



**COLLEGE OF
HEALTH & HUMAN SCIENCES**

SCHOOL OF NURSING

FACULTY HANDBOOK

2011 - 2012

**Western Carolina University
School of Nursing**

Nursing Faculty Handbook

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INTRODUCTION

Nursing Faculty Handbook

This handbook was prepared by the Faculty Affairs Committee (FAC) of the School of Nursing (SON), College of Health and Human Sciences (CHHS), as a source of information for new faculty members. It is hoped that the information contained herein will facilitate adjustment to the faculty role. The information presented is as current as possible, but is not intended to be used as an authoritative source of policies at Western Carolina University. The handbook complements the Faculty Handbook of Western Carolina University, Sections I-IV, which is the higher authority.

The Faculty Handbook can be viewed online by new faculty members during orientation to the University. It is expected that additional questions will arise. An archived copy of the handbook is available in the Cullowhee and Enka offices. You are encouraged to explore those questions with this Committee or with other appropriate persons within the SON. Your suggestions for additions or deletions are welcome.

A. Nursing Faculty Orientation

1. School of Nursing

The SON of Nursing Director, with input from the Faculty Affairs Committee, will plan an orientation which will include Western Carolina University (WCU) School of Nursing

- Philosophy
- Overview of curriculum
- Faculty organization
- Faculty policies and strategic plan
- Faculty role and functions
- SON committees.

The Coordinators of the respective teaching level committees are responsible for arranging orientation to the team, assigning teaching content, and assisting the agency liaison faculty to arrange with clinical agencies for orientation. Administrative support associates will provide orientation to office procedures, location of files, forms, and use of office equipment.

2. Western Carolina University

The Provost and Vice Chancellor for Academic Affairs conduct a series of workshops for all newly employed faculty members. The first workshop is scheduled before classes start; subsequent workshops are held throughout the academic year.

B. Philosophy and Purposes of the School of Nursing

Refer to Appendix A-1 for the mission, philosophy, conceptual model and program outcomes of the SON. The two SON Self-studies, *Commission Collegiate Nursing Education, 2006*, and the *North Carolina Board of Nursing's Program Descriptive Report, 1998*, are recommended sources of information about the nursing program and can be obtained from the SON Director. The most recent Institutional Southern Association of Colleges and Schools (SACS) Self-Study provides detailed information about the University and a copy is available in Hunter Library, Cullowhee.

C. Curriculum Plan

The curriculum plan for the pre-licensure baccalaureate nursing degree is a 2 + 2 design; that is, two years of liberal studies and prerequisites at the freshman and sophomore level and two years of nursing and support courses at the junior and senior level (see Appendix A-2 for community college equivalencies and A-3a for BSN requirements). The pre-licensure Accelerated BSN Track (ABSN Track) is for those with previous baccalaureate degrees who have met the program admission requirements.

The RN to BSN program is offered to the registered nurse with a diploma or Associate Degree. This is primarily online and requires 122 semester hours to graduate (Appendix A-3b).

The **WNC Regionally Increasing Baccalaureate Nurses (RIBN) Program** is a collaborative program between Western Carolina University and A-B Tech and provides a dual admission and enrollment process toward seamless associate to baccalaureate nursing education. The first three years of WNC RIBN are hosted on A-B Tech's main Asheville campus, with one class each semester taken online through WCU. Upon successful completion of the first three years, the student will finish the fourth year of classes through WCU at A-B Tech's Enka Campus. To learn more about this program's course of study, click on <http://www.wcu.edu/25790.asp> and [WCU RIBN Curriculum](#).

The curriculum plans for the Masters of Science (Nursing) [MS(N)] degree includes the family nurse practitioner (FNP), nurse educator (NE) and the nurse administrator (NAdm) tracks, and the nurse anesthesia (NA) program. The FNP track is a three-year plan requiring 49 to 53 semester hours of graduate coursework including 720 clinical hours. The NE track is a two year plan requiring 38-39 semester hours of graduate course work including 180 clinical hours. The Nurse Admn track is a two-year plan consisting of 40-41 semester hours of graduate course work. The NA program is 28 months in length and requires a minimum of 66 credit hours of graduate course work. The curriculum plans for all four graduate offerings are found in Appendix A-3c.

D. School of Nursing Organizational Structure

The SON exists within the CHHS and operates within the structure and policies of the University and the College. The organizational chart for the SON can be found in Appendix B-1. The nursing faculty has adopted bylaws to provide a framework for governance in the SON (Appendix B-2). Full-time faculty is expected to participate on at least one SON committee other than the appointed teaching level committee and/or the Executive Committee. Appointed committees and their chairpersons shall be appointed by the SON Director who may informally consult with faculty regarding their interests and preferences.

Appointed committees are: the Junior & Senior Levels Pre-licensure, including the ABSN Track; RN to BSN program and MS(N) Level. Appointed committees are: Executive Council Committee; Collegial Review Committee; Graduate [MS(N) and RN to BSN] and Undergraduate (Pre-licensure) Curriculum Committees; Graduate [MS(N) and RN to BSN] and Undergraduate (Pre-licensure) Student Affairs Committees; Faculty Affairs Committee; Student Advisory to the SON Director Committee; Nursing Education Advisory Committee; and Nursing Alumni Committee. The Program Evaluation Committee merged with the Executive Council in 2006. Please refer to the SON Bylaws for composition and duties of committees. All committees must keep minutes and provide a copy for the SON master file.

E. Instructional Responsibilities of the Faculty

Please refer to Section II, Number 5.00 of the WCU Faculty Handbook for the instructional responsibilities required of faculty at WCU. Further explanation of nursing faculty responsibilities is found in the "Position Descriptions for Nursing Faculty"

(Appendix C-1) and “Position Description for Program Directors” (Appendix C-2). The following information relates information presented in the WCU Faculty Handbook to specifics within the SON.

1. Faculty Teaching Load

Undergraduate faculty assumes a yearly teaching average load of 24 to 27 semester hours across the university. Graduate faculty assumes a yearly teaching load of 18 semester hours.

The teaching load within the SON differs from that of the University inasmuch as SON faculty may teach fewer semester hours but total student contact hours (classroom, lab, etc.) will be at least equal to other University faculty contact hours. Teaching is one portion of the faculty responsibility expected at WCU:

“The total professional load refers to those activities which a faculty member would normally be expected to engage in while contributing to the work of the school, college, and university. It includes time available for advising students, carrying out research, providing regional professional services, serving on committees and the like” (WCU Faculty Handbook, Section II, Number 5.01).

Faculty is expected to have scheduled office hours for student consultation and/or advisement, (WCU Faculty Handbook, Section II Number 5.02), which are posted at least one week in advance.

2. Teaching Assignments and Responsibilities

Faculty is assigned by the SON Director to the Undergraduate (Pre-licensure) and Graduate Curriculum Committees. Responsibilities and duties of teaching faculty may be found in the WCU Faculty Handbook, Section II, Number 5.00, the SON Bylaws, and Section II, A-C of the “Position Descriptions for Nursing Faculty.” The responsibilities of the committee chairpersons and the Instructors of Record are described in “Position Descriptions for Nursing Faculty.” Individual teaching assignments are negotiated within the level curriculum/teaching committee. If there is a need for sharing of the expertise of a particular faculty member, negotiations may be made between level curriculum/teaching committees (e.g. junior and senior year).

Individual faculty is responsible for preparing materials related to the assigned teaching topics, such as study guides and examination questions. Faculty must follow the curriculum as adopted. The format, objectives, content outlines, behavioral learner outcomes, teaching/learning strategies, and evaluation activities established by the Curriculum Committees for preparation of course materials must be used.

In addition, faculty is expected to remain current within their area of expertise to facilitate dissemination of current knowledge.

Examination questions should closely follow learner objectives and identified content. It is expected that faculty review, in a timely manner, test items for relevance to course content. Course evaluations are to be completed each semester. Maintaining currency and relevance of the curriculum is the responsibility of each faculty member.

Suggestions for changes or updating should be evaluated in teaching committees and then forwarded to the Curriculum Committee for approval. Significant changes in the curriculum will be brought to the total faculty for approval.

Suggestions for audiovisual materials and teaching equipment are always welcome. Items to be included in the budget requests need to be submitted by February each year. Materials from previously taught courses are located in "Master Notebooks", in both the Enka and Cullowhee offices. Materials from these books should not be removed, other than to copy. All course materials or handouts given to students must be added to the current master notebooks. On-line courses are archived. At the end of the semester, Instructors of Record are responsible for checking the master files to assure completeness and adding any missing materials. In addition to master file copies of exams, the actual exam (computer sheet or written exam) must be retained in the files for one semester. Please refer to WCU Faculty Handbook, Section II, Number 5.09 and 5.10 for other policies in regard to teaching.

Student assignments should be given at least two weeks in advance when possible. Libraries require two weeks lead-time for processing reserve materials. The administrative support associates need one week or more for doing typing and duplicating. As there is normally a time crunch at the beginning of each semester, any work that can be done well ahead (syllabi, learner packets, and so forth) should be given to the administrative support associate during the previous semester. Adoption of textbooks is initiated by faculty and follows the SON decision making process. Rental book requests must adhere to university policy. Deadlines for submission of materials to the Bookstore for sale during the following semester are established by the Bookstore. A Supplemental/Graduate Textbook form must be completed for books to be purchased by the student (access online at the WCU Bookstore website).

In order to enhance student learning, faculty is expected to be consistent with students in relation to structure and process, and yet have the freedom to be creative in the teaching approach. Consistency is expected in the use of the nursing process, implementation of student policies and procedures, guidelines or formats approved by the Curriculum Committee, and the grading scale. Each course, faculty, and clinical agency is evaluated at the end of the semester using SON Evaluation Forms. The procedures and forms for completing the evaluations of teaching, courses, and agencies are found in Appendix D1. The results of these evaluations should be filed, with information shared as appropriate. For questions about the procedure or the forms, consult the Faculty Affairs Committee Chair. Faculty may elect to use additional methods of evaluation to facilitate teaching and/or curriculum improvements. The Instructor of Record is responsible for completing the "Annual/Semiannual Course Evaluation" tool (Appendix D-2). The Instructor of Record should solicit information from all persons involved in teaching the course. A copy of the completed "Annual/Semi-annual Course Evaluation" tool is placed in the course master notebook.

3. Clinical Agency Assignment

For each major agency used as a clinical site, there is a faculty member who serves as liaison. The liaison faculty can help new faculty plan for student orientation as well as their own orientation. New faculty or faculty assigned to new settings are expected to negotiate for adequate orientation to that particular facility so that they can responsibly and safely demonstrate desirable role model behaviors and take advantage of a variety of learning experiences for students. Most agencies have additional orientation requirements for faculty, such as classes on fire and safety and OSHA regulations regarding Blood Borne Pathogens and CPR certification. Clinical agencies may also require a criminal background check and drug testing for faculty as well as students (see <http://www.wcu.edu/27972.asp>) and influenza vaccination.

Curriculum/teaching coordinators and/or liaison faculty can help arrange the initial planning conferences with agency staff.

Appropriate agency personnel should be given a copy of course objectives for clinical practicum and/or individual learning contracts, including defined learning experiences. This should include information such as dates, times, and the number of students involved.

Formal contracts are made with all agencies in which the students practice. Contracts are negotiated by the SON Director and formalized by the Dean and are renewed as needed. Signed agreements are maintained by the Dean of College of Health and Human Services' office. It is mandatory that faculty familiarize themselves with the details of the contract for the agency to which a particular faculty is assigned.

The credit-contact hour ratio for laboratory experiences is 1:3. It is expected that each student will have the number of contact hours the curriculum plan specifies. At the undergraduate level, a full-time student course load is 12 hours per semester; at the graduate level, a full-time student course load is 9 hours per semester. However, desired learning experiences may necessitate unique plans for different programs and tracks in order to ensure the required experiences and attainment of learning objectives.

4. Clinical Preceptors

Clinical preceptors may be used in certain courses or for specific learning experiences and must function within the individual program and track guidelines. Preceptors must complete a Preceptor Information Form specific to the team requirement (available from team coordinators). Forms are kept on file in the appropriate office (graduate or BSN).

5. Maintaining Confidentiality

For ethical and legal reasons, confidentiality must be maintained in regards to clients, students, and faculty matters.

6. Malpractice Insurance

Malpractice insurance for faculty is required by the clinical agencies. Faculty is responsible for providing the Cullowhee-based SON administrative associate with a

current copy of their malpractice insurance on an annual basis. Obtaining teaching liability insurance is optional.

7. Hepatitis B Vaccination, other vaccinations, and CPR Certification

Faculty is strongly encouraged to take the Hepatitis B Vaccination series, which is provided free-of-charge by the University, or they must sign a declination. Each faculty with clinical site responsibilities is required to present evidence of Varicella titer, Diphtheria/Tetanus immunization, Rubella (as appropriate), plus annual TB test, and current CPR certification by beginning of Fall Semester each year. Annual influenza vaccination may be required by specific clinical agencies.

