social contract, and an ethical code (American Nurses Association, 2010b, p. 15).



MSN Program Outcomes with Relationship to Program Concepts

(Approved by Graduate Committee: January 2019)

NCAA Essential I (Liberal Arts/Evidence-Based) and Essential IV (Scholarship)

NONPF Scientific Foundation Competencies

NLN 6 (Quality Improvement), 7 (Scholarship)

1. Integrate liberal arts foundation with scholarly inquiry and client values as a basis for problem solving.

Essential II (Leadership) and III (Quality/Safety)

NONPF Leadership Competencies and Quality Competencies

NLN 5 (Leadership)

2. Demonstrate leadership in the advanced specialty role through legal and ethical decision-making, accountability, and a commitment to quality improvement and safety.

Essential V (Informatics)

NONPF Technology and Information Literacy Competencies

NLN 3 (Assessment and Evaluation)

3. Demonstrate informatics and healthcare technology competencies to enhance outcomes for clients and populations.

Essential VI (Policy/Advocacy)

NONPF Policy Competencies and Ethics Competencies

NLN (Policy)

4. Advocate for ethical policies that promote access, equity, quality, and cost effectiveness.

Essential VII (Collaboration) and VIII (Clinical Prevention/Population Health) NONPF Health Delivery Systems Competencies

5. Collaborate within nursing and inter-professional teams to improve client and population health.

Essential IX (Master's Level Nursing Practice)

NONPF Independent Practice Competencies

NLN I (Facilitate Learning), II (Facilitate Learner Socialization and Development), VI (Curriculum)

6. Demonstrate the competencies associated with the graduate nursing specialty role.

Programs of Study

GC School of Nursing currently offers four MSN Specializations:

- Family Nurse Practitioner (FNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)
- Women's Health Nurse Practitioner (WHNP)
- Nurse Educator (NE)

Examples of programs of study for the graduate level major are found in the Graduate Handbook Appendix.

The curriculum for the Master of Science in Nursing (MSN) Degree at GC consists of graduate core courses, support courses, and specialty courses. If a student wishes to change MSN focus within the MSN program, the first step is to arrange a meeting with their advisor.

Admission, Progression, Dismissal, Readmission and Graduation

See [Policy # 3001 Admission, Progression & Dismissal](#)

Student Orientation & Onboarding Information

See [Policy # 3002 Student Orientation and Onboarding](#)

Advisement

Students are advised according to the procedure described in the GC Graduate Catalog. Advising at GC is a shared responsibility between students, faculty and staff. Through a network of resources and support, students communicate with advisors to obtain information and guidance aimed at the student's successful completion of degree requirements and preparation for post-master's degree opportunities. An inherent goal of the advising process is for student to gain self-understanding that will inform their decisions regarding academic, career and life goals.

Advising Purpose

The purpose of advising in the graduate nursing program is to assist the graduate nursing students to be successful in their programs of study. Students have either a full-time or part-time program of study, which they must follow once they are accepted into the program. Students in the full-time program may elect if space is available to move to the part-time program after meeting with their advisor and requesting this change. Because of course sequencing, students in the part-time program are not able to move to the full-time program.

Specific Advising Aims

Aim 1: Students will receive effective advising consistent with GC, College of Health Sciences, and School of Nursing guidelines.

Aim 2: Students will actively participate in the advising process.

Aim 3: Successful completion of program of study.

After students are accepted and have regular admission status for graduate study, a program of study will be developed with the Assistant Director of Graduate Programs. The program of study outlines the courses required to earn a Master of Science in Nursing specializing as a FNP, PMHNP, WHNP or Nurse Educator. Once the program of study is on file, students should register for courses as early as possible. Registration is available in [PAWS](#). See the [Academic Calendar](#) for registration dates for more information.

Appointments with academic advisors are encouraged to discuss coursework, programs of study, and opportunities for clinical placement and to release advisor holds for registering for classes.

Advisor Responsibilities

Graduate students can expect their advisors to:

1. Understand and effectively communicate the University policies and procedures.
2. Provide information about and strategies for utilizing available campus resources and services.
3. Monitor and accurately document the advisee's progress toward meeting curricular goals.
4. Maintain confidentiality.
5. Be accessible via posted office hours, scheduled appointments, email, and/or telephone.

Advisee Responsibilities

The advisees are ultimately responsible for their educational success and are expected to:

1. Participate in mandatory graduate orientation and immersion week.
2. Read the University catalog and Graduate Handbook.
3. Schedule regular appointments or make regular contact with their academic advisor.
4. Make use of campus services and resources to enhance your personal and academic success.
5. Be prepared for each advisement meeting with questions and discussion points.
6. Accept responsibility for own decisions.

[Revised 5/2010, Revised 6/21/11, 4/11/2014]

Grievances, Appeals, and Petitions

The School of Nursing (SON) follows the policies and procedures outlined in the University Graduate Catalog regarding academic and non-academic grievances and appeals. These can be found in the Graduate Catalog under [Grievance and Appeals](#).

Student Concern Form & Flow Chart can be found at the following website:

<https://intranet.gcsu.edu/cohs-students/student-concern-form>

Transfer and Transient Credit

Transfer credit applied toward MSN degree requirements from another ACEN or CCNE accredited school may be possible. Contact the Assistant Director of Graduate Programs to inquire. In addition, consult the [University Graduate Catalog](#) for policies related to transfer credit. Students may transfer a maximum of 9 credit hours. Students may take classes at another University as transient students. Students should contact their academic advisor for more information.

Synthesis Requirement

The MSN student is expected to achieve program outcomes as evidenced by depth and breadth of knowledge, a synthesis of data, complexity of skills and interventions, and role autonomy by the end of the program. In addition, the NP student is expected to demonstrate that they are educationally prepared **to assume responsibility and accountability** the assessment, diagnosis, and management of the patient, which includes health promotion and/or maintenance as well as the use and prescription of pharmacologic and non-pharmacologic interventions.

The purpose of the synthesis requirement is to measure this achievement. The MSN student will demonstrate successful completion of the program outcomes by:

1. Maintaining a Master's Portfolio during the program that successfully demonstrates the student's mastery of the program outcomes. This electronic portfolio must be started at the beginning of the program and shared with the student's academic advisor at least once during each semester for the advisor hold to be released for the student to register.
2. In addition, NP students are required to successfully complete the Simulated Certification Exam on the first attempt with a score within the acceptable range (see course materials.) Those students not passing the simulated certification exam on the first attempt will be given the option of completing an Oral Examination or working with faculty in a remediation course that includes another simulated certification exam.

Master's Portfolio

Students will receive an orientation to the program outcomes and the requirements for the Synthesis during the initial immersion learning experience at the beginning of the program. Each semester, course faculty will outline in the syllabus the course components to be included in the portfolio.

Emphasis is placed on demonstration of the relevance of coursework for practice. Students and faculty are encouraged to arrange multiple experiences in synthesis and application to practice throughout the program. The process of synthesis should be a scholarly experience that threads throughout the program and is finalized in the last semester. The Master's Portfolio should demonstrate the student's mastery of the program outcomes. Students are required to make an appointment with their advisor for the purpose of reviewing the portfolio each semester. Documentation of a satisfactory portfolio will be signed by the student and the advisor and placed in the student's folder.

Graduation Information

Preparation for graduation happens much sooner than students expect. The University provides policies about graduation in the [Graduate Catalog](#). If you still have questions about graduation, contact your academic advisor or the Registrar.

Information for Accessing Certification Applications

American Nurses Credentialing Center (ANCC)
8515 Georgia Avenue; Suite 400
Silver Spring, MD 20910
800.274.4ANA
<http://www.nursecredentialing.org/Certification.aspx>
[Certifies FNP & PMHNP]

American Academy of Nurses Practitioners (AANP) Certification Program, Inc.
P.O. Box 12926
Austin, TX 78711
512.637.0500
512.637.0540 (facsimile)
www.aanpcertification.org
[Certifies FNP]

Certified Nurses Educator (CNE) Examination
National League for Nursing
The Watergate
2600 Virginia Avenue,
NW Washington, DC
20037
800-669-1656
<http://www.nln.org/certification/index.htm>

Academic Code of Conduct

The University has formulated a number of policies and procedures with which the student will need to be familiar. Graduate students are expected to comply with all aspects of the Georgia [College Student Academic Dishonesty Policies found in the Georgia College Catalog](#).

Student Academic Dishonesty

I. Policy Statement (Quoted from GC Graduate Catalog)

Georgia College acknowledges the need to preserve an orderly process with regard to teaching, research, and public service, as well as the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of assignment, an oral reprimand, a written reprimand, an F or a zero for grade work, removal from the course with a grade of F, to suspension or exclusion from the University.

Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

1. Cheating on an examination;
2. Collaborating with others in work to be presented, contrary to the stated rules of the course;
3. Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own. When direct quotations are used in themes, essays, term papers, tests, book reviews, and other similar work, they must be indicated; and

when the ideas of another are incorporated in any paper, they must be acknowledged, according to a style of documentation appropriate to the discipline;

4. Stealing examination or course materials;
5. Falsifying records, laboratory results, or other data;
6. Submitting, if contrary to the rules of a course, work previously presented in another course;
7. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.
8. Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College.

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College.

Students violating this code should expect to receive an "F" for the course(s) in which the academic dishonesty occurs and to be dropped from the graduate nursing program.

Compliance with Georgia Law Governing Nursing

Graduate nursing students are to comply with the law governing the practice of nursing in Georgia. This law is outlined in the [Georgia Registered Professional Nurse Practice Act](#).

Unprofessional Conduct

Nurses are expected to conduct themselves in a professional manner. Professional behavior is expected in all areas of their lives: academic, work, and personal. The professional standards that are expected of nurses translate to the use of social media as well. Students who through unprofessional conduct are unable to maintain an unencumbered license in their state of practice will be withdrawn from the graduate program.