8. Teacher Copies of Textbooks

Desk copies of adopted textbooks may be obtained from the publishers. Desk copies of current textbooks are expected to remain in the SON when no longer needed or when faculty leaves employment.

9. Computer-Scored Exams

Scoring and statistical analysis of hardcopy exams are done at the Cullowhee campus. The Enka campus administrative associate arranges for hardcopy exams to be transported to Cullowhee campus for scoring. Preparation of the exam for scoring includes alphabetizing the student answer sheets and including the answer key and cover sheet ([Appendix C-5](#)). Online exams are delivered through applicable online learning management systems.

10. Cancellation of Classes Due to Adverse Weather

Refer to WCU Faculty Handbook, Section II, Numbers 5.03.01 and 5.03.02. For face-to-face learning activities, Cullowhee classes will operate or be cancelled by the Provost. In Enka, operating or canceling classes will follow the decision made by AB Technical Community College. In the event an early morning decision must be made regarding a scheduled clinical activity, consult with your Curriculum/teaching Coordinator. Faculty teaching in the same or nearby agencies is expected to be congruent in decisions to cancel or hold class, whenever possible.

11. Computer Service

A computer is assigned to each full-time faculty, with internet service available on campus. This permits connection with the user to the Registrar, the Hunter Library, and the WCU computer network. Use of the mainframe for faculty research can be secured by consulting the Academic Computing Consultant in the Computer Center, Cullowhee. Computers are available for student use in the computer laboratory located on the Cullowhee campus.

12. Faculty Practice Policy

In keeping with the mission of the School of Nursing (SON) to educate professional nurses at the baccalaureate and graduate levels to address the health care needs and improve the lives of diverse populations, the Faculty Practice Policy exists to foster faculty practice and the clinical education of nursing students. Faculty practice is

defined as the delivery of nursing services by faculty through the roles of clinician, educator, researcher, consultant, and administrator. The policy creates a system of support for excellence in practice, scholarship, and teaching and serves the needs of the population by providing quality health care services in the community.

Purposes:

1. Model expert nursing care.
2. Develop supportive educational and scholarship environments.
3. Provide incentive for faculty to engage in practice.
4. Enhance recruitment and retention of faculty.
5. Provide consultative services.
6. Provide a system for faculty to maintain required licensure and/or certification.
7. Maintain clinical competence in faculty area of expertise.
8. Maintain peer relationships and communication with clinical sites.

Practice Policy Guidelines:

1. All full-time nine and twelve-month faculty (tenure and non-tenure track) whose salaries are paid by the University are covered under the practice policy.
2. All professional fees and income from professional services earned by the faculty are retained by the individual faculty member.
3. Nine-month faculty who must practice to maintain certification and their teaching position (e.g. Family Nurse Practitioner or Nurse Anesthesia Faculty) will be provided eight (8) hours per week, during the regular work week, for their individual practice. Twelve-month faculty who must practice to maintain certification and their teaching position (e.g. Family Nurse Practitioner or Nurse Anesthesia Faculty) will be provided sixteen (16) hours per month, during the regular work week, for their individual practice. Twelve-month faculty may also take additional days to practice with vacation time if so desired and approved by the Director. Time and days of practice must be negotiated with the Director of the SON.
4. Other nursing faculty who wish to practice will be provided up to eight (8) hours per week for nine- month faculty or up to sixteen (16) hours per month for twelve-month faculty, during the regular work week, for their individual practice. Time and days of practice must be negotiated with the Director of the SON.
5. Faculty must maintain teaching loads as directed by the University, twelve (12) credit hours for undergraduate faculty and nine (9) credit hours for graduate faculty.
6. Time for faculty practice cannot interfere with the provision of class time or the normal business and committee operations of the SON.
7. Faculty who practice outside of the university must carry their own malpractice coverage appropriate to the level of practice. The university will not cover any faculty member seeking to practice outside of regular university business.

Procedures:

1. Prior to the beginning of each academic semester, the faculty must discuss and negotiate practice plans with the Director and the appropriate Associate Director. Class times will not be changed to accommodate a practice schedule.
2. Plans for practice must be identified in writing and be congruent with the faculty's professional goals (identified in the faculty's Annual Faculty Evaluation) and the SON strategic plan.
3. Once agreed upon, the faculty's plan for practice will be signed by the faculty member, the Director, and appropriate Associate Director and placed in the faculty's personnel file.
4. At the end of each academic year, the practice plan will be reviewed by the faculty member, the Director, and appropriate Associate Director as part of the faculty members Annual Faculty Evaluation.
5. Faculty must disclose their external practice for pay each year on their annual conflict of interest statement.

Please note: This policy will be periodically reviewed to ensure it meets the objectives of the school and college.

F. Faculty Personnel Policies

Please refer to Section II, Number 4.00 – Employment Policies, Terms, and Procedures of the WCU Faculty Handbook for information about personnel policies. Additional policies are in Section II, Number 7.00, and Section IV. The reporting of an illness may be found in Section II, Number 4.08.01 of the WCU Faculty Handbook.

G. Professional Development

1. Faculty Responsibilities for Professional Development

Ultimately professional development rests with the individual; however, the SON, CHHS, and University are committed to assist and facilitate this process within available resources. Faculty is expected to develop or update a professional development plan and discuss the plan with the SON Director. Faculty is expected to use the Annual Faculty Evaluation (AFE) document in preparing for individual annual faculty evaluation (Appendix E-1). Some of the resources for the faculty are the following:

- Annual Faculty Evaluation (AFE) document
- Workshops, seminars, and formal education (See WCU Faculty Handbook, Section II, Number 4.12.12, Educational Program Waiver of Tuition)
- Faculty Center for Teaching Excellence (instructional services, consultation, and advisement)
- Visiting Scholars sponsored by the SON, the CHHS, or the University
- Peers and/or teaching committees within the SON, CHHS, or University
- Instructional grants and micro-grants from the office of the Provost and Vice Chancellor of Academic Affairs and the Center for Teaching Excellence
- Consultation and advisement by the Research Office of the WCU Graduate School
- Memberships in professional organizations and honor societies

- Funding may be available in the SON budget for professional activities
- Development and discussion of individual faculty goals with the SON Director

2. Faculty Responsibilities in Relation to Reappointment, Promotion and Tenure

Early in the fall semester, files are prepared by tenure-track candidates who are seeking reappointment, promotion or tenure (hereafter referred to as TPR). Due dates for the files are published by the Office of the Provost and transmitted to faculty by the SON Director. Information for preparing files is provided in the University's document that is distributed by the Vice Chancellor for Academic Affairs and transmitted to appropriate candidates by the SON Director. For additional clarification of content and organization of files, refer to the SON of Nursing Policies, Procedures and Criteria for Faculty Evaluation: Annual Faculty Evaluation, Reappointment, Tenure, and Post-tenure Review (Appendix E-1). Since the individual candidate carries the responsibility for file preparation, it is suggested that faculty seek guidance early and as needed for file preparation. When the file is completed, it is submitted to the SON Director for validation of completeness and the addition of the SON Director's summary of the candidate's annual faculty evaluations. For university policies related to TPR procedures, please refer to the WCU Faculty Handbook, Section II, Numbers 4.02, 4.03, 4.04, 4.05, 4.06, and 4.07. The TPR/Collegial process, briefly, is as follows:

- SON Director takes candidate files to the SON TPR/Collegial Review Committee
- SON TPR/Collegial Review Committee and Director make recommendations to the CHHS TPR Collegial Review Committee which then makes recommendations to the Dean
- The Dean sends it to the University TPR/Collegial Review Committee which makes recommendations to the Provost who then makes recommendations to the Chancellor
- Chancellor makes recommendations to the Board of Trustees
- Chancellor transmits Board of Trustees' recommendation to the Board of Governors.
- Board of Governors makes the final decision

3. Faculty Responsibilities in Relation to Faculty Evaluation

Annual evaluations are required of all faculty. Early in spring semester, all faculty will begin preparing files for the Annual Faculty Evaluation (AFE) process, to be submitted to the SON Director. Appointments for the evaluative conferences will be made via the SON Director's administrative support associate. The evaluation process is completed during the spring semester. For purposes, procedures, and guidelines, refer to the AFE and TPR/Collegial Review documents (Appendix E-1). The SON Director will publish dates for setting evaluation conferences.

Faculty evaluation is a four-prong process, which includes self-evaluation, peer evaluation, student evaluation, and evaluation by the SON Director. SON Evaluation Forms for receiving student evaluative data are the standard forms used by the University. Faculty may use additional tools for evaluation. The SON forms for

completing a peer evaluation of classroom and/or online teaching and teaching materials are in Appendices D 2a-2b.

H. Student-Related Responsibilities

1. Student Admission

University admission procedures and requirements are officially stated in the University catalog, *The Record*. Students must be admitted to both WCU and the SON; two separate applications are required. Application deadlines are published by each program. The Undergraduate (Pre-licensure) & Graduate Student Affairs Committees select candidates for admission.

2. Student Academic Advisement

Nursing faculty in Cullowhee advises pre-nursing (PNUR) pre-licensure majors and the administrative associate maintains the unofficial student files in the Cullowhee offices. Junior and Senior Pre-licensure students (NURC), and ABSN Track students, also are advised by the appropriate faculty members from that teaching team. Junior Pre-licensure student files are maintained in the Cullowhee office. Senior Pre-licensure and ABSN Track student files are in the Enka office. RN to BSN faculty complete advisement for RN to BSN students and files are maintained in the Enka office or other designated offices. MS(N) level faculty complete advisement for graduate students and files are maintained in the Enka graduate office. Faculty members are assigned a group of student advisees and will provide appointment times for advisement conferences. Periodic advisement concerning grades, academic progress towards completion of degree requirements, ATI scores, midterm warnings, etc., should be planned as needed. Advisors should be careful to determine that students continue to maintain the required G.P.A.

All advisement should be documented on the SON conference flow sheet(s) in each student's file. Additionally, a special advisement sheet is to be completed when a faculty member advises a newly enrolled Pre-licensure student (Appendix E-1). Advisement is encouraged on a regular basis for students who may be having academic difficulty. Resources for remediation include the WCU and University of North Carolina – Asheville (UNC-A) Writing and the Counseling Centers. The following forms should be used during academic advisement and copies should be in each student's file:

- SON pre-licensure undergraduate, RN to BSN, or MS(N) level or program curriculum plan and worksheet
- SON conference flow sheet (record of conferences conducted for academic advisement or other purposes)-contacts with students should be noted, summarized, and initialed by faculty member and student (if conference occurs by phone, obtain student's initials later).

All RN to BSN, Senior Level and ABSN pre-licensure faculty also assist students in completing the application for graduation. The application to write the licensure examination for registered nurses and corresponding instructions are distributed by the

SON Director to the pre-licensure students during the latter part of their senior year. MS(N) level faculty also assist students in completing the application for graduation and the necessary documents for certification boards and post-graduate advanced professional practice.

3. Student Organization Advisement

The Association of Nursing Students (junior and senior groups) has faculty advisors appointed by the SON Director from faculty volunteers. If you wish to serve in this role, discuss your interest with the SON Director. Interested faculty may sponsor other informal student groups.

4. Student counseling

A wide range of counseling, including career counseling and mental health services, are available to students through the Counseling Centers in Cullowhee and Asheville (UNC-A campus). Services are free or at a minimal cost. Most students experience a high level of stress and usual coping patterns may not be sufficient to maintain adequate functioning. Therapeutic counseling is not part of the usual teaching role and should be referred to more appropriate university service providers.

5. Tutoring

Students in need of tutoring may be referred to the Catamount Academic Tutoring (CAT) Center on the Cullowhee campus, or UNC-A tutoring services. Students and faculty may also use the following resource: www.smartthinking.com.

6. Student Records

Student's records should be kept as current as possible. Copies of all correspondence with and about students should be filed. Confidentiality according to legal and ethical standards applies to student files. Students may see their files on request, but must remain in the presence of a faculty advisor or administrative support associate while reviewing their file. Students may receive a copy of items in the file, but original items remain in the file.

7. Student Policies and Other Information

The Undergraduate Student Handbook for Nursing Majors, the Student Handbook for Pre-nursing Majors, and the Graduate Nursing Student Handbook are located online. Archived copies are available in the Cullowhee and Enka campus offices. Faculty must be familiar with and adhere to the information in the handbook appropriate for their program. Students sign a statement that they have received and read the appropriate handbook and will adhere to SON policies and procedures contained therein. The signed statement is placed in the student's folder.

REMEMBER: If a student does not adhere to the policies concerning documentation that must be provided before beginning junior and senior nursing courses, the student cannot begin classes or clinical. The coordinators will have the specific data regarding whether or not students have complied with the policies.