The Georgia Board of Nursing defines unprofessional conduct for nurses in the following way:

Nursing behaviors (acts, knowledge, and practices) failing to meet the minimal standards of acceptable and prevailing nursing practice, which could jeopardize the health, safety, and welfare of the public, shall constitute unprofessional conduct. These behaviors shall include, but not be limited to, the following:

- a) Using inappropriate or unsafe judgment, technical skill or interpersonal behaviors in providing nursing care;
- b) Performing any nursing technique or procedure for which the nurse is unprepared by education or experience;
- c) Disregarding a patient/client's dignity, right to privacy or right to confidentiality;
- d) Failing to provide nursing care because of diagnosis, age, sex, race, creed or color;
- e) Abusing a patient/client verbally, physically, emotionally, or sexually;

- f) Falsifying, omitting or destroying documentation of nursing actions on the official patient/client record;
- g) Abandoning or knowingly neglecting patients/clients requiring nursing care;
- h) Delegating nursing care, functions, tasks or responsibility to others when the nurse knows or should know that such delegation is to the detriment of patient safety;
- i) Providing one's license/temporary permit to another individual for any reason;
- j) failing to practice nursing in accordance with prevailing nursing standards due to physical or psychological impairment;
- k) Diverting prescription drugs for own or another person's use;
- l) Misappropriating money or property from a patient/client or employee;
- m) Failing to notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety.

Authority O.C.G.A. Secs. 43-26-2, 43-26-3, 43-26-5(a)(b)(c), 43-26-10. **Administrative History.** Original Rule entitled "Definition of Professional Conduct" was adopted as Rule 410-11-.01 on February 6, 1987; effective February 26, 1987 and renumbered as Rule 410-11-.02 by filing of August 5, 1987; effective August 25, 1987. **Repealed:** Authority repealed, new authority adopted. F. May 8, 1990; eff. May 28, 1990. Source: Georgia Board of Nursing. Retrieved June 22, 2011 from <http://rules.sos.ga.gov/gac/410-10?urlRedirected=yes&data=admin&lookingfor=410-10>

Attendance Policies

Class

Graduate students are expected to attend all scheduled classes (both face-to-face and synchronous online) and to arrive promptly. Students who demonstrate excessive absences or tardiness will be counseled individually. Students are expected to complete the sound check prior to each synchronous online class and having a working microphone and headset. In the event of an absence, students should:

- Notify the nursing faculty member prior to class if they expect to be absent due to personal or family illness death of a relative/close friend, or for participation in approved co-curricular activities.
 - Make arrangements with the nursing faculty member for missed assignments or examination according to the guidelines in individual course syllabi. Students may be given an alternate form of the examination.
- It is important that all students understand that many MSN courses include participation in synchronous classes as a component of the grade calculation. Students cannot participate if absent or late; consequently, the grade will be adversely affected by absence or tardiness.

Academic Evaluation: See [Policy # 3000, Graduate Online Testing Policy](#)

Clinical Experiences: See [Policy # 3003, MSN Course and Clinical Guidelines](#)

Professional Experience: see [Policy # 3003, MSN Course and Clinical Guidelines](#)

Grading and Grading Scale: See [Policy # 3003, MSN Course and Clinical Guidelines](#)

Clinical Evaluation: see [Policy # 3003, MSN Course and Clinical Guidelines](#)

The University Graduate Catalog provides a description of [methods for determining academic standing](#).

Course Specific Clinical Evaluation

Each clinical nursing course identifies specific expectations for satisfactory clinical performance. These expectations are indicated in course materials, and may include guidelines, checklists, or other forms that describe the course specific requirements for satisfactory clinical performance. Each course also describes the method by which clinical evaluation will be conducted, which may include, but is not limited to, observation of performance by faculty and/or others supervising the student; written assignments; journals; or self-evaluation and components for Master's Portfolio.

Criteria for Written Assignments

Written assignments are required in most graduate courses. Because these assignments reflect the student's knowledge of content, as well as professional communication skills, written assignments should be prepared with care. The general guidelines should be followed in addition to any course specific criteria.

1. Typewritten in Microsoft Word and saved as a .doc or .docx document. (It is the student's responsibility to seek assistance with using the Microsoft Office software.)
2. Written in accordance with APA style (Publication Manual of the American Psychological Association, latest edition guidelines, unless otherwise specified by faculty. Purchase of the APA manual is required for all graduate students.
3. Composed using correct sentence and paragraph structure.
4. Written using correct grammar and spelling.
5. Documented appropriately with references.
6. Presented in a professional manner.
7. Prepared according to criteria specified in the course requirements and The GC Graduate Writing Manual Guidelines.

Primary and Secondary Sources in Scholarly Work

Students should be familiar with the differences between and the use of primary and secondary sources in scholarly work. A brief overview may be viewed at: https://journals.lww.com/ajnonline/Fulltext/2009/04000/Primary_and_Secondary_Sources_Guidelines_for.47.aspx

In essence there are three rules that should guide the writer when selecting resources:

1. **The quality of the article.** Generally, the most up-to-date (written within 3-5 years) articles should be used for references. However, seminal (important & influential) works should take precedence in certain situations.
2. **Primary sources.** The author who did the research was the person who wrote the article.
3. **Secondary sources.** The author refers to an article written by another person.

(“Primary and secondary sources: Guidelines for authors”, 2009)

GALILEO Digital Library

Students should also demonstrate skill finding peer reviewed resources in the GALILEO (<http://galileo.usg.edu>) database. An online tutorial on this topic, Finding Peer-Reviewed Articles in Galileo, is available at <http://www.galileo.usg.edu/scholar/gcsu/subjects/>

The password access to GALILEO changes every semester. Students can retrieve the password from [PAWS](#). From the Main Menu in PAW, click on the GALILEO link.

EndNote Personal Bibliographic Software

Students are expected to use the most current personal bibliographic manager supplied by GC to retrieve citation information from digital libraries and to cite references in scholarly papers. GC provides free access to [EndNote](#) personal bibliographic software. The software license allows students to download the EndNote to a flash drive or laptop and to install the software on student personal computers. The software is compatible with Windows and Mac operating systems. Software can be downloaded from all GC campus sites at <http://software.gcsu.edu>. To protect the licensing agreement, the software **cannot** be downloaded from off campus.

The EndNote website provides a variety of tutorials on how to use the software at <http://www.endnote.com/support/ensupport.asp>.

Turnitin

Faculty reserve the right to require submission of students' paper to [Turnitin](#), or the most current anti-plagiarism software program adopted by the university. Faculty will provide this information in their syllabi.

D2L Learning Management System

The graduate courses are taught on-line. All courses use D2L learning management system as a support tool and faculty expect that graduate students are computer-literate.

Technology Requirements

If you have questions regarding minimum technology requirements for laptop and desktop computers, as recommended by GC, please contact the Serve Help Desk at 478.445.7378 or via email at serve@gcsu.edu.

Antivirus Products

Graduate students are expected to use antivirus software. GC currently uses Kapersky but any reputable antivirus software is acceptable.

Technology Resources

Technology resources such as **iPods, iPads, laptop computers, digital cameras**, and other **resources** are available through [GC Library and Information Technology Center \(LITC\)](#). Poster printing services are also available through the LITC services. Printing costs two cents per square inch printed payable through the pay-for-print system with a Bobcat card. It is available to students and faculty. Print time varies with size but may

take 30-45 minutes. For additional information about equipment that can be checked out from the LITC, go to <http://www.gcsu.edu/library/itc/itc.htm> .

Computer software can be purchased with significant discounts at [Software Resource & Services](#) because of a University System of Georgia contract. Approved software can be purchased online and postal mailed to the student's home. Additionally, students can download Microsoft Office 365 for free through UNIFY and also get 7GB of storage for use while they are a student at GC. Here is the link for that information. <http://infox.gcsu.edu/content/university-offers-microsoft-office-students-no-cost>

For questions, please contact the Serve Help Desk at 478.445.7378 or via email at serve@gcsu.edu.

Clinical Information

Clinical Hours

- Clinical hours are counted as time under the **direct guidance** of a preceptor or designee for the purpose of fulfilling the requirements of the clinical learning contract.
- Reading, self-reflecting, journaling, and/or completing course or clinical assignments **do not** count as clinical time.
- Travel and meals **do not** count as clinical time.
- The intent of clinical hours is to spend the hours **interacting** with the preceptor and others in learning your advanced practice roles. Interacting is the key word. The purpose of and focus for clinical experiences are to learn the advanced practice or educator role by interacting with and observing others in that role.
- Attending conference or webinars for CNE do not apply to clinical time.

Clinical Requirements

Documentation Required Prior to Clinical Experiences as MSN Student

The following documents are required prior to any clinical learning experience in any setting as a graduate student in nursing.

1. Current professional liability insurance will be arranged for MSN students through the School of Nursing.
2. Current American Heart Association Healthcare Provider Course (CPR) to include one- man and two-man rescue; infant, child, and adult resuscitation; and the use of automated external defibrillators (AEDs).
3. Verification of TB test (skin test) annually or chest x-ray, as needed.
4. Current unencumbered license to practice as registered nurse in Georgia or state in which practice setting is located.
5. Successful completion of Self-Study Module on Health Insurance Portability and Accountability Act (HIPAA).
6. Signed Technical Standards form
7. Physical Exam Form completed by a healthcare provider.
8. Other requirements specified by clinical agencies.

PLEASE NOTE: In the absence of any of the above clinical documentation, graduate students are not eligible to attend clinical experiences.

Any clinical hours completed in the absence of updated documents will not count toward the clinical hours requirement.

Health Insurance for MSN Students

The Georgia Board of Regents requires all nursing students to obtain student health insurance. The fee for this service is added to tuition each fall & spring. Neither the University nor clinical agencies are liable for costs incurred if an injury or illness occurs as a result of clinical practice in the student role.

Graduate students who already have health insurance may complete a waiver from USG Student Health Insurance Program (SHIP) by completing a form found at <https://www.uhcsr.com/gcsu> Further information about this will be distributed by the GCSU Business Office each fall and spring semester. Questions regarding the student health insurance policy and the waiver procedure should be directed to the Business Office (478-445-5254; email businessoffice@gcsu.edu.)

Background Checks for MSN Students

MSN students must hold an unencumbered license in the state where they will complete their clinical experience. Criminal background checks and urine drug screens are required for all MSN students by the School of Nursing. PreCheck is used for this service and the results will be available to clinical agencies that the student is assigned. Information about utilizing PreCheck will be provided to the students during Immersion and Orientation.

Ordering Student Photo ID

Students enrolled in clinical MSN courses are expected to have a GC photo ID to identify them as such in clinical settings. Photo ID with the University logo may be ordered through the Georgia College Bobcat Card Services. Students may do this during Immersion and Orientation Week.

Uniform Policy

[Policy # 3004, MSN dress code](#)

Criteria for Selection of Preceptors

The preceptor is a person who:

- Agrees to assume the responsibilities of the preceptor or facilitator role.
- Holds a minimum of a Master's degree and has one year of experience as a leader/manager.
- Has knowledge of agency policies and procedures.
- Will complete the "Preceptor Qualification Record."
- Has direct, primary knowledge needed to facilitate learning objectives in the practicum setting.

Expectations of Clinical Preceptors for Nurse Practitioner Graduate Students

1. Discusses with student the goals set for this preceptorship and the anticipated schedule in the practice setting to accomplish course goals.
2. Agrees to have a nurse practitioner faculty member visit the practice site to evaluate student performance while rendering care and to discuss candidly with that faculty member the quality of student performance.
3. Orients student to the practice site to include emergency procedures, OSHA, fire and safety, and location of evacuation procedures.
4. Develops an environment conducive to student learning. Welcomes student questions and requests for assistance and guides student actions as necessary in situations of uncertainty for the student.
5. Provides feedback on student performance throughout the experience, guiding student in improving assessment strategies, diagnosis, plans of care, and understanding the pathophysiology being encountered in patients under care.
6. Documents the level of performance in writing at the end of the rotation, using the instrument provided by the student, and sharing feedback with student.
7. Notifies the faculty if problems arise prior to the evaluation site visit or thereafter.
8. Helps select patients and or learning experiences that will provide a varied experience within the organization's patient population.
9. Allows student to perform a complete history and physical exam based on the assigned patient's presenting problem.
10. Allows student to generate a working diagnosis, differential diagnoses, or problem list.
11. Allows the student to develop a preliminary plan of care, including medications.
12. Listens to a review of findings and the preliminary care plan for assigned patient and critiques plan for final implementation, helping student to understand why modifications in her/his plan have been suggested, to enable learning to occur.
13. Helps student to understand the cost implications of the management plan for reimbursement under consideration.
14. Allows student to document the care provided using agency procedure and assures that documentation includes those elements of the clinical encounter necessary to continuity of care, third-party reimbursement, and a legally prudent record and affixes signature to record.
15. Appreciates that the student is a learner and should be allowed to function in the setting as a health care provider but may take more time and need more consultation than an experienced provider.
16. Reviews the evaluation criteria to appreciate what competencies are to be evaluated in order to observe for evidence of these throughout the rotation.
17. Completes the electronic evaluation form at the end of the semester.

Expectations of Clinical Preceptors for Nurse Educator Graduate Students

1. Discusses with student the goals set for this preceptorship and the anticipated schedule in the practice setting to accomplish course goals.
2. Agrees to have a nurse educator faculty member visit the practice site to evaluate student performance while practicing educational activities and to discuss candidly with that faculty member the quality of student performance.

3. Orients student to the educational site to include emergency procedures, OSHA, fire and safety, and location of evacuation procedures. .
4. Develops an environment conducive to student learning. Welcomes student questions and requests for assistance and guides student actions as necessary in situations of uncertainty for the student.
5. Provides feedback on student performance throughout the experience, guiding student in improving ability to develop learning outcomes, prepare educational materials, assess student learning, and improve the teaching-learning process.
6. Documents the level of performance in writing at the end of the rotation, using the instrument provided by the student, and sharing feedback with student.
7. Notifies the faculty if problems arise prior to the evaluation site visit or thereafter.
8. Helps select patients and or learning experiences that will provide a varied experience within the organization's client population.
9. Allows the student to take an active role in teaching and learning activities, with direct interaction with nursing students in classroom and/or clinical settings.
10. Listens to the student's evaluation of the teaching learning process for each educational activity and recommends changes for future activities to improve student learning.
11. Helps student to understand accreditation standards, curricular requirements, and clinical placement, and fiscal issues that affect nursing education.
12. Allows student to complete required educational reports and documentation of learner feedback and grades.
13. Appreciates that the student is a learner and should be allowed to function in the setting as an educator, but may take more time and need more consultation than an experienced educator.
14. Reviews the evaluation criteria to appreciate what competencies are to be evaluated in order to observe for evidence of these throughout the rotation.
15. Completes the electronic evaluation form at the end of the semester.

Policies on Infectious Diseases and Injuries

The GC School of Nursing requires all students accepted into professional nursing programs to maintain proof of immunization status and titers in the clinical documents file. See Certification of Physical Exam form, required documentation for new students (Students born before 1959 are not required to provide proof of MMR or Varicella):

Vaccine	Acceptable Alternative Record
Hepatitis B	<ul style="list-style-type: none"> • Hepatitis B Declination form • Laboratory evidence of Hepatitis B immunity (titers) this is required not alternate
MMR	<ul style="list-style-type: none"> • Documentation of physician-diagnosed measles or mumps • Laboratory evidence of measles, mumps or rubella immunity
Varicella	<ul style="list-style-type: none"> • Laboratory evidence of varicella immunity • Laboratory confirmation of disease • Physician diagnosed history of varicella or herpes zoster
Tetanus, diphtheria, pertussis	<ul style="list-style-type: none"> • Documentation of booster within previous 10 years for tetanus/diphtheria preparations • DTaP within 10 years; then follow with TD every 10 years.
Influenza	<ul style="list-style-type: none"> • Documentation of yearly vaccination
Zoster	<ul style="list-style-type: none"> • Documentation of vaccination if applicable

Updates are available at:

Centers for Disease Control and Prevention. (2019). Recommendations and guidelines: Adult immunization schedule (anyone over 18 years old).

<http://www.cdc.gov/vaccines/schedules/index.html>

In addition to current immunization status, all nursing students are required to have documentation of either an annual negative PPD or chest x-ray, as needed.

Standard Precautions

All students engaged in clinical education activities shall adhere to Standard Precautions as outlined at:

Centers for Disease Control and Prevention. (2010, September 29). 2007 guideline for isolation precautions: Preventing transmission of infectious agents in healthcare.

Retrieved June 27, 2011, from

<http://www.cdc.gov/hicpac/2007IP/2007isolationPrecautions.html>

Centers for Disease Control and Prevention. (2011, April 19). Prevention of MRSA infections in healthcare settings. Retrieved June 27, 2011, from

<http://www.cdc.gov/mrsa/prevent/healthcare.html>

United States Department of Labor: Occupational Safety and Health Administration. Blood Born Pathogens Standard. Retrieved April 25, 2014, from <https://www.osha.gov/html/faq-bbp.html>

Background

Standard Precautions combine the major features of Universal Precautions (UP) and Body Substance Isolation (BSI) and are based on the principle that all blood, body fluids, secretions, excretions except sweat, nonintact skin, and mucous membranes may contain transmissible infectious agents. Standard Precautions include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; and safe injection practices. Also, equipment or items in the patient environment likely to have been contaminated with infectious body fluids must be handled in a manner to prevent transmission of infectious agents (e.g., wear gloves for direct contact, contain heavily soiled equipment, properly clean and disinfect or sterilize reusable equipment before use on another patient).

The application of Standard Precautions during patient care is determined by the nature of the HCW-patient interaction and the extent of anticipated blood, body fluid, or pathogen exposure. For some interactions (e.g., performing venipuncture), only gloves may be needed; during other interactions (e.g., intubation), use of gloves, gown, and face shield or mask and goggles is necessary. Education and training on the principles and rationale for recommended practices are critical elements of Standard Precautions because they facilitate appropriate decision-making and promote adherence when HCWs are faced with new circumstances. An example of the importance of the use of Standard Precautions is intubation, especially under emergency circumstances when infectious agents may not be suspected, but later are identified (e.g., SARS- CoV, *Neisseria meningitides*). Standard Precautions are also intended to protect patients by ensuring that healthcare personnel do not carry infectious agents to patients on their hands or via equipment used during patient care. **Depending on the clinical site you are in and the type of patients and procedures encountered, the clinical site may direct you to use Standard or Universal Precautions. You need to clarify with the OSHA officer during your orientation to the clinical site which they are using to comply with OSHA Blood borne Pathogens Guidelines.**

Universal Precautions

Universal precautions is an approach to infection control to treat all human blood and certain human body fluids as if they were known to be infectious for HIV, HBV and other bloodborne pathogens, (Bloodborne Pathogens Standard [29 CFR 1910.1030\(b\)](#) definitions). Bloodborne Pathogen Standard [29 CFR 1910.1030\(d\)\(1\)](#) requires:

- Employees to observe Universal Precautions to prevent contact with blood or other potentially infectious materials (OPIM).
- Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.
- Treat all blood and other potentially infectious materials with appropriate precautions such as:

- Use gloves, masks, and gowns if blood or OPIM exposure is anticipated.
- Use engineering and work practice controls to limit exposure. OPIM is defined in [29 CFR 1910.1030\(b\)](#) as:
 - The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;
 - Any unfixed tissue or organ (other than intact skin) from a human (living or dead); and
 - HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

The Bloodborne Pathogens Standard allows for hospitals to use acceptable alternatives [[OSHA Directive CPL 02-02-069](#), (2001, November 27)] to universal precautions:

- Alternative concepts in infection control are called Body Substance Isolation (BSI) and Standard Precautions. These methods define **all** body fluids and substances as infectious. These methods incorporate not only the fluids and materials covered by the Bloodborne Pathogens Standard but expands coverage to include all body fluids and substances.
- These concepts are acceptable alternatives to universal precautions, provided that facilities utilizing them adhere to all other provisions of the standard.
- For compliance with OSHA Standards, the uses of either Universal Precautions or Standard Precautions are acceptable.