8. Letters of Reference

A packet of materials, including how to develop a resume' and professional file, is available from the Career Center. Usually a Career Center representative meets with seniors each fall. Students are strongly encouraged to develop portfolios placement files for employment or other future needs through the Career Center Placement file service. Career Center portfolios may be "open" or "closed" at the discretion of the student. Originals of the Career Center references should be sent to the Career Center. Copies of "open" references should be kept in the student file. Copies of "closed" references should be added to the SON file after the student graduates. The University maintains career files for as long as the individual wishes. Students are responsible for requesting faculty to write references. Faculty may or may not choose to write a reference for a particular student.

9. Student Communications

In the Nursing offices, both in Cullowhee and Enka, there are individual mailboxes for pre-licensure nursing students. In the MS(N) program, Nurse Anesthesia (NA) students have individual mailboxes at the Enka campus. Additionally, the university-sponsored online learning management system (LMS) and university-sponsored (Catamount) email is utilized by faculty for communication with students. Students should be reminded to check frequently for communications. Online programs faculty will communicate with students via email and other electronic communications methods.

10. Writing Style

The Publication Manual of the American Psychological Association (APA) style format has been adopted by the faculty to be used by both faculty and students for all formal documents and papers.

I. Learning Resources

1. Libraries

The Hunter Library in Cullowhee, the Ramsey Library at UNC-A and the Mountain Area Health Education (MAHEC) Library in Asheville are the primary library facilities for the SON. Each library has a collection of nursing and health-related books and journals. Each faculty member shares in the responsibility of suggesting new acquisitions to the librarian assigned bibliographic responsibilities for nursing. The SON teaching-level faculty has the responsibility to review library holdings for currency and appropriateness. Individual faculty may be assigned a subject area in which to assess the library holdings.

The Hunter Library staff will assist faculty and students with accessing and obtaining library materials. The guidelines for requesting assistance can be accessed at the following link: <http://www.wcu.edu/library/finding/RESERVES/index.htm>

WCU, UNC-A, and MAHEC libraries share computerized catalogs with Appalachian State University. An interlibrary loan service exists between them and delivers materials via courier.

2. Instructional Media and Equipment

Hardware and software are available for both classroom use and independent study from several sources, including the SON, CHHS, and the University. Materials borrowed from the SON must be signed out through the SON administrative support associate. Materials needed from the University Media Center, Cullowhee, or the MAHEC Library in Asheville, must be reserved, preferably at the start of each semester by the level coordinators. Contractual arrangements may be made at WCU for hardware needs. The SON Director must approve any request that results in cost. Reservations should be made well ahead.

The faculty person borrowing equipment for use outside of the classroom is responsible for arranging use with the Media Center. The purchasing or renting of equipment from other agencies must be cleared through the SON Director. The SON Administrative support associate will initiate the proper forms and communication when the complete information is supplied.

J. Intercampus Communication

In addition to telephones, facsimile (FAX) machines are located in the administrative support associate's office in Enka and in Moore and Belk Halls in Cullowhee. Mail items and small parcels can be transported by courier between Enka and Cullowhee. The courier will pick up and deliver items on Tuesday and Friday of each week. Check with the administrative associates for pickup times for individual sites.

K. Office Organization and Procedures

1. Administrative support associates

Administrative support associates should be given work requests to prepare typewritten material at least one week prior to the due date or two weeks, if possible. Written materials submitted must be legible and properly arranged and must include clear instructions and the date the item is needed. Administrative support associate tasks need to be prioritized according to time needed and importance to the nursing program. Usually exams are given top priority. Level coordinators will determine priority when a decision is needed.

2. Security

Each faculty person is expected to share in maintaining the security of records and equipment. File cabinets and equipment are to be locked except when under surveillance of staff or faculty. The last person to leave an office is responsible for locking files and turning off lights, computers, copiers, etc. Should theft or tampering be evident or suspected, it should be reported immediately to the Campus Security Officer and to the SON Director.

3. Telephone Services

The administrative support associate will orient new faculty to the phone system.

4. Travel Procedures

Refer to WCU Faculty Handbook, Section II, Number 9 for detailed information about travel reimbursement, including Budget Division Authorization (B.D.A.) information. Authorization to travel must be obtained from designated University officials before travel commences. Be sure to note the time requirements for notifying administration and submitting travel requests. Failure to adhere to deadlines may result in request being denied. Immediately following reimbursable activities, faculty must complete the travel reimbursement form found within the College of Health and Human Services H-drive. Faculty must also notify the administrative support associate when this form is placed within the H-drive. Faculty must provide the administrative support associate with all necessary travel receipts to facilitate the forwarding of travel request materials to the School of Nursing Director for approval. Faculty is encouraged to maintain copies of all receipts. Failure to meet the deadlines may result in loss of reimbursement. Reimbursement will be in relation to the state allowance or any previously approved exceptions. The SON Administrative support associate (Cullowhee) will assist if additional information is needed.

Certain regularly occurring travel may be approved by Blanket Travel Authorizations (WCU Faculty Handbook, Section II, Number 9.01.03). Examples are clinical travel and travel between campuses. Clarify ahead of time with the SON Director for specific travel needs. Consult with the administrative support associate about completion of Travel Reimbursement Requests each month for clinical travel. A state-owned vehicle may be assigned to the SON and should be used by faculty for appropriate travel. Evidence of a valid driver's license must be on file before using a state-owned vehicle. It is essential that the logbook be maintained when using a state-owned vehicle. Refer to WCU Faculty Handbook, Section II, Number 9.02, for additional information regarding transportation.

5. Office Hours

It is expected that faculty members will maintain office hours for student consultation in addition to their teaching assignments. Faculty is expected to post hours available and to supply a schedule of activities to the SON administrative support associate. A suggested schedule form is included in Appendix F-1.

6. Forms

Faculty is to refer to the WCU Faculty Handbook.

L. Parking

Please refer to University Faculty Handbook for latest information.

APPENDICES

APPENDIX A-1

INTRODUCTION TO WCU & THE NURSING PROGRAM

INTRODUCTION TO WESTERN CAROLINA UNIVERSITY AND THE NURSING PROGRAMS

Introduction to Western Carolina University

Western Carolina University (WCU) is a comprehensive state-supported university comprised of the Graduate College, five undergraduate colleges and one school: The Colleges of Health and Human Sciences (includes the School of Nursing), Arts and Sciences, Business, and Education and Allied Professions, Fine & Performing Arts and the Honors College and The Kimmel School of Construction Management and Technology. Teaching and learning constitute the central mission of WCU. The commitment of the WCU community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society.

The WCU general catalog, *The Record*, contains authoritative information concerning the University, student services, academic regulations, the University calendar, and degree requirements. *The Record* is published in both undergraduate and graduate versions. Students are to obtain a copy of *The Record* at their level and refer to it for guidance.

Introduction to the Baccalaureate Nursing Program

The North Carolina Legislature, at the urging of Western Carolina University and the people of the western counties, established a baccalaureate program in nursing at WCU in 1969 and appropriated funds for its support. The baccalaureate nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) as well as approved by the North Carolina Board of Nursing. The program enrolls (a) persons preparing to begin the practice of professional nursing, hereafter referred to as Pre-licensure students, (b) an accelerated entry option (AEO) for those with previous baccalaureate degrees preparing for initial licensure, and (c) registered nurses with diplomas or associate degrees, hereafter referred to as RN to BSN students. Upon graduation, Pre-licensure students are eligible for the National Council of State Boards of Nursing licensure examination for registered nurses (NCLEX-RN).

Theory classes are conducted in Cullowhee the junior year for Pre-licensure students and at Enka the senior year for Pre-licensure students. The RN to BSN program is online. Clinical nursing experiences are held at health care agencies throughout western North Carolina.

Introduction to the Master of Science in Nursing Program

The Master of Science degree in Nursing MS(N) has four curricular options: Family Nurse Practitioner (FNP), the Nurse Educator (NE), the Nurse Administrator (NAdm) and the Nurse Anesthetist (NA). The FNP, NE and NAdm tracks are offered on a part-time basis with courses sequenced over a two-three year period. Graduate classes are admitted annually, fall semester with the exception of the NAdm track which admits a

class in the fall and spring (twice a year). The FNP program requires 49 to 53 semester hours of graduate coursework including 720 clinical hours. The NE track requires 38 to 39 semester hours, including 180 hours of teaching practicum. The Nursing Administration track is a two-year program consisting of 40-41 semester hours, including 180 clinical hours. The total number of required hours depends on whether the thesis option is selected. Written comprehensive exam(s) are administered during the final term. The FNP track is designed to prepare expert nurses to serve the primary care needs of western North Carolina. The NE track is designed to prepare nurses to serve in one of three areas of nursing education: academic, staff, or patient. The NAdm track is designed to prepare nurse administrators to address health care disparities within diverse populations. With the exception of practicum courses, this curriculum is fully online. Practicum courses are arranged either with a preceptor in a medically-underserved location, or within a culturally diverse population. The MS (N) track is accredited by the Commission on Collegiate Nursing Education. The Nurse Anesthesia Program requires a minimum of 66 course credits during the 28-month program. In addition to MS(N) required core courses, students will take anesthesia specialty courses. The program integrates research, physiology, pharmacology, pathophysiology, and anesthesia principles. Accreditation is by the Council on Accreditation of Nurse Anesthesia Educational Programs.

A Post-Master's Family Nurse Practitioner certificate program is available to students who have earned a MS(N) degree. The program requires 38 semester hours of study and can be completed in about two years. A Post-Master's Nurse Educator certificate program is available to nurses who have a MS(N), or other appropriate graduate degree, and requires 18 semester credit hours. All interested applicants to the MS(N) program are required to complete applications to both the School of Nursing and the Graduate School.

MISSION, PHILOSOPHY, AND CONCEPTUAL MODEL

Mission of the School of Nursing

The School of Nursing adheres to and supports the mission of Western Carolina University. The School prepares professional nurses at the baccalaureate and graduate levels to address the health care needs of diverse populations in the region. In accordance with its teaching mission, the School provides a scholarly atmosphere that stimulates service, research, and creative activities by its faculty and students.

Philosophy of the School of Nursing

The philosophy of the School of Nursing reflects beliefs and values of the faculty and gives direction to the baccalaureate and master's curricula. Faculty believe their major responsibility is guiding the learning process to foster the holistic development of undergraduate and graduate students.

Faculty believe that the core concepts of the discipline are interactive and dynamic. These concepts are client, environment, health, and nursing. The focus of nursing care is the Client, defined as an individual, family, group, community, or population. Clients have intrinsic worth and the right to self-determination in responding to their unique health care needs. Environment is the internal and external phenomena which are the context for the development, expression, and satisfaction of human needs. Health is not merely the absence of infirmity or disease but is a dynamic process of client-environment interaction; health is defined individually and culturally. Nursing is an evolving practice discipline based on scholarship derived from theory, research, and experience. Nursing practice involves contextual awareness of the physical, emotional, sociocultural, and spiritual state of the client. Faculty emphasize a holistic approach to caring in the human health experience across the life-span, exemplified by recognition of and appropriate interventions for human responses to actual or potential health concerns. This approach is facilitated by self-awareness, effective communication, and reflective, creative critical thinking.

Faculty and students are expected to demonstrate the spiritual and humanistic values of a caring profession. These include respect and concern for persons of diverse cultures and lifestyles, advocacy for social justice, and an ethic of public service. Within an atmosphere of mutual trust and respect, faculty and students exhibit integrity, honesty, and accountability for their own actions. Faculty encourage student participation in the processes of self-nurturance and life-long learning to promote and maintain professional growth.

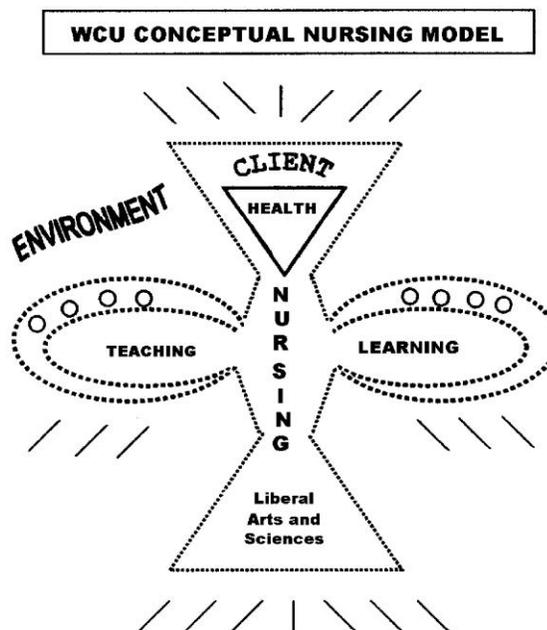
The nursing curricula are developmental. Faculty believes that the study of liberal arts and sciences is foundational for nursing education. In addition to generating and utilizing its own unique body of knowledge, nursing synthesizes knowledge from other fields and disciplines. The baccalaureate graduate is a generalist who designs,

provides, manages, and coordinates nursing care in a variety of health care settings. Master's education in nursing builds on this foundation and prepares nurses for specialist roles and doctoral education. The master's graduate is prepared for an expanded nursing role either as a nurse practitioner, nurse educator, or nurse anesthetist. Graduates at both levels effectively engage clients in health education and collaborate with other disciplines in promoting, preserving, and restoring health across the life-span. Graduates are involved in scholarly inquiry and the application of nursing research. Graduates develop and enhance their roles in leadership of the profession and interdisciplinary management of health care while exhibiting autonomy appropriate to their level of practice.