The CDC recommends **Standard Precautions** for the care of all patients, regardless of their diagnosis or presumed infection status.

- **Standard Precautions** apply to 1) blood; 2) all body fluids, secretions, and excretions, *except sweat*, regardless of whether or not they contain visible blood; 3) non-intact skin; and 4) mucous membranes. Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in hospitals.
- Standard precautions include the use of: hand washing, appropriate personal protective equipment such as gloves, gowns, masks, whenever touching or exposure to patients' body fluids is anticipated.

Transmission-Based Precautions (i.e., Airborne Precautions, Droplet Precautions, and Contact Precautions), are recommended to provide additional precautions beyond Standard Precautions to interrupt transmission of pathogens in hospitals.

Transmission-based precautions can be used for patients with known or suspected to be infected or colonized with epidemiologically important pathogens that can

be transmitted by airborne or droplet transmission or by contact with dry skin or contaminated surfaces. These precautions should be used in addition to standard precautions.

- **Airborne Precautions** used for infections spread in small particles in the air such as chicken pox.
- **Droplet Precautions** used for infections spread in large droplets by coughing, talking, or sneezing such as influenza.
- **Contact Precautions** used for infections spread by skin to skin contact or contact with other surfaces such as herpes simplex virus.

Airborne Precautions, Droplet Precautions, and Contact Precautions. May be combined for diseases that have multiple routes of transmission. When used either singularly or in combination, they are to be used in addition to Standard Precautions

[2007 Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings](#) [3 MB PDF, 225 pages]. Centers for Disease Control and Prevention (CDC), (2007).

United States Department of Labor: Occupational Safety and Health Administration. Blood Borne Pathogens Standard. Retrieved April 25, 2014, from <https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>

Accidents and Injury to Students

Injury/Occurrence Policy

In the case of a student injury during a clinical, the safety and well-being of the student is the first priority. The student must **IMMEDIATELY** notify the faculty member or clinical preceptor responsible for the clinical learning experience. If the student is injured or experiences a high- risk exposure while under the supervision of a clinical preceptor, the faculty member should be notified as soon as safely possible.

The policies of the occupational or employee health department of the institution will be followed. The student should receive the same kind of assessment and care that an employee of the agency would under the circumstances. If the student has sustained a serious injury or has been exposed to blood, body fluids, or hazardous materials, then time is of the utmost importance and the student should receive prompt treatment through the qualified health care provider or the emergency department of his/her choice. Students exposed to blood or body fluids should receive treatment within two (2) hours.

Personal Liability and Medical Insurance

All students are required to carry personal health and medical insurance. A College of Health Sciences incident/injury report is to be completed by the student and faculty member as soon as possible after the incident. The faculty member will notify the Director of the School of Nursing (478.445.5122/1076) as soon as possible. The clinical agency may request that an incident report be completed there as well.

Georgia College, the GC College of Health Sciences and the School of Nursing assume no responsibility for the risks of exposure if the student chooses not to inform the appropriate faculty member or clinical preceptor and/or follow the Injury/Occurrence Policy.

Blood Borne Pathogen Exposure

Students who experience a needle stick, sharps injury, blood splash, or other potentially infectious contact with body fluids during the course of a clinical educational experience are required to report exposures promptly to the faculty member and/or preceptor.

Reporting of blood exposure will not adversely affect a clinical course grade.

Post-exposure prophylaxis shall be offered to students through the agency designated for post-exposure and care according to U.S. Public Health Service Guidelines. Students are required to have health insurance coverage for such follow-ups as neither the clinical agency nor the university or their personnel are liable for the student's health care. The latest guidelines documents may be found at:

Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Post exposure Prophylaxis (2005) at <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5409a1.htm>

Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post exposure Prophylaxis (2001) at <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>

Students shall notify the Director of Nursing within 24 hours. 478.445.5122.

Students shall submit a completed GC injury/accident report to the Director's office with two (2) days after incident. This report is required even if an incident report was completed by the clinical agency.

Students are encouraged to make an appointment for free counseling in Student Health Services as desired to help in dealing with concern of exposure.

Students are encouraged to use the following resources for information regarding post-exposure care and prophylaxis:

- Exposure to Blood: What Healthcare Personnel Need to Know (2003) published by the CDC and available at:
http://www.cdc.gov/ncidod/dhqp/pdf/bbp/Exp_to_Blood.pdf
- PEpline – National Clinicians' Post-exposure Prophylaxis Hotline at **1-888-HIV-4911**

Other Injury

1. Notify faculty member or preceptor immediately.*
2. Initiate injury-reporting system in agency.
3. Report to emergency department or other unit designated by agency for assessment and care.
4. Complete GC Incident/Injury Report and forward to the Office of the Director of Nursing with two (2) days after incident. This report is required even if an incident report was completed by the clinical agency.
5. Notify the faculty member as soon as possible without delaying treatment.

**Students are required to have health insurance coverage for such care as neither the clinical agency nor the university or its personnel are liable for the student's health care.

ANA Code of Ethics for Nursing

All professional nurses are expected to incorporate ethics into their practice. Therefore, both students and faculty at GC are expected to adhere to the following ANA Code of Ethics:

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

To access the ANA Code of Ethics with Interpretive Statements:

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

American Nurses Association Standards

The following American Nurses Association standards of professional practice guide the educational experience of students and the practice of both students and faculty in the School of Nursing at GC.

Standards of Practice

1. **Assessment.** The registered nurse collects comprehensive data pertinent to the patient's health and/or the situation.
2. **Diagnosis.** The registered nurse analyzes the assessment data to determine the diagnoses or issues.
3. **Outcomes Identification.** The registered nurse identifies suspected outcomes for a plan individualized to the patient or the situation.
4. **Planning.** The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
5. **Implementation.** The registered nurse implements the identified plan.
 - A. **Coordination of Care.** The registered nurse coordinates care delivery.
 - B. **Health Teaching and Health Promotion.** The registered nurse employs strategies to promote health and a safe environment.
 - C. **Consultation.** The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
 - D. **Prescriptive Authority and Treatment.** The advanced practice nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.
6. **Evaluation.** The registered nurse evaluates progress toward attainment of outcomes.

Standards of Professional Performance

1. **Ethics.** The registered nurse practices ethically.
2. **Education.** The registered nurse attains knowledge and competency that reflects current nursing practice.
3. **Evidence-Based Practice and Research.** The registered nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
4. **Quality of Practice.** The registered nurse contributes to quality of nursing practice.
5. **Communication.** The registered nurse communicates in all areas of practice.
6. **Leadership.** The registered nurse demonstrates leadership in professional practice setting and the profession
7. **Collaboration.** The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.
8. **Professional Practice Evaluation.** The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

9. **Resource Utilization.** The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

10. **Environmental Health.** The registered nurse practices in an environmentally safe and healthy manner.

Source: (American Nurses Association, 2010b, p. 9-11)

Other Information

Nursing International Exchange Opportunities for Graduate Students

The College of Health Sciences has international exchange agreements with a number of universities. Graduate students in good standing within the University may apply for an international exchange experience during their academic program. Academic requirements and scheduling are negotiated between graduate course faculty at GC and the respective faculty abroad. For further information on the international exchange possibilities, please visit the [GC International Exchange](#) website and consult Dr. Sallie Coke/ sallie.coke@gcsu.edu.

Graduate Nursing Pin

Pin Description

The nursing pin is a replication of the Georgia College seal and bears the University colors of blue, green, & and gold. The center of the pin is gold. The University and specific nursing degree are identified with gold lettering.

In the center of the (Georgia College) seal is the Seal of the State of Georgia, indicating that Georgia College is a public institution.

In the four quadrants around the state seal are four orthodox academic symbols:

- a retort indicating science;
- a book symbolizing the arts;
- a philosopher's lamp for philosophy;
- and a laurel wreath, the symbol for honor and achievement.

Near the bottom, crossing the line separating the two lower quadrants, is the year in which the University was chartered, 1889.

The seal was designed by a faculty committee composed of Dr. J. C. Bonner (chairman), Dr. Ed Dawson, and Miss Janice Hardy.

("Thirty", Vol. XIV, No.28, 7/29/68 Georgia College - Milledgeville, GA)

A small gold Aladdin's lamp has been designated as a chain guard for the nursing pin.

Pin Purchase Policy

1. Only those persons confirmed as having graduated from the Georgia College nursing program may purchase a pin.
2. Graduates of the Georgia College graduate program may purchase the pin with the lettering "Masters of Science – Nursing."
3. Student must contact the university bookstore for specific information about pins and for ordering.

Scholarships, Awards and Honors

General information concerning scholarships, awards, prizes, and grants may be obtained from the scholarship committee. Contact the GC Financial Aid Office at 478.445.5149.

Georgia Nurses Foundation, Inc.

The Georgia Nurses Foundations offers scholarships on an annual basis. Visit their website for more information.

Georgia Association for Nursing Education (GANE)

GANE offers the Spillman-Bischoff scholarship for graduate nursing students. Visit their [website](#) for more information.

Theta Tau Nursing Scholarship

Students must be enrolled in graduate nursing and a member of the Theta Tau chapter of [Sigma Theta Tau, International](#). The recipient must have earned 20 hours of graduate credit prior to the year in which the scholarship is awarded. Contact the Theta Tau Chapter of Sigma Theta Tau International (STTI) for more information.

Outstanding Graduate Student

The purpose of the award is to recognize an outstanding graduate student in the areas of clinical performance, community service or service learning, and scholarly activities. Students are encouraged to develop a portfolio which documents their development as a master's prepared nurse, emphasizing the following areas: involvement with national or local nursing organizations in their area of expertise, university involvement, community service in the area of nursing, and the development of an evidence-based practice in their area of expertise.

The award is given each spring to students who are graduating. Students whose graduate grade point average falls between a 3.50 and 4.00 will be notified that they are eligible to apply for this award.

Eligible students will submit:

1. A cover letter addressing the criteria
2. A current curriculum vitae
3. At least one supporting letter from a preceptor
4. At least one supporting letter from a faculty member
5. Other relevant documents

Participation in University Community

University-Level Committees

Graduate students are invited to serve on a number of committees at the University level in order to provide the unique perspective of the graduate nursing student to the group's work. If you have interest in serving on a university-level committee, please contact the Director of the School of Nursing at 478-445-1076.

Nursing Program Committees

Several standing and ad hoc committees exist to enable much of the work of the College of Health Sciences and the Nursing Program. If you are interested in serving on the Nursing Faculty Organization (NFO), please contact the Director of Nursing at 478.445.1076

**Student representatives will be excluded during admission/progression deliberations.*

*** Ad Hoc committees may be established by any standing committee or the Director and continue to function until their assignment is complete.*

GC Graduate Writing Manual Guidelines

Students enrolled in graduate programs at the Georgia College & State University School of Nursing are responsible for ensuring that assignments and major papers meet the format requirements of the program of study. The Georgia College School of Nursing has adopted the *Publication Manual of the American Psychological Association*, 6th edition (referred to as the APA Manual) as the official guide for preparation of written work within all programs. This guide has been developed to assist students in preparation of written work in compliance with the guidelines. This document will also guide the student in adapting the guidelines to meet specific School of Nursing requirements.

References

American Nurses Association. (2010a). *Nursing's social policy statement: The essence of the profession* (2nd ed.). Silver Spring, Md.: Author.

American Nurses Association. (2010b). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, Md.: Author.

Billings, D. M., & Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty* (3rd ed.). St. Louis, Mo.: Saunders/Elsevier.

Blais, K., & Hayes, J. S. (2011). *Professional nursing practice: Concepts and perspectives* (6th ed.). Boston: Pearson.

Fowler, M. D. M. (2008). *Guide to the code of ethics for nurses: Interpretation and application*. Silver Spring, Md.: American Nurses Association.

Joel, L. A. (2009). *Advanced practice nursing: Essentials for role development* (2nd ed.). Philadelphia: F.A. Davis.

Kelly, P. (2008). *Nursing leadership & management* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.

Nightingale, F. (2008). *Notes on nursing and other writings*. New York: Kaplan Pub.

Primary and secondary sources: guidelines for authors. (2009). *American Journal of Nursing*, 109(4), 76-77.

Sackett, D. L., Rosenberg, W., Gray, J., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: What it is and what it isn't. *BMJ*, 312(7023), 71.

Staggers, N., & Thompson, C. B. (2002). The evolution of definitions for nursing informatics: a critical analysis and revised definition. *Journal of the American Informatics Association: JAMIA*, 9(3), 255-261.

Appendix

Forms

1. [Sample Full Time/ Six Semester Program of Study—FNP students entering 2019](#)
2. [Sample Part Time/ Nine Semester Program of Study—FNP students entering 2019](#)
3. [Sample Full Time/ Six Semester Program of Study—PMHNP students entering 2019](#)
4. [Sample Part Time/ Nine Semester Program of Study—PMHNP students entering 2019](#)
5. [Sample Full Time/ Six Semester Program of Study—WHNP students entering 2019](#)
6. [Sample Part Time/ Nine Semester Program of Study—WHNP students entering 2019](#)
7. [Sample Full Time/ Six Semester Program of Study—Nurse Educator students entering 2019](#)
8. [Sample Part Time/ Nine Semester Program of Study—Nurse Educator students entering 2019](#)

Student Handbook Receipt

I have read the Georgia College Graduate Student Handbook and agree to adhere to the policies stated herein.

Student Name (Please Print):

Student Signature:

Student Signature Date:

Appendix I E.2.d

ONLINE DEGREE
Master of Science in Nursing
Fall 2019 - Spring 2020

Hours Enrolled	Tuition	Institution Fee	Tech Fees	Total
12	\$4,476.00	\$275.00	\$68.00	\$4,819.00
11	\$4,103.00	\$275.00	\$68.00	\$4,446.00
10	\$3,730.00	\$275.00	\$68.00	\$4,073.00
9	\$3,357.00	\$275.00	\$68.00	\$3,700.00
8	\$2,984.00	\$275.00	\$68.00	\$3,327.00
7	\$2,611.00	\$275.00	\$68.00	\$2,954.00
6	\$2,238.00	\$275.00	\$51.00	\$2,564.00
5	\$1,865.00	\$275.00	\$51.00	\$2,191.00
4	\$1,492.00	\$137.50	\$51.00	\$1,680.50
3	\$1,119.00	\$137.50	\$34.00	\$1,290.50
2	\$746.00	\$137.50	\$34.00	\$917.50
1	\$373.00	\$137.50	\$34.00	\$544.50

Appendix II B Table II B

Faculty as Detailed in Criterion II B

Faculty Name Surname, First Name	Category Core or Midwifery Faculty	Type of Specialty Certification or Specific Expertise if Core Faculty	Highest Earned Degree	Faculty Appointment (e.g. Associate Professor)
Monica Ketchie	Core Faculty	CNM/ANP	DNP	Assistant Professor
To be hired	Core Faculty	CNM	MSN	Assistant Professor
Laura McKay	Core Faculty	CNM/FNP	DNP	Lecturer
Deborah MacMillan	Core Faculty	CNM	PhD.	Professor
Sallie Coke	Core Faculty	FNP/PNP/PMHC	PhD.	Professor
Sandra Copeland	Core Faculty	FNP/CNS	DNP	Lecturer
Glynnis Haley	Core Faculty	FNP	DNP	Assistant Professor
Leslie Moore	Core Faculty	Research/MBA	PhD.	Professor
Carol Sapp	Core Faculty	Community	PhD.	Associate Professor
Sheryl Winn	Core Faculty	ANP	DNP	Associate Professor

Name of Institution: **Georgia College & State University**

Specific Title or Name of Midwifery Program/Programs: **Georgia College School of Nursing-Nurse Midwifery**

Appendix II C.1 Table II.C.1 Courses with ACNM Core Competency Content and Course Faculty

Midwifery Course #	Course Title	Date/Semester	Course Faculty
NRSG 7300/Lab	Women's Health I Midwifery Section (2-9-5)	2020/Spring	Monica Ketchie
NRSG 7310/Lab	Women's Health II Midwifery Section (2-9.5)	2020/Summer	Monica Ketchie
NRSG 7320	Unique Women's Health Issues (1-0-1)	2020/Summer	Deborah MacMillan
NRSG 7330/Lab	Midwifery Postpartum/Primary Care (2-9-5)	2020/Fall	Monica Ketchie
NRSG 7340/Lab	Midwifery Intrapartum/Newborn (2-9-5)	2020/Fall	Monica Ketchie
NRSG 7500/Lab	NM Practicum (1-15-6)	2021/Spring	Monica Ketchie
Core Courses #	Course Title		Course Faculty
NRSG 5600	Healthcare Research & Statistical Analysis	2019 Fall	Leslie Moore
NRSG 6110	Ensuring Healthcare Safety and Quality	2020 Spring	Leslie Moore
NRSG 6410	Nursing Theory: Principals & Applications	2019 Fall	Carol Sapp
Foundational Course #	Course Title		Course Faculty
NRSG 5500	Perspectives of Advance Nursing Practice	2019/Summer	Deborah MacMillan
NRSG 5480	Advanced Nursing Assessment	2019/Summer	Sheryl Winn/Glynnis Haley
NRSG 6300	Advanced Physiology & Pathophysiology	2019/Fall	Glynnis Haley/ Sandra Copeland
NRSG 5800	Applied Pharmacology	2020/Spring	Sallie Coke/ Laura McKay

Appendix II.C.2

TABLE II C 2

Proposed Clinical Faculty who will Provide Clinical Supervision as Detailed in Criterion II C2

Faculty by Name and Credential (Surname first)	Clinical Site in Which Faculty Teach	Type of Clinical Area (e.g. AP)
Anthonia Anukam, DNP, CNM	Piedmont Athens Midwifery & Women's Health Practice	Full Scope Midwifery
Jeri Willeby, MSN, CNM	Midwives of Macon	Full Scope Midwifery
Jennifer Byrd, MSN, FNP	Women's Care Center, P.C./Milledgeville	AP, WH, PP
Jessica Hudson, MSN, FNP	Women's Care Center, P.C./Milledgeville	AP, WH, PP

Appendix II C.2.b



September 20, 2019

To Whom It May Concern,

I am writing this letter of support for the proposed Georgia College & State University Certified Nurse Midwifery program. Navicent Health Baldwin values highly educated Advanced Practice Nurses and recognizes the benefits they provide to patients as well as the organization as a whole. As healthcare becomes increasingly complex, it is not just an asset but also a need for APRN's to have the educational preparation and skills needed for the current and future healthcare environment. There are many benefits of receiving midwifery care such as: decreased infant mortality rates, decreased risk of preterm birth, and an increased chance of having a positive start to breastfeeding.

The potential increase in the number of APRN's equipped for leadership roles, professional inter-collaboration, and healthcare advocacy helps to transform the future of our healthcare system.

I highly recommend the development of a Certified Midwifery Program of study and am excited about the results that this program would offer to our community and patients as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Lorraine Daniel".

Lorraine Daniel, RN
Chief Nursing Officer
Navicent Health Baldwin
478.776.4661
Daniel.lorraine@Navicenthealth.org



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

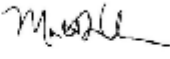
Dr. Martha L. Venn, Ph.D.
Vice Chancellor For Academic Affairs
Office Of Academic Affairs
270 Washington Street, S.W.
Atlanta, Georgia 30334

Phone: 404-962-3097
Fax: 404-962-3198
email: Martha.Venn@usg.edu

MEMORANDUM

DATE: January 11, 2019

TO: Dr. Kelli Brown, Provost
Georgia College and State University

FROM: Dr. Marti Venn 

RE: Concentration Notifications

Thank you for notifying our office of the following new concentrations that Georgia College and State University will be offering two new concentrations in the Master of Science in Nursing

- Women's Health Nurse Practitioner
- Nurse Midwifery

This letter confirms the above notification.