WCU Nursing Conceptual Model

The dynamic and interactive nature of the WCU Nursing mission, philosophy, and objectives are graphically depicted in the WCU Nursing Conceptual Model. Note the lines in the model are dotted. These lines represent the permeability through which all factors in the model influence and are influenced by the ENVIRONMENT. Environment is defined by faculty as “the internal and external phenomena which are the context for the development, expression, and satisfaction of human needs”.

The lines at the bottom of the model represent the entrance into the WCU system of prospective pre-licensure and RN-to-BSN students, with unique life experiences from diverse backgrounds. It is the belief of the faculty that Liberal Arts and Sciences are the foundation upon which nursing education is built. The three sides of the triangle that enclose the Liberal Arts and Sciences represent the functions of service, research, and creative activity which are nurtured by WCU, beginning in the freshmen and sophomore years and carried upward into the nursing program.



NURSING presents in the center of the model denoting that it is the central concept. The faculty believe nursing is an evolving practice discipline based on scholarship derived from theory, research, and experience. Nursing faculty emphasize a contextual and holistic approach to nursing and believe that self awareness, effective communication, and reflective critical thinking facilitate this approach. NURSING is positioned vertically representing the faculty's belief that nursing education is a developmental process moving from the simple to the complex. Thus BSN curriculum begins addressing wellness, moves

upward to illness, and then on to complex illness. This upward progression of complexity continues as the MS(N) curriculum builds on the BSN preparation and develops nurses for advanced practice.

The double interconnected ellipses in the central plane of the model symbolize the infinite process of TEACHING and LEARNING. The outer line of the ellipses represents faculty while the inner line signifies students. The permeable boundaries not only represent environmental influence, but also interchangeability of teacher and learner roles. The lines beneath this elliptical plane represent the re-entrance into this process by Master's level students. The small circles within the boundaries of the inner and outer ellipses symbolize the concepts valued by faculty and woven through the nursing curriculum at all levels. Concepts include, but are not limited to: critical thinking, communications, holistic caring, appreciation for diversity, accountability/responsibility, theory/research/knowledge based practice, inter/intra disciplinary collaboration, health education, resource management, advocacy, leadership, political awareness/activism, ethical/legal practice, group process, nursing process, and career planning.

The dynamic TEACHING-LEARNING process is shown flowing beneath, creating, and supporting NURSING. The upward movement of the model into the upper inverted triangle denotes the focus of nursing which is the HEALTH of the client. The faculty believe health is not merely the absence of infirmity or disease, but an individually and culturally defined dynamic process of client-environment interaction. The holistic concept of health, which includes body, mind, and spirit, is represented in the three sides of the triangle surrounding HEALTH. Represented by the outer triangle is the concept of three levels of health care: primary, secondary, and tertiary. In addition, the illness-wellness continuum of health is represented. Illness is represented at the apex of the inverted triangle with health ever increasing, evolving outward and upward to the broad base. HEALTH is focused upward onto and supports CLIENT.

The faculty believe the CLIENT is the focus of nursing care and may be an individual, family, community, or population. Further, "Clients have intrinsic worth and the right to self-determination in responding to their unique health care needs." CLIENT is presented in a curvilinear fashion depicting the lifespan focus of client healthcare.

The lines emerging from the top of the model represent the graduating nurses leaving the WCU Nursing learning community. They are ready to practice nursing at the level for which they have been prepared, addressing the health care needs of diverse populations in the region.

**LEARNING OUTCOMES FOR PRE-LICENSURE STUDENTS ENTERING
FALL 2010 AND BEYOND FOLLOW**

Student Learning Program Outcomes by Semester for Students Entering Fall 2010 and Beyond (Pre-Licensure Track)

	Communicating Outcome	Nursing Reasoning Outcome	Collaborating Outcome	Professional Valuing Outcome	Managing Information Outcome
	...is the student able to apply principles of therapeutic communication with individuals? Is the student able to demonstrate beginning professional oral and written communication?	...is the student beginning to use elements and standards of reasoning within the nursing process?	...is the student able to collaborate in a goal-directed manner when performing nursing care and working with other healthcare providers?	...is the student able to recognize the need to incorporate professional nursing values?	...is the student able to access data and information from print, electronic, and other sources?
Semester One	<p>Critical Elements:</p> <p>Utilizes criteria for therapeutic communication</p> <p>Demonstrates effective writing skills</p> <p>Employs effective oral skills in obtaining and presenting pertinent information</p> <p>Begins to use professional communication in interactions with members of the healthcare team</p> <p>Begins to develop therapeutic relationships with clients for the purpose of providing safe and effective nursing care.</p> <p>Recognizes professional boundaries with patients, families, and other caregivers.</p>	<p>Critical Elements:</p> <p>Identifies processes that facilitate safety and decrease errors in patient care.</p> <p>Demonstrates self awareness by clarifying biases, inclinations, strengths, and limitations</p> <p>Recognizes the impact of attitudes, values, and personal bias on the care of the very young, frail elderly, and other vulnerable populations.</p> <p>Identifies and begins to apply standards of critical thinking</p> <p>Assesses the health and healthcare needs of individuals.</p> <p>Recognizes own limitations in nursing knowledge and skills and seeks help as needed</p> <p>Applies standards of professional practice in the delivery of safe patient care</p>	<p>Critical Elements:</p> <p>Recognize the physical, social and cultural influences affecting interactions</p> <p>Define appropriate process of delegation</p> <p>Identifies roles and behaviors of groups and group process</p> <p>Fosters positive, caring, & respectful collaborative relationships</p> <p>Recognizes issues of power and conflict in relationships with patients, peers, and other healthcare providers.</p> <p>Articulates various conflict resolution strategies</p>	<p>Critical Elements:</p> <p>Identifies the social significance and professional values of the nursing profession.</p> <p>Demonstrates respect for human diversity in planning and performing nursing care.</p> <p>Identifies own learning needs and ways to promote academic success</p> <p>Accepts responsibility for self-directed learning</p> <p>Demonstrates responsibility and accountability within defined role.</p> <p>Demonstrates professionalism, including attention to appearance, demeanor, and respect for self and others.</p> <p>Participates in professional activities</p>	<p>Critical Elements:</p> <p>Identifies reliable resources for data and information</p> <p>Uses technology to access data and information</p> <p>Uses clinical information systems (CIS) to document patient care</p> <p>Identifies ethical issues related to data security, confidentiality, and the patient's right to privacy</p> <p>Demonstrates proficient computer skills</p>
	...is the student able to apply therapeutic and professional communication effectively with individuals and groups?	...is the student able to use reasoning elements to make accurate patient care decisions?	...is the student able to work with others to listen, build on ideas and contribute to mutually agreed upon patient goals?	...is the student able to apply values of professional nursing?	...is the student able to utilize data and information through information management skills?

	Communicating Outcome	Nursing Reasoning Outcome	Collaborating Outcome	Professional Valuing Outcome	Managing Information Outcome
Semester Two	<p>Critical Elements:</p> <p>Utilizes appropriate communication techniques to obtain information for planning, implementing and evaluating safe nursing care</p> <p>Utilizes various modes of communication in professional nursing interactions</p> <p>Demonstrates appropriate documentation of nursing assessments, interventions, and evaluations in a timely and accurate manner</p> <p>Applies professional communication skills in interactions with members of the healthcare team</p>	<p>Critical Elements:</p> <p>Employs safe judgments based on context</p> <p>Analyzes own critical thinking using identified standards</p> <p>Identifies priorities and manages time to provide safe patient care</p> <p>Begins to incorporate evidence-based nursing practice in the delivery of care.</p> <p>Actively seeks learning opportunities.</p> <p>Explains the interrelationships among theory, practice, and research</p>	<p>Critical Elements:</p> <p>Participates in teamwork among peers and healthcare providers</p> <p>Demonstrates ability to provide and receive constructive feedback</p> <p>Demonstrates effective collaborative behavior with individuals and groups</p> <p>Recognizes and accepts appropriate delegation</p> <p>Recognizes conflicts and identifies ways to resolve conflict</p>	<p>Critical Elements:</p> <p>Demonstrates appreciation of human differences and adapts accordingly</p> <p>Incorporates respect and value of diversity in quality patient-centered care</p> <p>Identifies ethical dilemmas and applies principles/theories for ethical decision making</p> <p>Identifies political processes that enhance healthcare and the advancement of the profession</p> <p>Recognizes importance of lifelong learning to professional practice.</p> <p>Demonstrates accountability to the profession of nursing</p>	<p>Critical Elements:</p> <p>Obtains relevant data and information as a learner of professional nursing practice</p> <p>Inputs, organizes, annotates, and stores data and information</p> <p>Utilizes data and information to address professional issues</p> <p>Evaluates the credibility of sources of information, including data bases and the internet</p> <p>Explains the importance of evidence-based knowledge to ensure patient safety and improve patient outcomes</p>
	<p>...is the student able to analyze communication of self and others?</p>	<p>...is the student able to continue self development of independence in using reasoning to make accurate patient care decisions?</p>	<p>...is the student able to interact effectively based on the developmental level of individuals and groups?</p>	<p>...is the student able to consistently demonstrate ethically grounded behaviors reflective of professional nursing practice?</p>	<p>...is the student able to appraise the appropriate use of data and information for providing individual and aggregate care?</p>

	Communicating Outcome	Nursing Reasoning Outcome	Collaborating Outcome	Professional Valuing Outcome	Managing Information Outcome
Semester Three	<p>Critical Elements:</p> <p>Analyzes application of therapeutic and professional communication skills in the delivery of safe patient care</p> <p>Compares and contrasts communication approaches based on interpretation of communication barriers</p> <p>Demonstrates insight into the relationship between effective communication and professional empowerment</p>	<p>Critical Elements:</p> <p>Analyzes own reasoning in multiple patient solutions</p> <p>Recommends and/or implements solutions that are logically developed, context specific, and theory based</p> <p>Identifies evidence-based practices to provide health teaching, counseling, screening, referral, and follow-up</p> <p>Uses clinical judgment to anticipate consequences of nursing interventions</p>	<p>Critical Elements:</p> <p>Collaborates as a member of the healthcare team</p> <p>Delegates and accepts appropriate tasks</p> <p>Uses collaboration to develop an intervention plan to support health and prevent illness among individuals, families, and communities</p> <p>Establishes empowered partnerships with individuals and groups</p>	<p>Critical Elements:</p> <p>Integrates professional role with other healthcare providers</p> <p>Analyzes impact of sociopolitical issues on professional practice</p> <p>Applies nursing values in the context of clinical ethical dilemmas</p> <p>Analyzes the impact of healthcare disparities among diverse populations</p> <p>Explores role as a change agent in health care policy and practice</p>	<p>Critical Elements:</p> <p>Applies standards for managing data and information</p> <p>Accesses and selectively implements evidence-based information in planning professional nursing care</p> <p>Demonstrates competence in the use of CIS, communication devices, and patient care technology to provide safe and effective care</p> <p>Appraise the impact of telecommunication technology on healthcare communication</p> <p>Uses CIS to benchmark sensitive nursing outcomes</p>
	<p>...is the student able to integrate communication into professional nursing practice involving individuals, groups, and collective humanity?</p>	<p>...is the student to use reasoning to make independent clinical judgments in nursing practice?</p>	<p>...is the student able to adopt an individual, evidence-based collaborative style as a professional nurse?</p>	<p>...is the student able to critique self in relation to professional role and ethics?</p>	<p>...is the student able to make clinical judgments through the management of technology and information systems?</p>

	Communicating Outcome	Nursing Reasoning Outcome	Collaborating Outcome	Professional Valuing Outcome	Managing Information Outcome
Semester Four	<p><i>Critical Elements:</i></p> <p>Incorporates effective oral and written communication skills into own professional nursing practice</p> <p>Engages actively in goal-directed inter- and intraprofessional communication</p> <p>Utilizes effective oral and/or written communication skills to convey or receive performance evaluation</p>	<p><i>Critical Elements:</i></p> <p>Analyzes own reasoning in multiple contexts and considers the setting and patient population</p> <p>Makes judgments about the effectiveness of nursing interventions and the achievement of outcomes based on logic and intuition</p> <p>Incorporates effective management of human and physical resources into nursing practice</p> <p>Applies evidence-based practices to provide health teaching, counseling, screening, disease and outbreak investigation, referral, and follow-up</p> <p>Creates learning opportunities for self and others</p>	<p><i>Critical Elements:</i></p> <p>Develops of creative strategies to enable systems to change</p> <p>Applies leadership concepts, skills, and decision making in the provision of high-quality patient care</p> <p>Demonstrates appropriate delegation</p> <p>Employs appropriate conflict resolution strategies</p> <p>Creates partnerships with patients and other healthcare professionals through collaboration for the purpose of delivering evidence-based, patient-centered care</p>	<p><i>Critical Elements:</i></p> <p>Analyzes ethical issues and takes appropriate action</p> <p>Incorporates cultural competence into clinical practice</p> <p>Synthesizes ethical, legal, and professional standards integral to the practice of professional nursing</p> <p>Develops a plan for life-long learning, professional engagement, and continued competence for nursing practice and career development.</p>	<p><i>Critical Elements:</i></p> <p>Critically evaluates data and information</p> <p>Synthesizes data and information to improve patient outcomes and create a safe care environment</p> <p>Participates in the evaluation of information systems in the practice setting.</p> <p>Uses Quality Improvement principles to enhance the delivery of healthcare</p>

7/16/09

Western Carolina University
School of Nursing
RN to BSN Program

Program Outcomes

Introduction: The RN to BSN program recognizes that incoming students have rich and varied educational and professional experiences. In addition, incoming students have demonstrated by their enrollment in the program, an inquiring mind, professional achievement, and commitment to life-long-learning. Using a “Value Added” philosophy, the RN to BSN program assesses the competencies, interests, and learning of all students, and provides each one with multiple avenues for advancement to the BSN degree. In addition, the RN to BSN prepares students for further educational and professional achievement.