Cc: Dr. Costas Spirou
Ms. Tiffany Bell

"Creating A More Educated Georgia"
www.usg.edu

School of Nursing Representation on University Senate Appendix II.C.e.g.1

Senate Committee	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
APC	Carol Sapp	Carol Sapp (C)	Glynnis Haley Carol Sapp	Sarah Handwerker (S)	Sarah Handwerker
CAPC	Josie Doss	Josie Doss (C)	Debbie Grier		
CON	Susan Steele	Carol Sapp Susan Steele		Glynnis Haley	
ECUS	Susan Steele	Susan Steele		Glynnis Haley	Catherine Fowler
FAPC		Monica Ketchie	Krystal Canady Sarah Handwerker (S)	Catherine Fowler	Glynnis Haley
RPIPC			Jennifer Goldsberry	Krystal Canady	Krystal Canady
SAPC			Monica Ketchie	Monica Ketchie (VC)	Monica Ketchie (VC)

APC = Academic Policy Committee

CAPC = Curriculum Academic Policy Committee

CON = Sub-Committee on Nominations

ECUS = Executive Committee of the University Senate

FAPC = Faculty Affairs Policy Committee

RPIPC = Resources, Planning, and Institutional Policy Committee

SAPC = Student Affairs Policy Committee

Appendix IV.D.2

MASTER OF SCIENCE IN NURSING: CONCENTRATION IN NURSE MIDWIFERY

Department of Nursing
Georgia College & State University
Program of Study

NAME:		STUDENT ID NUMBER:		
ADDRESS:				
Course Number and Title		Contact Hours	Clinical Hours	Year/Semester
*NRS 5500	Perspectives of Adv Nur Pract	2-0-2	0	Summer 1 (2019)
*NRS 5480/L	Advance Nurs Assessment	2-3-3	45	Summer 1 (2019)
*NRS 6300	Adv Physiology & Pathophysiology	3-0-3	0	Fall 1 (2019)
*NRS 6410	Nurs Theory: Principles & Application	2-0-2	0	Fall 1 (2019)
**NRS 7300/L	Women’s Health I Midwifery_Sec	2-9-5	135	Spring 1 (2020)
*NRS 5800	Applied Pharmacology	3-0-3	0	Spring 1 (2020)
*NRS 6110	Ensuring Healthcare Safety Quality	2-0-2	0	Spring 1 (2020)
**NRS 7310/L	Women’s Health II Midwifery_Sec	2-9-5	135	Summer 2 (2020)
**NRS 7320	Unique Women’s Health Issues	1-0-1	0	Summer 2 (2020)
**NRS 7330/L	Midwifery PP/Primary Care	2-9-5	135	Fall (2020)
NRS 7340/L	Midwifery Intrapartum/Newborn	2-9-5	135	Fall (2020)
**NRS 7500/L	Midwifery Practicum	1-15-6	225	Spring 2 (2021)
		CNM 45	CNM 810	

* These courses are already active and a part of the core requirements for other MSN concentrations.

** These courses are offered concurrently to those enrolled in the proposed Women’s Health Nurse Practitioner Program.

Georgia College School of Nursing Master of Science in Nursing
Nurse-Midwifery Part-Time Program of Study—6 Semesters

Course Number and Title		Contact Hours	Clinical Hours	Year/Semester
YEAR ONE				
Semester 1 (Summer)				
NRS 5500	Perspectives of Advanced Nursing Practice	2-0-2	0	Summer 1
Semester 2 (Fall)				
NRS 5600	Healthcare Research & Statistical Analysis	3-0-3	0	Fall 1
NRS 6410	Nursing Theory: Principles & Applications	2-0-2	0	Fall 1
Semester 3 (Spring)				
NRS 6110	Ensuring Healthcare Safety and Quality	2-0-2	0	Spring 1
YEAR TWO				
Semester 4 (Summer)				
NRS 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Summer 2
Semester 5 (Fall)				
NRS 6300	Advanced Physiology & Pathophysiology	3-0-3	0	Fall 2
Semester 6 (Spring)				
NRS 7300/L	Women's Health I Midwifery Sec	2-9-5	135	Spring 2
NRS 5800	Applied Pharmacology	3-0-3	0	Spring 2
YEAR THREE				
Semester 7 (Summer)				
NRS 7310/L	Women's Health II Midwifery Sec	2-9-5	135	Summer 3
NRS 7320	Unique Women's Health Issues	1-0-1	0	Summer 3
Semester 8 (Fall)				
NRS 7330/L	Midwifery PP/Primary Care	2-9-5	135	Fall 3
NRS 7340/L	Midwifery Intrapartum/Newborn	2-9-5	135	Fall 2
Semester 9 (Spring)				
NRS 7500/L	Midwifery Practicum	1-15-6	225	Spring 3
		45 credit hours	810 clinical hours	

Exhibits

Criterion I

Organization and Administration

Exhibit B: Provide evidence of notification of constituencies.

- [Nursing Deans and Directors Notified](#)
- [Third Party Constituent Letter to ACME](#)
- [Third Party Notification Letter List](#)

Exhibit C: Provide evidence of legal authority.

- [GC Notification of NM Concentration](#)
- [GC Notification of NM Certificate](#)

Exhibit D: Provide a copy of the letter or certificate of current institutional accreditation.

- [CCNE Accreditation Letter](#)
- [SACS Accreditation Letter](#)
- [SACS Reaffirmation Letter](#)

Exhibit D.1: Provide documentation indicating support (e.g. meeting minutes, policies, and personal communications)

- [2018 Midwifery Curriculum Proposal](#)
- [September 2018 SON Graduate Committee Agenda](#)
- [September 2018 SON Graduate Committee Minutes](#)
- [September 2018 SON NFO Committee Minutes](#)
- [November 2018 University Senate Committee Minutes](#)
- [GC Notification of NM Concentration](#)
- [GC Notification of NM Certificate](#)

Exhibit D.2: Provide information that demonstrates that fiscal resources will be adequate to meet program objectives. This may include financial statements, grant award statements, program budgets and other financial records.

- [SON Budget Details FY20](#)

Exhibit D.4: Provide evidence of completed scholarly and professional faculty products within the institution.

- [Poster – Reaction Confidence and Perceived Learning Scale](#)
- [Poster – TEAMWORC](#)
- [Grant – 2019 ANEW](#)
- [Grant – 2018 SANE](#)
- [Article – Challenges Experienced by Nursing Students Overcoming One Course Failure: A Phenomenological Research Study](#)
- [Article – Lessons From the Light and Dark Sides of Psychiatric Clinical Experiences](#)
- [Book – Informatics and Nursing: Opportunities and Challenges](#)

Exhibit E: Provide draft documents that reference the program, e.g. catalogs, brochures, or websites.

- [Catalog](#)
- [Draft Brochure](#)
- [Draft NM Concentration Website](#)
- [Draft NM Certificate Website](#)

Exhibit E.1: Provide evidence such as letter of appointment, job description or a letter from the academic unit administrator detailing these requirements. Provide evidence of how the program director will meet these requirements.

- [Job Description NM Program Coordinator](#)
- [Monica Ketchie CV](#)
- [Ketchie Appointment Letter Signed](#)

Exhibit E.2.a: Pre-accreditation Status: Provide drafts of identified relevant printed or electronic documents marked where pertinent information will be inserted.

- [Draft Webpage of NM Accreditation Status](#)

Exhibit E.2.b: Provide a draft of the proposed credential, such as a diploma/certificate or other document that clearly states the degree or certificate awarded.

- [Sample NM Transcript](#)
- [Sample NM Certificate](#)

Exhibit E.2.c: Academic policies-Provide drafts of the identified relevant printed and/or electronic documents marked where pertinent information will be found.

- [NM Admission, Progression and Graduation Requirements](#)
- [Full-Time NM Program of Study](#)
- [Part-Time NM Program of Study](#)
- [MSN Handbook 2019 Cohort](#)
- [NM GAP Analysis Graduate](#)
- [Policy 3000 Graduate Online Testing](#)
- [Policy 3003 MSN Course and Clinical Guidelines](#)

Exhibit E.2.d: Tuition and fees-Provide drafts of the identified relevant printed and/or electronic documents marked where pertinent information will be found.

- [MSN Tuition Rates](#)
- [Online Tuition and Fees Webpage](#)
- [Refund Policy](#)
- [Student Lab Fees](#)
- [Student Cost of Equipment, Books, Clinical Onboarding](#)
- [Examples of Free Student Software Downloads](#)
- [Student Technology Fee Report](#)
- [Technology Services for Students](#)

Exhibit E.2.e: Transfer of credit policy-Provide the identified relevant printed and/or electronic documents marked where pertinent information may be found.

- [Transfer Credits](#)

Criterion II

Faculty and Faculty Organization

Exhibit A: All faculty will be recruited, appointed and promoted according to the institution's non-discrimination policy.

- [Equal Employment Opportunity](#)
- [Nondiscrimination Policy](#)

- [Office of Human Resources](#)
- [Office of Inclusive Excellence](#)
- [Employee Accommodation Request Form](#)
- [ADAAA Accommodation Health Information Release Waiver](#)
- [ADAAA Physician's Medical Request Form](#)
- [Conducting Faculty and Staff Grievances Manual](#)
- [Number, Frequency, Type and Resolution to University Complaints](#)

Exhibit B.1: Evidence of midwifery certification for proposed faculty who *are* midwives or evidence of appropriate credentials for proposed faculty who *are not* midwives.

Core Faculty

- Sallie Coke
 - [FNP Certification](#)
 - [PNP Certification](#)
 - [PMHS Certification](#)
 - [RN License](#)
- Sandra Copeland
 - [FNP Certification](#)
 - [ACNS Certification](#)
 - [RN License](#)
- Glynnis Haley
 - [FNP Certification](#)
 - [RN License](#)
- Monica Ketchie
 - [CNM Certification](#)
 - [RN License](#)
- Deborah MacMillan
 - [CNM Certification](#)

- [RN License](#)
- Laura McKay
 - [CNM Certification](#)
 - [RN License](#)
- Leslie Moore
 - [CNE Certification](#)
 - [RN License](#)
- Carol Sapp
 - [CNE Certification](#)
 - [RN License](#)
- Sheryl Winn
 - [ANP Certification](#)
 - [RN License](#)

Clinical Faculty

- Anthonia Anukam
 - [CNM Certification](#)
 - [RN License](#)
- Jenifer Byrd
 - [FNP Certification](#)
 - [RN License](#)
- Jessica Hudson
 - [FNP Certification](#)
 - [RN License](#)
- Jeri Willeby
 - [CNM Certification](#)
 - [RN License](#)

Exhibit B.2: Provide copies of diplomas or official transcripts on file. Evidence of credentialing/licensure /privileges that require verification of the degree will be used as a satisfactory form of documentation.

- See Exhibit B.1

Exhibit B.3: Provide evidence that each faculty member will be prepared for the teaching assignment.

- [Center for Teaching and Learning \(CTL\)](#)
- [Midterm Course Feedback from CTL](#)
- [Professional Development & Certifications for Faculty](#)
- [Quality Matters \(QM\) Training](#)
- [College of Health Sciences \(CoHS\) Faculty Mentoring Handbook](#)
- [Documentation of Formal Mentoring Activities](#)
- [Georgia College New Faculty Orientation Agenda](#)
- [School of Nursing Assigned Faculty Mentors 2019](#)

Exhibit B.4: Provide evidence that each faculty member will have competence commensurate with the teaching assignment.

- [Courses with ACNM Core Competency Content and Course Faculty](#)
- [Coke CV](#)
- [Copeland CV](#)
- [Haley CV](#)
- [Ketchie CV](#)
- [MacMillan CV](#)
- [McKay CV](#)
- [Moore CV](#)
- [Sapp CV](#)
- [Winn CV](#)

Exhibit C.3: Faculty's involvement as related to the following:

Exhibit C.3.a: Development and/or implementation, and evaluation of the curriculum.

- [School of Nursing Educational Effectiveness Plan 2018](#)
- [Graduate Committee Minutes October 2018-Evaluation of Curriculum](#)
- [Graduate Committee Minutes January 2019-Implementation of Curriculum](#)
- [Graduate Committee Minutes February 2019-Development of Curriculum](#)

Exhibit C.3.b: Selection, evaluation, advancement, and advisement of students.

- [Admission Criteria Change Approved by Graduate Committee](#)
- [Admissions Criteria Change Approved by NFO](#)
- [Example of Minutes-Graduate Committee Vote on Applicants](#)
- [Example of Minutes-Student Petition to Return-Approved](#)
- [Example of Student Petition to Return-Approved](#)
- [Explanation of Selection of Students](#)
- [Explanation of Evaluation/Advancement/Advisement](#)
- [Face to Face Orientation Schedule-Immersion Week 2019](#)
- [Faculty Availability for Graduate Program Interviews](#)
- [MSN Handbook 2019 Cohort](#)

Exhibit C.3.c: Recruitment, selection and promotion of faculty.

- [Exhibit C.3.c Explanation](#)
- See Exhibit A.
- [Acknowledgement of Search Committee Training](#)
- [Search Committee Training SON 1](#)
- [Search Committee Training SON 2](#)
- [Completing Faculty Evaluations Instructions](#)
- [Differences in Tenure Track vs Non-Tenure Track](#)
- [Lecturer Evaluation Form](#)
- [Non-Tenure Faculty Performance Appraisal Policy Manual](#)
- [Senior Lecturer Evaluation Form](#)
- [Tenure Track Evaluation Form](#)

- [Tenure and Promotion Forms on Academic Affairs Website](#)
- [CoHS Performance Appraisal Guidelines](#)
- [eTenure & Promotion Process at Georgia College](#)
- [Faculty Tenure and Promotion Task Force](#)
- [Tenure and Promotion Task Force Report](#)

Exhibit C.3.d: Orientation of faculty to curriculum, documents and expectations.

- [Explanation of Exhibit C.3.d](#)
- [CoHS Faculty Mentoring Handbook](#)
- [Documentation of Formal Mentoring Activities](#)
- [New Faculty Orientation Agenda 2019](#)
- [SON Assigned Faculty Mentors 2019](#)

Exhibit C.3.e: Development and/or implementation of a mechanism for student evaluation of teachers, courses and midwifery program effectiveness.

- [Explanation of Exhibit C.3.e](#)
- [IDEAS's Student Ratings of Instruction \(SRIS\)](#)
- [Results of NRSB 7030 SRIS Ketchie Fall 2018](#)
- [Results of NRSB 7030 SRIS MacMillan Fall 2018](#)
- [Results of NRSB 7050 SRIS Coke Fall 2018](#)
- [eFolio Rubric Template MSN 2019](#)
- [Examples of Student ePortfolios](#)
- [Taylor Hall Portfolium Web Page](#)
- [Vanessa Brink Portfolium Web Page](#)
- [MSN Program Reflection Paper Brink](#)
- [MSN Program Reflection Paper Hall](#)

Exhibit C.3.f: Ongoing development and annual evaluation of the proposed midwifery program's resources, facilities, and services.

- [Explanation of Exhibit C.3.f](#)
- [Nursing Alumni Satisfaction 2019](#)

- [MSN Student Satisfaction Fall 2019](#)
- [Analysis of MSN Student Satisfaction Data](#)
- [Faculty Satisfaction Fall 2019](#)
- [SON Advisory Board Overview](#)
- [SON Advisory Board Member Contact Sheet](#)
- [April 2019 SON Advisory Board Meeting Agenda/Handouts](#)
- [April 2019 SON Advisory Board Meeting Minutes](#)
- [FY21 SON Budget One-Time Funding Requests](#)
- [FY21 SON Budget New/Continuous Funding Requests](#)
- [AY20-21 Simulation Center/Skills Lab Budget](#)
- [Furniture for Classrooms at Simulation Center](#)

Exhibit C.3.g.1: Faculty participate or have input into councils and committees of the academic unit.

- [SON Committee Assignments](#)
- [CoHS Committee Membership](#)
- [SON University Senate Committee Membership](#)

Exhibit C.3.g.2: Faculty continue professional advancement within the academic unit.

- [Explanation of Exhibit C.3.g.2](#)
- See Exhibit C.3.c.
- [Faculty Review System, Philosophy and General Procedures](#)
- [Faculty Review System, Philosophy and General Procedures Web Page](#)
- [Summer Revenue Motion Approved](#)

Exhibit C.3.g.3: Faculty maintain clinical expertise.

- [Explanation of Exhibit C.3.g.3](#)
- [CoHS Annual Goals](#)
- [CoHS Outside Consulting Goals](#)
- [Combined USG/AACON Faculty Workload Survey](#)

- [SON Faculty Workload Policy Draft](#)

Exhibit C.3.g.4: Faculty participate in scholarly activities.

- [Explanation of Exhibit C.3.g.4](#)
- [Conditions for the Granting of Professional Leave](#)
- [Educational Effectiveness Plan-Faculty Scholarship](#)
- [Faculty Research Grants Web Page](#)
- [Grant Writing Support Web Page](#)
- [Scholarship of Teaching and Learning \(SoTL\) Web Page](#)
- [Summer Research Stipends Web Page](#)
- [Tenure Track Evaluation Form-Scholarship](#)

Exhibit C.3.g.5: Faculty participate in community service.

- [Explanation of Exhibit C.3.g.5](#)
- [Georgia College GIVE Center Web Page](#)
- [The Center for Health and Social Justice](#)
- [DayBreak Web Page](#)
- [Nursing Student Help to heal at local homeless clinic](#)
- [Medical Reserve Corps \(MRC\) Proposal](#)
- [MRC Letter of Support](#)
- [Honduras Study Abroad Proposal](#)
- [Tanzania Study Abroad Proposal](#)
- [Philippines and Japan Study Abroad](#)
- [Tenure Track Evaluation Form-Community Service](#)

Exhibit D.1: Policies of the institution regarding academic freedom.

- [Explanation of Exhibit D.1](#)
- [USG Freedom of Expression Policy](#)
- [GC Freedom of Expression Policy](#)

Exhibit D.2: Policies of the institution regarding defined criteria for periodic evaluation.

- [Explanation of Exhibit D.2](#)
- [Faculty Review Policy](#)

Exhibit D.3: Policies of the institution regarding promotion, tenure, merit recognition and termination.

- [Explanation of Exhibit D.3](#)
- [Promotion Policy](#)
- [Tenure Policy](#)
- [USG Termination Policy](#)

Exhibit D.4: Policies of the institution regarding channels for receipt and consideration of faculty views and grievances.

- [Grievance Policy and Procedure](#)

Criterion III

Students

Exhibit A: The institution will have admission criteria and policies, including a nondiscrimination policy, which will be publicly available.

- [Explanation Exhibit A](#)
- [Non-Discrimination Policy](#)
- [Policies and Procedures for Students – Disability Services](#)

Exhibit B: Samples of recruitment materials and descriptions of recruiting processes that accurately and publicly represent the program practices and policies.

- [Graduate Nursing Brochure](#)

Exhibit C: The institution will have student policies that will be publicly available and identified to students upon admission related to: student evaluation, progression, retention, dismissal and graduation; review of personal records and equitable tuition refund; evaluation of their education; access to university/college catalogs; and access to academic calendars.