General program outcomes, as outlined below, are based on those adopted by the WCU School of Nursing pre-licensure program. The critical outcomes, however, are an outgrowth of team planning and experience, supported by course objectives. All related course objectives can be evaluated by successful completion of specific learning activities in the respective course.

1. General Outcome: Communication

The student will communicate in a reciprocal process utilizing multiple modes adapting language and non-verbal strategies appropriate to professional role and setting.

Critical Outcome	Course	Related Course Objectives
Discuss trends and issues influencing nursing care.	302	Discuss trends and issues influencing nursing care in population-focused practice.
	384	Discuss the multi-factorial nature of health as observed in population-focused nursing practice.
	483	Describe the effective and ineffective patterns of communication in conflict resolution for a selected facility.
	473	Relate nursing research to the professional practice of nursing.
Share nursing knowledge and skills appropriately with others.	301	Apply principles of teaching and learning, especially those related to adult learners.
	398	Demonstrate use of APA rules for writing style, citation, references, and format.
	471	Promote student familiarity with research concepts and comfort level with research terms
Begin life-long process of professional self assessment and planning	399	Produce a comprehensive personal record of professional achievements.

2. General Outcome: Nursing Reasoning

The student will demonstrate intellectual skill based on theories and principles guided by logic and sound judgment to provide safe, quality nursing care. Using clinical reasoning, the student will be able to assess, plan, intervene and evaluate while providing holistic care utilizing pertinent resources in diverse environments with culturally diverse patients.

Critical Outcome	Course	Related Course Objectives
Synthesize knowledge, theory, and research in planning, implementing and evaluating nursing care provided to families, communities, and aggregates as client.	301	Explore nursing's roots in practice, education, and theory.
	302	Analyze holistic care congruent with the complex health care needs of families/communities/ aggregates as client..
	305	Incorporate the nursing roles of provider, counselor, and advocate in health care teaching and management for families, communities and aggregates as client, from diverse backgrounds and in diverse settings.
Synthesize knowledge, theory, and research from the sciences, nursing, and the humanities in the management of client care.	301/483	Analyze the effects of fiscal policy on nursing care and the impact of organizational theory and culture on resource management.
	460	Describe the evolution of modern leadership, management, and education theory, and the process of transition to an effective nursing leadership role.
	483	Adapt nursing management to the diverse health beliefs and practices of clients with complex health-care problems and the health care team.
	484	Describe and develop a plan for improving, assisting, revising, restructuring or analyzing an issue related to management for the nursing leadership and administration of the selected facility.
Relate nursing research to the professional practice of nursing.	301	Discuss the foundations for evidence-based practice and nursing research.
	471	Interpret strengths and weaknesses of various types of research designs in adding to the body of nursing knowledge.
	472	Relate the critical reading of published nursing research to the professional practice of nursing.
	473	Describe the process for acquiring and evaluating evidence for use in nursing practice.

3. General Outcome: Collaboration

The student will actively engage in joint interactions with members of the health care team to make informed health related decisions. They work toward goal achievement by interacting with respect, common purpose, and shared responsibility.

Critical Outcome	Course	Related Course Objectives
Analyze the role of the nurse as a member of the health care team	301	Describe personal and organizational connections to nursing's political agenda.
	384	Analyze the role of public health nurse in hypothetical special situations: natural disasters, epidemics, environmental contamination, and bioterrorism.
	460	Analyze approaches of teamwork and collaboration as they relate to problem solving outcomes.
Apply the principles of collaboration and teamwork to nursing practice	484	Identify ways in which the culture, structure, and systems of health care organization for the specific facility influence members and goals within the organization.
	305	Engage in the therapeutic partnership with families, and/or communities that is necessary for optimal nursing care
	305	Link the health care needs of families, communities, and aggregates as client to relevant public health services
	473	Relate nursing research in the professional practice of nursing.
Evaluate the outcomes of the collaborative approach to nursing practice	302	Evaluate the collaboration within the multidisciplinary health care team required for the care of families/communities/ aggregates as client.
	483	Evaluate the role and functions of the nurse manager and members of the interdisciplinary team in the delivery of high-quality client care.
	384	Evaluate the student's contribution to the multidisciplinary health care team in population-focused practice.
	483	Demonstrate effective leadership within the health care team. Apply conflict resolution strategies in management relationships

4. General Outcome: Professional Values

The student will internalize and demonstrate ethically grounded behaviors reflective of the ANA Nursing: Scope and Standards of Practice (2004) and ANA Code of Ethics for Nurses (2001).

Critical Outcome	Course	Related Course Objectives
Conceptualize the place professional values should have in nursing practice	301	Analyze the links between philosophy, ethics, and legal regulation of nursing practice.
	302	Critique the application of ethical and legal standards to the nursing care of families/communities/ aggregates as client.
	483	Analyze ethical and legal standards integral to nursing management. NSG
Integrate the concept of life-long learning into nursing practice	301	Expand personal perception of professional career development.
	473	Discuss the importance of life-long learning and professional career development in nursing practice.
	472	Relate the critical reading of published nursing research to the professional practice of nursing.
Demonstrate the application of professional values in nursing practice	384	Apply ethical and legal standards to the nursing care of families, communities, and aggregates as clients

5. General Outcome: Information Management

The student will process organizing, storing, retrieving, evaluating, synthesizing, and annotating professionally related information from print, electronic, and other sources to make clinical judgments and solve problems.

Critical Outcome	Course	Related Course Objectives
Demonstrate competent use of selected educational informatics systems.	398	Select references that are credible and high-quality.
	302	Formulate the defining characteristics of families/communities/ aggregates as client.
	305	Identify relevant and appropriate data and information sources for population-focused practice

Program Outcomes for the Graduate Nursing Program

Graduates of the Western Carolina University MS(N) Programs will:

1. Synthesize concepts and theories from nursing and related disciplines to form the basis for advanced practice.
2. Analyze socio-cultural, ethical, economic, and political issues that influence patient/client and community outcomes.
3. Utilize the process of scientific inquiry to validate and refine knowledge and research relevant to advanced practice nursing.
4. Demonstrate expertise in a defined area of advanced practice.
5. Integrate health promotion and disease prevention concepts in advanced practice nursing.
6. Demonstrate cultural sensitivity and an understanding of human diversity in delivery of health care across the lifespan.
7. Demonstrate proficiency in the use and management of advanced technology related to a defined area of advanced practice nursing.
8. Demonstrate the ability to engage in multidisciplinary professional relationships in the conduct of advanced practice.

*Revised by Faculty Affairs Committee
8/3/01; 3/23/04; 5/1/06; 9/8/06; 4/7/07*

APPENDIX A-2

EQUIVALENT COURSES AVAILABLE AT NC COMMUNITY COLLEGES

**Equivalent Courses Available at North Carolina Community Colleges (for Students
(not all community colleges offer every course)**

The WCU Registrar maintains an updated list of course equivalencies at

<http://www.wcu.edu/24847.asp>

APPENDIX A-3a

**LIBERAL STUDIES AND
UNDERGRADUATE NURSING PROGRAM
(Pre-licensure including ABSN Track)**

College of Health and Human Sciences
 School of Nursing
 Undergraduate Prelicensure Curriculum Beginning Fall 2010

Freshman Year		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
NSG 101: Intro to Professional Nursing (1) ENGL 101 (C1) (3) HSCC 101: Health & Wellness (C4) (3) CHEM 132 (C5) (4) MATH 130: College algebra (or above) (3) First Year Seminar (3) Hours: 17	ENGL 102 (C1) (3) COMM 201: Communications (C3) (3) CHEM 133 (4) PSYCH 150 (P1) (3) Liberal Studies - (P1, P3, P4, P5, &/or P6) (3) Hours: 16	*NSG 101 taught on Enka campus (beginning summer 2010) Year Hours: 33
Sophomore Year		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
BIOL 291: Anatomy & Physiology I (4) ENVH 260/261: Etiology of Infectious Disease w/ lab (3) Liberal Studies: (P1, P3, P4, P5, and/or P6) (6) Elective (3) Hours: 16	BIOL 292: Anatomy & Physiology II (4) NSG 346 – Pathophysiology for Nursing (3) Liberal Studies: (P1, P3, P4, P5, and/or P6) (6) ND 338: Normal and Therapeutic Nutrition (3) Hours: 16	*NSG 346 for ABSN/transfers Elective (3) Total Hours: 68
Junior Year		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
NSG 310: Foundations of Nursing (4) NSG 311: Foundations of Nursing Practicum (3) NSG 312: Nursing Assessment across the Lifespan (3) NSG 313: Pharmacotherapeutics in Nursing I (2) NSG 314: Nursing Informatics (1) Hours: 13	NSG 320: Concepts of Adult Nursing (3) NSG 321: Adult Nursing Practicum (4) NSG 322: Concepts of Geriatric Nursing (2) NSG 323: Pharmacotherapeutics in Nursing II (2) NSG 324: Evidence Based Nursing Practice (2) NSG 325: Nursing Ethics and Health Policy (2) Hours: 15	Intern/Externships Co-op, Travel course, or other electives Total Hours: 96
Senior Year		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
NSG 410: Concepts of Adult Nursing II (4) NSG 411: Adult Nursing II Practicum (4) NSG 412: Concepts of Maternal-Child Nursing (3) NSG 413: Maternal-Child Nursing Practicum (3) NSG 414: Advanced Technology & Pharmacotherapeutics in Nursing (2) Hours: 16	NSG 420: Synthesis of Nursing Concepts (2) NSG 421: Synthesis of Nursing Practicum (4) NSG 422: Concepts of Community/Mental Health Nursing (4) NSG 423: Community/Mental Health Nursing Practicum (4) NSG 424: Concepts of Nursing Leadership in Management (2) Hours: 16	Total Program Hours: 128

04212010

Advising Sheet

Required Nursing Courses for Junior Class students accepted into the Nursing Major Fall 2008-2010 inclusive (55 hours)

	Date Completed
Junior Year	
ND 338 (3)	
NSG 340 (3)	
NSG 341 (1)	
NSG 342 (2)	
NSG 350 (2)	
NSG 353 (5)	
NSG 383 (4)	
NSG 357 (4)	
NSG 387 (4)	
Senior Year	
NSG 470 (2)	
NSG 466 (6)	
NSG 486 (4)	
NSG 461 (2)	
NSG 468 (5)	
NSG 488 (6)	
NSG 476 (2)	

Advising Sheet

Required Nursing Courses for Junior Class students accepted into the Nursing Major Fall 2011 and beyond (60 hours)

After acceptance to the Nsg Major	Date Completed / Comments
Junior Year (28 credit hours)	
NSG 310: (4) Foundations w/ lab	
NSG 311: (3) Foundations Practicum	
NSG 312: (3) Assessment Across the Lifespan w/lab	
NSG 313: (2) Pharmacotherapeutics in Nsg I	
NSG 314: (1) Nursing Informatics	
NSG 320: (3) Concepts of Adult Nsg	
NSG 321: (4) Concepts of Adult Nsg Practicum	
NSG 322: (2) Concepts of Geriatric Nsg	
NSG 323: (2) Pharmacotherapeutics in Nsg II	
NSG 324: (2) Evidence Based Practice (Research)	
NSG 325: (2) Health Policy & Ethics	
Senior Year (32 Cr. Hrs.)	
NSG 410: (4) Concepts of Adult Nsg II	
NSG 411: (4) Concepts of Adult Nsg II Practicum	
NSG 412: (3) Concepts of M-C Nsg	
NSG 413: (3) Concepts of M-C Nsg Practicum	
NSG 414: (2) Advanced Technology & Pharmacotherapeutics	
NSG 420: (2) Synthesis of Nsg Concepts	
NSG 421: (4) Synthesis of Nsg Concepts Practicum	
NSG 422: (4) Concepts of Community/Mental Health Nsg	
NSG 423: (4) Concepts of Community/Mental Health Nsg Practicum	
NSG 424: (2) Concepts of Nsg Leadership in Management	

**WCU ABSN Program
Curriculum Overview
August 2010 Admission**

Fall, 2010

NSG 101 (1) – 15 contact hours
NSG 346 Patho (3) – 45 contact hours
NSG 312 Assessment (3) -45 contact hours
NSG 310- Foundations (4) – 60 contact hours
NSG 311- Foundations Practicum (3) – 126 contact hours
NSG 313- Pharm (2)- 30 contact hours
Adult Nursing I (3) – 45 contact hours
Adult Nursing I Practicum (4) -168 hours
23 Hours

Spring, 2011

Psych/Community Health (4)
Psych/Community Health Practicum (4)
Pharm II (2)
Maternal/Child (3)
Maternal Child Practicum (3)
ND 338 (3) online

Summer – Minimester

NSG 314- Informatics (1) – 1 contact hour
NSG 324 – Evidence Based Practice (2)
NSG 325 - Ethics and Health Policy (2)
NSG 322 - Geriatrics (2)

Summer, 2011 (15 weeks)

Adult Nursing II (4)
Adult Nursing II practicum (4)
Leadership/Management (2)
Synthesis (2)
Synthesis Practicum (4)
Pharm III (2)
18 Hours

Note: Classes are scheduled in “blocks” – you do not take the entire semester load at one time. ABSN 12-month students do not take spring break or other holidays, however you do get a 3-day weekend at intervals. Students should expect and plan to be in class or clinical 40 hours per week. In addition, a significant amount of study/preparation time is required outside of class. **Students electing to apply to the ABSN option should be prepared for a full-time, rigorous, and intense immersion experience.**

APPENDIX A-3b
RN to BSN PROGRAM



**School of Nursing
RN to BSN Program Prerequisites**

The following criteria are required for admission to the RN to BSN Program:

1. A current, unrestricted license to practice as an RN in NC (includes Compact states)
2. Cumulative GPA of 2.5 or more on all post-secondary courses
3. Official transcripts of coursework completed at all post-secondary institutions for the Nursing Major and Liberal Studies course prerequisites with grades of C or better.
4. At least **60 semester** hours of credit, *not* including Nursing courses. (3 quarter hrs=2 semester hours). *** *If the number of non-nursing transfer hours does not total 60 after students have satisfied all of the course requirements following, additional general elective courses will need to be taken.* ***
5. Basic computer proficiency. Admitted students are required to have basic word processing, e-mail, and Internet access skills. ****Students may obtain computer knowledge by taking CIS 110 at their local community college****
6. Acceptance to WCU. To apply go to:
http://www1.cfnc.org/applications/WCU_Dist_Ed/apply.html?application_id=3631

Nursing Major and Liberal Studies Requirements

The left hand column lists the course prerequisites of the WCU RN to BSN program. The right hand column identifies North Carolina Community College course equivalents that transfer to WCU to meet each requirement.

Nursing Major Course Prerequisites

<u>WCU</u>	<u>NCCC</u>
Anatomy & Physiology I	BIO 165 or 168
Anatomy & Physiology II	BIO 166 or 169
Microbiology	BIO 175 or 176
General Psychology	PSY 150
General Chemistry with lab	CHM 131 + 131A, 135, or 151

Liberal Studies. If you have a previous college degree, the NCCC Associate of Arts or Science, or have completed the General Education core, the Liberal Studies requirement is waived. An Associate of Applied Science degree (AAS) does not waive this requirement.

“The Core,”(21 hours)

WCU

- C1. Writing (6 hours)
- C2. Mathematics (3 hours)
- C3. Speech (3 hours)
- C4. Wellness (2-3 hours)



C5 hours are met by the nursing major prerequisites (6 hours).

NCCC

- ENG 110 or 111 plus 112, 113, or 114
- MAT 115, 140, 145, 165 or any Math 120 or higher. You may take MAT 151 or 155 (Stats) for the MSN.
- COM 110 or 231, or ENG 115. COM 120 will not satisfy this requirement.
- HEA

“The Perspectives,” (21 hours)The Liberal Studies requirement also mandates that at least one Perspectives course be upper-division and not under an NSG prefix. If taken at WCU, this course counts toward the upper-division elective hours needed from WCU for the BSN. This course may not be taken at a community college, but it is waived if Liberal Studies are waived.

WCU

- P1. Social Science (6 hours)
Must be in two different disciplines
- or 281.
- of these hours.

- P3. History (3 hours)

- P4. Humanities (3 hours)

- P5. Fine & Performing Arts (3 hours)

110

- P6. World Cultures (3 hours)

NCCC

- SOC 210, 213, 220, 225, 230, or 240. ECO 151, 251, or 252. POL 110 or 120. GEO 113, 130, or 131. BUS 110. PSY 150, 237, 239, 241, General Psychology waives 3

- HIS 111, 112, 114, 115, 121, 122, 131, or 132. HUM 121 or 122. REL 112, 211, 212 or 221.

- ENG 131, 231, 232, 233, 234 241, 242, 243, 251, 252, 265, 266, 271, or 275. HUM 110, 115, 120, 130, 150, 160, 161, 211, 212, or 220. PHI 210, 215, 220, 221, 230 or 240.

- ART 111. DRA 111, 211, or 212. MUS 110, 113, 114, 115, 210, 211 or 212. DAN

- ANT 210, 220, 221, or 230. ENG 261 or 262, GEO 111, POL 220, REL 110 or 111, ART 117, ASL 111, or any foreign language 111 or 112.

***If, after students have satisfied all of the course requirements listed above, the number of non-nursing elective hours does not total 60, additional general elective courses will need to be taken. We recommend CIS 110 and MAT 155. ***

Warning: Not every course offered by a NCCC meets these requirements but may transfer as an elective only. This information is subject to occasional updating. To protect yourself against outdated course equivalencies, please consult the Registrar's Office "Liberal Studies" information at the following website: <http://www.wcu.edu/registrar/Transfer/default.asp>.

For additional program and admission information, including application deadlines and prerequisite criteria, visit <http://www.wcu.edu/4217.asp>.

For assistance in determining which course requirements you have satisfied, please contact **Sandra Brown**, Assistant Director of Student Services, at slbrown@wcu.edu.

Scholastic Status Check: Each student is expected to know the information in the catalog and to verify that qualitative and quantitative requirements for a particular class rank and for proper progress toward graduation are being met. All students should check official records periodically to confirm their status. The University does not assume responsibility for the student's unexpected failure at the last minute to meet all requirements for graduation, whether failure is due to misunderstanding or negligence concerning those requirements or to an inability to meet them. (WCU 2008-2009 Undergraduate Catalog, p. 68)

01/28/2010 SLB



RN to MSN (fast-entry option)

Purpose: to assist selected RNs with good academic records to move smoothly through the RN to BSN curriculum directly into MSN study for advanced nursing roles. Normally, the student would take 8 semester hours of WCU undergraduate upper-division electives to complete the BSN. These electives would be replaced with up to 8 hours of WCU MSN graduate-level work, potentially reducing the time needed to complete both degrees by one or two semesters.

Students interested in the RN to MSN fast-entry option should consult with both the Assistant Director of Student Services, Ms. Sandra Brown: slbrown@wcu.edu or 828-670-8810 ext 246. Once enrolled in the RN to BSN program then contact the RN to MSN advisor, Dr. Linda Comer: lcomer@wcu.edu or 828-670-8810 ext 243.

Application requirements:

- Associate degree or diploma in nursing from an approved nursing program
- Current unrestricted license to practice as an RN in NC and one year of full-time work experience as an RN (which can be done concurrently with the BSN-level courses).
- A total of 60 semester hours of credit before starting the RN to BSN track, including
 - Completion of all 6 nursing prerequisite courses with a grade of C or better (18 hours)
 - Completion of the WCU Liberal Studies requirements (42 hours)
 - Electives as needed to total 60 semester hours
 - Note: previous nursing course credits are not included in this total
- Completion of at least 12 of the required 24 hours of RN to BSN NSG courses, with projected completion of the remaining hours before or during the semester of application to the WCU MSN program. The plan of study is:
 - Sem 1: NSG 301, 398, 399 (6 hrs) This Introduction Block must be completed before progressing.
 - Sem 2: NSG 302, 305, 384 (6 hrs) This Community Hlth Nsg Block may be switched with the Leadership Block.
 - Sem 3: NSG 460, 483, 484 (6 hrs) This Leadership Block may be switched with the Community Hlth Nsg Block.
 - Sem 4: NSG 471, 472, 473 (6 hrs) This Nursing Research Block may be added to either semester 2 or semester 3.
- Additional criteria as normally required for competitive admission to the MSN:
 - Completed application submitted by February 15 (for summer), April 15 (for fall), or October 15 (for spring)
 - GRE submitted with acceptable scores
 - Statistics course completed from any accredited institution in any discipline
 - GPA of 3.00 on last 60 hours or cumulative post-secondary GPA of 2.85
 - A separate one-page essay containing professional accomplishments, work experience, and a goal statement on the applicant's future professional goals.
 - Three professional letters of reference. One must be from a current or recent employer. Letters should be sent to:

Graduate School

109 Cordelia Camp Building
Western Carolina University
Cullowhee, NC 28723

Enrollment in the RN to MSN entry option does not guarantee admission to the MSN program. Admission of the RN to MSN applicant is provisional until the BSN is successfully completed.

If RN students are admitted provisionally to the MSN program at WCU, this entry option drops the 10 hours of WCU undergraduate upper-division electives needed for the RN to BSN track and replaces them with up to 10 hours of MSN graduate credits. The BSN is then awarded by WCU.

If RN students are admitted provisionally to the MSN program at WCU but elect not to finish it, they may apply any combination of WCU undergraduate upper-division electives with WCU MSN graduate credits for a total of 8 hours to complete the BSN.

If RN students are not admitted provisionally to the MSN program at WCU, they may still complete the BSN by taking 8 hours of WCU undergraduate upper-division electives.

APPENDIX A-3c

MS (N) PROGRAMS

**FNP, NE & NAdm Tracks
&
NA Program**

WESTERN CAROLINA UNIVERSITY
College of Health & Human Sciences
School of Nursing

MS (N)/Family Nurse Practitioner Track (49-53 Semester Hours)

PROGRAM OF STUDY: FNP (entering 2010)

*** Denotes On-line Course**

+ Denotes Web-Enhanced Course

<u>FALL 2010</u>	<u>SPRING 2011</u>	<u>SUMMER 2011</u>
*NSG 501 (2) Roles/Issues *NSG 510 (2) Theory *NSG 517 (3) Pathophysiology	*NSG 622 (4) Pharmacology *NSG 511 (3) Research	*NSG 516 (2) Econ./Organization *NSG 627 (2) Diagnostics *NSG 624(2) Rural Health OPTIONAL NSG 679/699 (see below)
<u>FALL 2011</u>	<u>SPRING 2012</u>	<u>SUMMER 2012</u>
NSG 623 (3) Physical Asses. *NSG 671(2) Behavior NSG 625 (1) Phys. Assess. Clinical (60 hours) NSG 679 (1-2) Project OR NSG 699 (3) Thesis (ONGOING, max repeat 6 until project/thesis completed & minimum credits for graduation) minimum 2 cr total 679 to graduate minimum 3 cr total 699 to graduate	+NSG 674 (3) Pediatrics NSG 684 (3) Peds. Clinical (180 hours) Ongoing NSG 679/699 until completed and minimum credits for graduation	+NSG 673 (3) Repro./OB NSG 683 (2) Repro. Clinical (120 hours) Ongoing NSG 679/699 until completed and minimum credits for graduation
<u>FALL 2012</u>	<u>SPRING 2013</u>	
+NSG 675 (3) Adult NSG 685 (3) Adult Clinical (180 Hours) Ongoing NSG 679/699 until completed and minimum credits for graduation	NSG 686 (4) Primary Care (180 hrs & 1 didactic hr.) Ongoing NSG 679/699 until completed and minimum credits for graduation	

Post-Master's FNP Certificate Track required courses (38 semester hours) *Courses in italics* and includes *NSG 517,671,622,627,623,624,625,674,684,673,683,675,685, & 686*. Revised: 03/07 GCC; 3/08bgc

Western Carolina University
 WESTERN CAROLINA UNIVERSITY
 College of Applied Sciences
 Department of Nursing