- [Explanation of Exhibit C](#)
- [Refund Policy](#)

Exhibit D: Upon entering the program, students have access to and will be informed of support services designed to meet their needs in order to promote their retention and progression through the program.

- [2019 MSN Cohort Handbook](#)

Exhibit E.1: Students will be formally informed of course objectives/ outcomes and methods of evaluation at the beginning of each course.

- [Explanation of Exhibit E.1](#)
- [Nightingale Café MSN](#)
- [Course Site Syllabus and Calendar](#)
- [Handbooks on SON Website](#)

Exhibit F.1: Opportunities for student involvement in development and implementation of proposed midwifery program policies.

- [Explanation of Exhibit F.1](#)
- [Student Cohort Report](#)

Exhibit F.2: Opportunities to participate or have input into the representation on councils or committees of the institution or academic unit.

- [Explanation of Exhibit F.2](#)
- [GC Graduate Council Webpage](#)

Exhibit F.3: Provide documents or drafts of documents regarding the grievances, complaints or appeals in electronic or printed form.

- [Explanation of Exhibit F.3](#)
- [Grievance Policy and Procedure](#)

Exhibit F.4: Provide documents or drafts of documents regarding student access regardless of location and teaching modalities in electronic or printed form.

- [Explanation of Exhibit F.4](#)
- [Email to students with information regarding onboarding and orientation](#)
- [Library Homepage](#)
- [Writing Center Homepage](#)
- [Interlibrary Loan Request Page](#)
- [Nightingale Café MSN](#)

Criterion IV

Curriculum and Student Learning

Exhibit C.1: Provide a copy or draft of the information about the criteria that will be given to potential and enrolled students. Provide a copy or draft of the information about the criteria that will be given to potential and enrolled students.

- [MSN Webpage Draft](#)
- [MSN Webpage Draft Application and Progression](#)

Exhibit C.2: The proposed midwifery program ensures that students meet the program's established prerequisite or corequisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery clinical coursework and clinical experience. Provide examples of course challenge mechanisms, transcript assessments, or other procedures used to assess whether a student will have met the criteria.

- [Explanation of Exhibit C.2](#)
- [GAP Analysis for Post-MSN Nurse Practitioner Students](#)
- [GAP Analysis Example Completed](#)
- [Course Substitution Form Completed](#)
- [Graduate Petition Form](#)

Exhibit D.1: The proposed midwifery program will have established criteria which students must meet prior to (prerequisite) or concomitantly with (corequisite) enrolling, receiving transfer credit for, or being exempted from midwifery didactic coursework. Provide a copy or draft of the information about criteria that will be given to potential and enrolled.

- [Explanation of Exhibit D.1 and D.2](#)
- [Draft Criteria Pre and Co-Requisites for Midwifery Classes](#)

Exhibit D.2: The midwifery program ensures that students meet the program's established prerequisite or corequisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery didactic coursework. Provide examples of course challenge mechanisms, transcript assessments, or other procedures used to assess whether a student will have met the criteria.

- [Degree Works Screen Capture](#)

Exhibit E.1: Provide a table that shows the location of the Core Competencies for Basic Midwifery Practice in the curriculum.

- [Midwifery Curricular Mapping 2019](#)

Exhibit E.2: Provide access to midwifery course materials.

- [NRSG 7300 Syllabus Women's Health I](#)

- [NRS 7310 Syllabus Women's Health II](#)
- [NRS 7320 Syllabus Unique Women's Health Issues](#)
- [NRS 7330 Syllabus Midwifery Postpartum/Primary Care](#)
- [NRS 7340 Syllabus Midwifery Intrapartum/Newborn Care](#)
- [NRS 7500 Syllabus Midwifery Practicum](#)

Exhibit E.3: Provide examples of various teaching methods.

- [Documentation for Various Teaching Methods](#)

Exhibit E.4: Provide access to instruments or drafts of instruments to be used to assess competence as described in the PAR.

- [Examples/Drafts of instruments to be used to assess competence](#)

Exhibit E.4.b: Each student will have access to a set minimum number of clinical experiences. Provide evidence of relationships with clinical sites to demonstrate sufficient access for students.

- [Georgia Department of Public Health Clinical Sites](#)
- [Hospital Clinical Sites](#)
- [Private Practice Clinical Sites](#)
- Thumb drive will be provided with fully executed individual MOU's

Exhibit E.5: The program has set and implements policies and procedures to verify student identity for academic work, including that conducted by electronic or distance technologies. Provide access to policy or drafts of policy that provide evidence of the process.

- [Verifying Student Identity Policy](#)

Exhibit G: The curriculum conforms to state or nationally recognized guidelines for the program/s educational level/s: certificate, master's degree, and/or doctoral degree. Provide a copy or draft copy and identify where this will be available.

- [Essentials of Mater's Education in Nursing throughout GC Curriculum](#)

Criterion V

Resources

Exhibit A.2: Provide a list of proposed staff and their titles/responsibilities.

- [List of Support Staff and Titles](#)

Exhibit B: Provide the site visitors with a tour of proposed physical facilities.

- Tour will be led by SON Faculty/Staff.

Exhibit C: Provide the site visitors with a tour of proposed learning resources, either physically or virtually.

- Tour will be led by SON Faculty/Staff.

Criterion VI

Assessment and Outcomes

Exhibit A.1.a: Provide a copy or draft of the form for student and graduate evaluation of the program.

- [Student and Alumni Evaluation of Midwifery Program Survey](#)

Exhibit A.2: Provide the URL where pass rate for first takers of the national AMCB certification examination are publicized.

- [URL Link to Student Achievement on External Examinations](#)

Exhibit A.3: Provide copies of current standards to be used in the evaluation process. See exhibit A.3.a below.

Exhibit A.3.a. Process for program assessment using current ACNM documents.

- [SON SMART Report Midwifery](#)

Exhibit A.4: Drafts of instruments to be used for clinical evaluation.

- [Assessment of Student Attainment of Midwifery Program Goals and Midwifery Core Competencies Plan](#)
- [Creighton Competency Evaluation Instrument](#)
- [OSCE Development Matrix](#)
- [Patient Perception of Student Interaction Skills](#)

Exhibit A.4.a: Provide drafts of instruments for evaluation of clinical sites.

- [Example of Student Evaluation of Clinical Site](#)
- [Clinical Hours Verification Report](#)
- [Example of Preceptor Qualification Form](#)
- [Example of Completed Preceptor Agreement](#)
- [Example of Faculty Evaluation of Student](#)
- [Example of Preceptor Evaluation of Student](#)

- [Example of Student Evaluation of Preceptor](#)
- [Screenshot of E*Value Homepage](#)

Exhibit A.4.b: Provide the plan for evaluation of student clinical experiences.

- [NRSG 7010 End of Course Report Summer 2019](#)
- [Examples of Low Scores for Clinical Sites](#)
- [Sample of Follow-up Clinical Site Problem](#)

Exhibit A.5: The assessment process includes a plan for evaluation of faculty teaching in the program. See a-d below:

Exhibit A.5.a: Didactic teacher competence as applicable. Provide a copy of the proposed plan for evaluation including the draft form/s.

- [Proposed SON Educational Effectiveness Plan for Midwifery Program](#)
- [Lecturer Evaluation Form](#)
- [Tenure Track Evaluation Form](#)

Exhibit A.5.b: Clinical teacher competence as applicable. Provide a copy of the proposed plan for evaluation including the draft form/s.

- [Proposed SON Educational Effectiveness Plan for Midwifery Program](#)
- [Student Evaluation of Preceptor](#)

Exhibit A.5.c: Currency of knowledge and clinical competence in area(s) of practice related to proposed midwifery program responsibilities. Provide a copy of the proposed plan for evaluation including the draft form/s.

- [Proposed SON Educational Effectiveness Plan for Midwifery Program](#)

Exhibit A.5.d: Non-discriminatory, respectful approach to students, colleagues, and patients in keeping with the basic principles of the ACNM Code of Ethics. Provide a copy of the proposed plan for evaluation including the draft form/s.

- [Proposed SON Educational Effectiveness Plan for Midwifery Program](#)

Exhibit B: The program will maintain and publicizes accurate, current data on student outcomes. Provide URL where the data are publicized.

Exhibit B.1: Graduation data, for both full-time and part-time students. Provide URL where the data are publicized.

- [Degrees and Majors Conferred by Fiscal Year](#)

Exhibit B.2: Program’s Aggregated Annual American Midwifery Certification Board (AMCB) pass rates for first time takes and retake pass rates. Provide URL where the data are publicized.

- [URL Link to Student Achievement on External Examinations](#)

Exhibit B.3: Program-specific data related to program philosophy, mission/purpose and objectives/outcomes for marketing or public disclosure purposes. Provide URL where the data are publicized.

- [Program Outcome Data Publicized on Webpage](#)
- [SON Educational Effectiveness Plan 2018](#)

Addendums

[Overview Addendum](#)

[Criterion I Addendum](#)

[Appendix II.B Table II.B Faculty as Detailed in Criterion II B](#)

[Appendix II C.1 Table II.C.1 Courses with ACNM Core Competency Content and Course Faculty](#)

[Appendix II.C.2 Table II.C.2 Proposed Clinical Faculty who will Provide Clinical Supervision as Detailed in Criterion II C2](#)

[Appendix IV.D.2 Full Time NM Program of Study](#)

[Appendix IV.D.2 Part Time NM Program of Study](#)

[Criterion IV.A.1.a: Revised GC Midwifery Philosophy ACNM](#)

[Criterion IV.A.1.b: Revised GC Nurse Midwifery Philosophy CoHS](#)

[Criterion IV.A.2: Revised GC Midwifery Philosophy, Mission and Outcomes](#)

[Criterion IV.D.1: Revised Meeting Midwifery Didactic Work](#)

[Criterion IV.D.2: Revised Course Exemption](#)

[Criterion IV.E.1: Revised NM Curricular Mapping](#)

[Criterion IV.E.2: Revised ACNM Standards for Practice of Midwifery with GC Midwifery Curriculum](#)