MSN/Nurse Educator On-line Program

38-39 Semester Hours

PROGRAM OF STUDY: NE (Entering Fall 2010)

<u>FALL 2010</u>	<u>SPRING 2011</u>	<u>SUMMER 2011</u>
NSG 501 (2) Roles/Issues NSG 510 (2) Theory NSG 517 (3) Pathophysiology	<i>NSG 651 (3) Teaching/Learning Education</i> <i>NSG 654(3) Nursing Informatics</i> NSG 511 (3) Research	NSG 516 (2) Econ/Organization <i>NSG 653(3) Test/Measure</i> <i>MHS (3) or alternative</i> OPTIONAL NSG 679/699 (see below)
<u>FALL 2011</u>	<u>SPRING 2012</u>	
<i>NSG 652 (3) Curriculum.</i> NSG 603 (2) Physical Asses. NSG 679 (1-2) Project OR NSG 699 (3) Thesis (ONGOING, max repeat 6 until project/thesis completed & minimum credits for graduation) minimum 3 cr total 679 to graduate minimum 3 cr total 699 to graduate	<i>NSG 687 (3) Practicum (180 Clock Hrs.)</i> Elective (3) or (4) hours NSG 679 (1-2) Project OR NSG 699 (3) Thesis (if needed)	

Post-Graduate Nurse Educator Certificate Program required courses (18 semester hours): *Courses in italics* and includes *one MHS course or alternative, NSG 651, 652, 651, 654 & NSG 687.*

Revision 09/09 Graduate Curriculum Committee

WESTERN CAROLINA UNIVERSITY
 College of Health and Human Sciences
 School of Nursing
Nurse Administration
 40-41 Semester Hours

PROGRAM OF STUDY: MSNA (Entering Fall 2010)

<u>FALL 2010</u>	<u>SPRING 2011</u>	<u>SUMMER 2011</u>
NSG 501 (2) Roles/Issues NSG 510 (2) Theory NSG 516 (2) Econ./Organization	NSG 511 (3) Research NSG 648 (3) Nursing Administration in Health Care Organizations NSG 654 (3) Nursing Informatics	NSG 645 (2) Cultural Competence in Nursing Administration NSG 647(2) Outcomes Measurement in Nursing Administration NSG 644 (3) Healthcare Systems Management in Nursing Administration OPTIONAL NSG 679/699 (see below)
<u>FALL 2011</u>	<u>SPRING 2012</u>	<u>SUMMER 2012</u>
NSG 649 (3) Financial Management in Nursing Administration NSG 650 (2) Legal and Health Policy Aspects of Nursing Administration NSG 646 (4) Communication and Leadership in Nursing Administration (Clinical 40 hours) NSG 679 (1-2) Project OR NSG 699 (3) Thesis (ONGOING, max repeat 6 until project/thesis completed & minimum credits for graduation) minimum 2 cr total 679 to graduate minimum 3 cr total 699 to graduate	NSG 783 (3) Clinical Practicum in Nursing Administration (180 hrs) NSG 655 (2) Ethics in Nursing Administration NSG 656 (2) Nursing Management of Human Resources Ongoing NSG 679/699 until completed and minimum credits for graduation	Ongoing NSG 679/699 until completed and minimum credits for graduation
<u>FALL 2012</u>	<u>SPRING 2013</u>	
Ongoing NSG 679/699 until completed and minimum credits for graduation	Ongoing NSG 679/699 until completed and minimum credits for graduation	

WESTERN CAROLINA UNIVERSITY
College of Health & Human Sciences, School of Nursing
WCU Nurse Anesthesia Program, MS (N) "NA" Course of Study
Spring & Fall 15 weeks; Summer 10 weeks

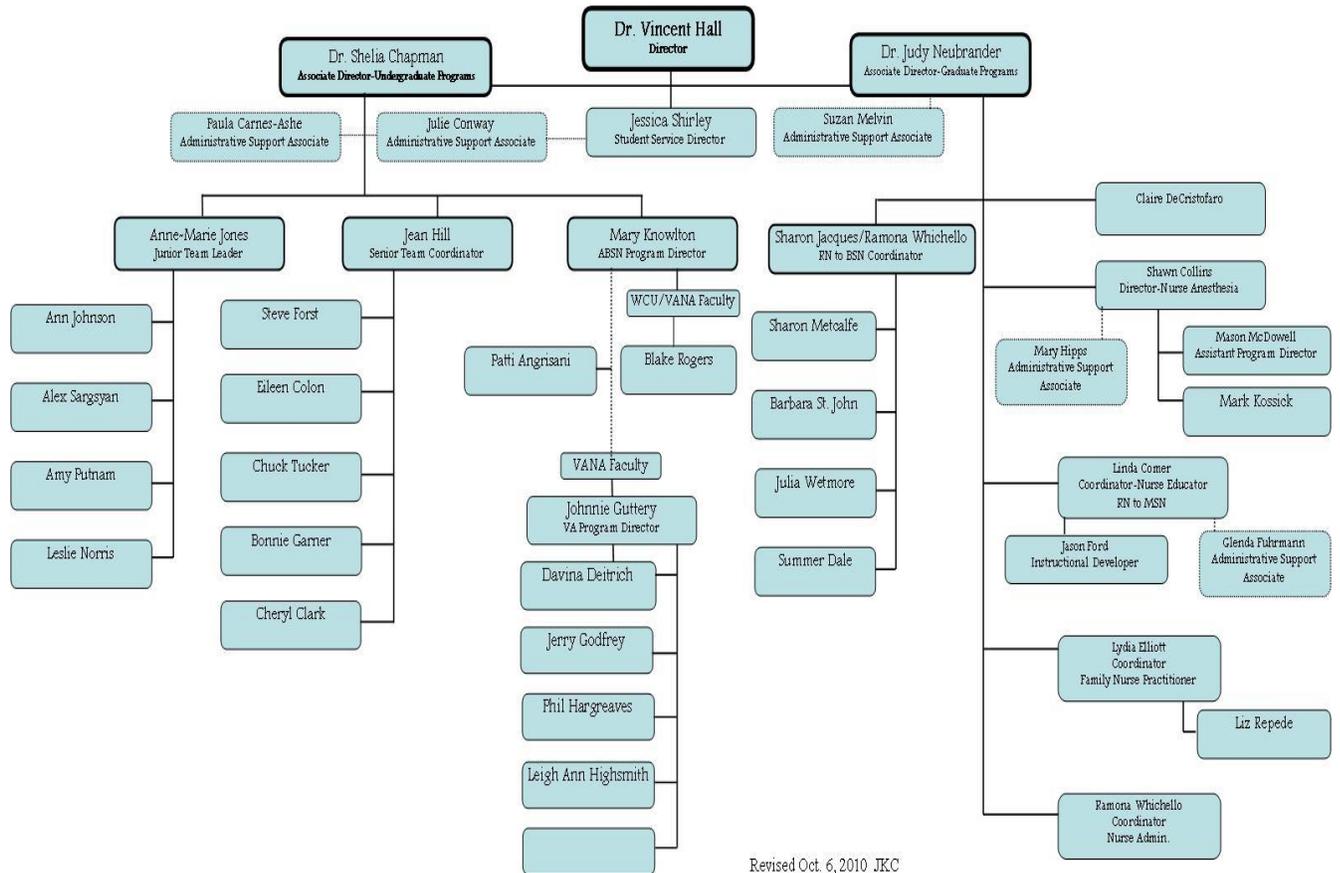
FIRST YEAR 2011	CREDITS	HOURS
Spring Semester (January-April)		
NSG 661 Anesthesia Pharmacology I	3	45
NSG 630 Advanced Physiology for Nurse Anesthetists	3	45
NSG 640 Basic Principles of Anesthesia	3	45
NSG 629 Foundational Science for Nurse Anesthesia	2	30
NSG 688 Clinical Anesthesia Practicum I (1 day/week)	1	120
Semester Total	12	
Summer Semester (May-August) Early May Start		
NSG 641 Advanced Principles of Anesthesia I	2	30
NSG 662 Anesthesia Pharmacology II	3	45
NSG 688 Clinical Anesthesia Practicum II (2 days/week) Clinical and Literature Review	2	240 10
NSG 631 Pathophysiology for Nurse Anesthetists I	3	45
Semester Total	10	
Fall Semester (September-December)		
NSG 642 Advanced Principles of Anesthesia II	2	30
NSG 632 Pathophysiology for Nurse Anesthetists II	3	45
NSG 511 Research (on-line)	3	45
NSG 688 Clinical Anesthesia Practicum III (3 days/week) Clinical and Literature Review	3	360 15
Semester Total	11	
SECOND YEAR 2012		
Spring Semester (January-April)		
NSG 618 Survey of Pharmacotherapeutics (on-line)	3	45
NSG 643 Advanced Principles of Anesthesia III	2	30
NSG 679 Research Project (or NSG 699 Thesis, 3 cr)	1	15
NSG 688 Clinical Anesthesia Practicum IV (4 days/week) Clinical and Literature Review	4	480 15
Semester Total	10	
Summer Semester (May-August)		
NSG 689 Clinical Anesthesia Practicum V (4 days/week) Clinical and Literature Review	4	480 15
NSG 679 Research Project	1	15
Semester Total	5	
Fall Semester (September-December)		
NSG 679 Research Project (or NSG 699 Thesis, 3 cr)	1	15
NSG 689 Clinical Anesthesia Practicum VI (4 days/week) Clinical and Literature Review	4	480 15
NSG 516 Econ and Org Health Care (on-line)	2	30
NSG 510 Theory for the APN (on-line)	2	30
Semester Total	9	
THIRD YEAR 2013		
Spring Semester (January-April)		
NSG 672 NA Review	3	30
NSG 501 Roles and Issues	2	30
NSG 689 Clinical Anesthesia Practicum VII (4 days/week) Clinical and Literature Review	4	480 15
Semester Total	9	
Program Total	66	

APPENDIX B-1

SCHOOL OF NURSING

ORGANIZATIONAL CHART

**Western Carolina University
School of Nursing
Organizational Chart
Current as of 29 April 2010**



Revised Oct. 6, 2010 JKC

**Western Carolina University
School of Nursing
Faculty and Staff (current as of April 2010)**

Vincent P. Hall – Director		
<u>Undergraduate Program</u>	<u>Simulation Lab</u>	<u>Graduate Program</u>
<p>Shelia Chapman, Associate Director, Undergraduate Level</p> <p>Pre-licensure -Lorene Putnam (Junior Year Coordinator) Anne-Marie Jones Leslie Norris Ann Johnson Amy Putnam</p> <p>Paula Ashe (Administrative Associate)</p> <p>- Jean Hill (Senior Year Coordinator) Cheryl Clark Eileen Colon Steve Forst Bonnie Garner Jean McGuire Charles Tucker</p> <p>TBA (Administrative Associate)</p> <p>- TBA (Accelerated BSN Coordinator) Patti Angrisanni Davina Deitrich Jerry Godfrey Johnny Guttery Blake Rogers</p> <p>RN to BSN -Sharon Jacques (RN to BSN Track Coordinator) Sharon Metcalfe Barbara St. John Julia Wetmore</p> <p>Sandra Brown (Student Support Specialist)</p>	<p>-Alesia Carpenter, Simulation Lab Coordinator- Under the Direction of: Mission Health and Hospitals, Ned Fowler –Asheville Buncombe Technical Community College, & Vincent Hall, Western Carolina University, School of Nursing – Simulation Lab Coordinator is a shared position between WCU and AB Tech Community College.</p>	<p>-Judy Mallory, Associate Director, Graduate Level Claire DeCristofaro, MD</p> <p>Linda Comer (Nurse Educator Track Coordinator)</p> <p>Ramona Whichello (Nurse Administrator Track)</p> <p>Lydia Elliott (Family Nurse Practitioner Track Coordinator) Elizabeth Repede</p> <p>Shawn Collins (Nurse Anesthesia Track Coordinator/Program Director) Mason McDowell (NA Track Associate Director) Mark Kossick</p> <p>Student Services Manager: Jessie Shirley</p> <p>Instructional Designer: Jason Ford</p> <p>Administrative Associates: -- Suzan Melvin For MS(N) Program -- Mary Hipps For NA Program -- Glenda Fuhrmann For NE Program</p>

APPENDIX B-2

SCHOOL OF NURSING

BYLAWS

**WESTERN CAROLINA UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SCIENCES
SCHOOL OF NURSING**

BYLAWS

These bylaws are written under the provisions of the Faculty Constitution of Western Carolina University; and if ever the bylaws should be in conflict, the constitution shall govern.

ARTICLE I. THE SCHOOL

Section 1. The School of Nursing Faculty

- 1.1.1 The School of Nursing Faculty shall consist of those members of the General Faculty who hold appointment in the School.
- 1.1.2 The School of Nursing Faculty shall have primary responsibility – within the broader policy guidelines of the College of Health and Human Sciences, the Faculty Senate, and the University for curriculum, courses, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.
- 1.1.3 Officers
 - 1.1.3.1 The School of Nursing Director shall serve as Chairperson of the School of Nursing Faculty Organization meetings, Reappointment, Promotion, and Tenure Advisory Committee, Post-Tenure Advisory Review Committee, and the Executive Committee.
 - 1.1.3.2 The School administrative support associates will be assigned to record, type, and distribute minutes of School of Nursing Faculty Organization meetings.

Section 2. Meetings

- 1.2.1 The Faculty of the School Nursing shall meet at the call of the School of Nursing Director and as often as necessary to assure effective communication of academic matters. Additional meetings shall be called by the School of Nursing Director at the request of one-half of the School of Nursing Faculty.
- 1.2.2 The School of Nursing Faculty will meet a minimum of twice each academic semester.

Section 3. Duties and Responsibilities of the School of Nursing Faculty

- 1.3.1 The School of Nursing Faculty serves as a policy- recommending body. As such, the organization of the Faculty provides for participation by its members in the governance and decision making process of the School of Nursing. The following model represents the decision making process used (see Appendix B-3 for schematic illustration).

Proposals concerning policy matters may be initiated by individual faculty members through appropriate appointed and elected committees of the School or through administrative channels. Proposals may concern a change in existing policy, call for the correction of actions contrary to an existing policy, or call for interpretation of policy.
- 1.3.2 The Faculty shall consider reports and proposals from the School Director, faculty committees, and from individual faculty members and make recommendations concerning these reports and proposals.
- 1.3.3 The Faculty shall discuss matters relating to the welfare of the School of Nursing.

- 1.3.4 Recommendations will be considered by the School of Nursing Director for appropriate action. As chief administrative officer of the School of Nursing, the Director will direct policy implementation. If action outside the School of Nursing is required, recommendations will be referred through the Dean of the College of Health and Human Sciences.
- 1.3.5 The Faculty may amend or repeal any part or all of the Bylaws of the School of Nursing. The Bylaws may be changed only during the academic year. Proposals to amend or repeal shall be sent to the faculty at least ten days prior to the meeting at which discussions will occur. The vote may immediately follow the discussion. Actions to repeal or amend shall not be effective unless approved by two-thirds of the full-time members of the total faculty of the School and by the School Director.

Section 4. Committees

- I.4.1 The consideration of matters within its jurisdiction may be delegated by the School of Nursing Faculty to committees which shall be responsible to and report to the Faculty.
- I.4.2 There shall be three kinds of committees, Appointed Committees, Elected Committees, and Special Committees. The tenure of the latter shall end upon completion of their assignments.
- I.4.3 Appointed Committees and their chairpersons shall be appointed by the School Director, who may informally consult with faculty regarding their interests and preferences.
- I.4.4 Elected Committees. The faculty as a whole shall determine the process for electing committee members at the first School of Nursing Faculty meeting of the academic year. Elections will be held within the first 30 days of the academic year. Members elected to a committee will determine the chairperson of that committee at the first meeting.

ARTICLE II. COMMITTEES

Section 1. Appointed Committees and Teaching Teams

II.1.1. Teaching Level Teams

- II.1.1.1 Teaching Teams. There will be five Faculty teaching teams, which are: Junior Level Pre-licensure, Senior Level Pre-licensure teams, RN to BSN Track, ABSN Track, and Graduate. The teaching teams shall be composed of the faculty who has teaching responsibilities at that level. Every teaching faculty member shall be a member of a committee. Members and chairpersons will be appointed by the School Director. Matters pertaining to the specific teaching team and not to the SON faculty as a whole may be approved by the teaching team.
- II.1.1.2 Faculty teaching teams (Junior Level Pre-licensure, Senior Level Pre-licensure, RN to BSN, ABSN Track, and Graduate Level) will constitute teaching teams responsible for implementing the curriculum and will execute all concomitant instructional responsibilities. Functions will include the following: teaching; selecting and managing appropriate learning experiences; arranging clinical learning experiences under guidance of existing contracts; recommending new contracts within curricular objectives; maintaining communication with personnel in agencies used for clinical learning experiences; evaluating student progress, including decisions regarding progression within the nursing program; and referring and reporting matters regarding student progress, interagency concerns, etc., to the School of Nursing Director through the teaching team Associate Directors. Other responsibilities include modifying current course objectives and outlines in response to ongoing and end-of-course evaluations while keeping within the curricular framework as adopted by the faculty and the

directives of the Curriculum Committees; referring major concerns regarding curriculum to the Curriculum Committees; and recommending policy changes to the Faculty of the School of Nursing.

II.1.2 Executive Committee

II.1.2.1 The Executive Committee shall consist of the School of Nursing Director of Nursing and the Coordinators of each of the teaching committees. The School of Nursing Director will serve as the chairperson of the committee.

II.1.2.2 Duties: To serve as a liaison between the Junior Level Pre-licensure, Senior Level Pre-licensure, RN to BSN, Graduate Teaching Committees, and the School Director; to share information concerning students, faculty, and agencies used for clinical experiences; to assist in program planning and evaluation, including the evaluation of the attainment of School goals; to recommend policy changes to the Faculty of the School of Nursing; to develop, recommend, and evaluate resources for clinical teaching.

II. 1. 3 Directors Council

II.1.3.1 The Director's Council shall consist of the Undergraduate and Graduate Associate Directors and the Director of the School of Nursing. The School of Nursing Director will serve as the chairperson of the committee.

II. 1.3.1 Duties: To coordinate all administrative responsibilities of the School of Nursing; to effectively administer the fiscal resources of the school; To lead the development and implementation of the schools strategic plan and facilitate continuous quality improvement of the SON's processes, students, faculty, and staff ; to assist in program planning and evaluation, including the evaluation of the attainment of School goals; to conduct annual faculty evaluation; to recommend policy changes to the Faculty of the School of Nursing; to develop, recommend, and evaluate resources for quality Nursing education.

Section 2. Elected Committees

II.2.1 Reappointment, Promotion, and Tenure/Collegial Review Committee

II.2.1.1 The School shall elect a Reappointment, Promotion, and Tenure Advisory Committee from among the tenured members to make recommendations to the School of Nursing Director on these as well as, other personnel matters. Those being considered for promotion or tenure shall be absent during the deliberations concerning herself/himself. When there are seven or more tenured faculty members, the Reappointment, Promotion, and Tenure Advisory Committee shall consist of the School of Nursing Director and six tenured faculty members elected by the School's full-time faculty. When there are six or fewer tenured faculty members, the committee shall be composed of the School of Nursing Director and tenured faculty provided the resultant committee shall consist of at least three tenured faculty members, exclusive of the School Director.

If the School finds it impossible to form a committee containing at least three tenured faculty members, the matter will be referred to the Provost and Vice Chancellor for Academic Affairs. The provost and Vice Chancellor, in consultation with the School and the Dean, will, by selecting sufficient tenured faculty from similar schools and departments, form a committee of three tenured faculties for the School.

II.2.1.2 When the School of Nursing Director is the person being considered by the committee, the School of Nursing Director shall excuse herself/himself; and the committee shall elect a pro-tem chairperson (voting) from its membership. The pro-tem chairperson shall

submit the committee's recommendations directly to the Dean of Health and Human Sciences. The School of Nursing Director shall be absent during the deliberations concerning herself/himself.

II.2.2 Curriculum Committees

- II.2.2.1 Members. The faculty shall be elected by the School of Nursing Faculty at the first Faculty Organizational meeting of the academic year. The School of Nursing Director is an ex-officio member of both committees.

Undergraduate (Pre-licensure) Curriculum Committee. The undergraduate membership shall consist of one faculty member from each of the practice areas and one junior, one senior, and one accelerated.

Graduate Curriculum Committee. The graduate membership shall consist of one faculty member from each track and program (including RN to BSN).

- II.2.2.2 Duties: To direct the implementation of the curriculum; to study, develop, and recommend policies and procedures related to implementation of the curriculum; to provide leadership in developing, evaluating, and modifying the philosophy, objectives, and purposes of the School of Nursing; to provide leadership in developing the framework and design of the curriculum on the basis of teaching committee reports and an examination of the curriculum as a whole. Additional duties include channeling information to and from School, college, and university committees regarding curriculum matters; keeping pace with current trends in nursing, evaluate these, and weighing their potential effects and influence on the nursing curriculum and responding appropriately; ensuring conformity of the curriculum with criteria of accrediting bodies; developing, recommending, and evaluating clinical resources; and bringing proposed changes to faculty for consideration and approval by majority vote.

II.2.3 Student Affairs Committees

- II.2.3.1 The Undergraduate Student Affairs Committee shall each consist of a minimum of one nursing faculty member from the Junior Level Pre-licensure, Senior Level Pre-licensure, AEO, one Pre-licensure level junior, Pre-licensure level senior, and one ABSN Track. Admissions are dealt with by the full committee minus the student members. The chairperson shall be elected by the committee.
- II.2.3.2 Duties: To review and recommend modification of policies and procedures for admission of students to the upper division major in nursing; to select students for admission to the upper division major in nursing, to develop policies and procedures for advanced placement and portfolio review; and to hear appeals from students regarding admission, retention, and promotion decisions.
- II.2.3.3 The Graduate Student Affairs Committee shall consist of one nursing faculty member and one student from each master's program track and one from the RN to BSN program. Admissions are dealt with by the full committee minus the student members. The chairperson shall be elected by the committee.
- II.2.3.4 Duties: To review and recommend modification of policies and procedures for admission of students to the graduate program; to select students for admission to the graduate program, to develop policy and procedures for advanced placement and portfolio review; and to hear appeals from students regarding admission, retention, and promotion decisions.

II.2.4 Faculty Affairs Committee

II.2.4.1 Members: The membership shall consist of a minimum of three faculty members, one of whom must be tenured. The chairperson shall be elected by the committee.

II.2.4.2. Duties: To review annually and recommend revisions as needed in School criteria for reappointment, promotion, and tenure and evaluation, including student evaluation of faculty, peer evaluation, self-evaluation; review School Bylaws and Faculty Handbook annually; administer the School of Nursing Faculty Fund, and other such funds as developed by the faculty; and to assist the School of Nursing Director with faculty orientation.

II.2.5 Student Advisory Committee to the School Director

II.2.5.1 Members: The membership shall consist of a minimum of ten students, two elected (representative and alternate) by each class from the junior and senior levels, two ABSN, two RN to BSN, and two graduate students.

II.2.5.2 The duties of this committee shall be to advise the School of Nursing Director on matters of common interest to the School of Nursing Director and the students. Meetings may be called at any time by the School of Nursing Director or upon request by at least one-third of the student members of the committee. All meetings shall be announced and scheduled in such a way that maximum attendance will be encouraged.

II.2.6 Nursing Education Advisory Committee

II.2.6.1 Members: Representatives from regional health care agencies, regional Nursing Programs, significant nurse leaders, four graduates [one Pre-licensure, one RN to BSN, one MS(N), and one NA], Pre-licensure Level coordinators, and the School Director, who shall serve as Chairperson. A list of prospective members, approved by the nursing faculty, will be submitted to the Chancellor for approval and invitation to serve annually.

II.2.6.2 Duties: The duties of the committee will be to advise the School of Nursing Faculty regarding needs, trends, and changes in health care delivery in the region. Meetings will be called at least annually or as deemed necessary by the School Director.

II.2.7 Nursing Alumni Committee

II.2.7.1 The Alumni Committee shall consist of one faculty representative from Junior Pre-licensure Level, Senior Pre-licensure Level, RN to BSN, and Graduate Program. The committee shall also have one alumni member. The School of Nursing Director will serve as an ex-officio member. The chair of the Committee will be chosen by vote from the Committee members at the beginning of each school year.

II.2.7.2 Duties: The Committee shall coordinate all communication and activities pertaining to alumni reunions, continuing education, recruitment, fund-raising, surveys, and scholarships.

ARTICLE III. QUORUM

Section 1. School Meetings

The School of Nursing Director and two-thirds of the total full-time faculty shall constitute a quorum for the transaction of business at any meeting of the faculty of the School of Nursing.

Section 2. Committees

A majority of any appointed, elected or special committee shall constitute a quorum for the transaction of business.

ARTICLE IV. ADMINISTRATIVE ROLES AND RELATIONSHIPS

Section 1. Director of the School

IV.1.1 The chief administrative officer of the School of Nursing shall be the School Director.

IV.1.2 Nominations for appointment of this office shall be made to the Chancellor by the Provost and Vice-Chancellor for Academic Affairs after consultation with the Dean, the School of Nursing Faculty, and a duly constituted committee appointed by the Chancellor. After consultation with the Board of Trustees, the Chancellor shall make his appointment. Periodic review of the work of this office shall be conducted, and the time between reviews shall in no case be more than three years.

IV.1.3 The duties of the School of Nursing Director shall be delegated and defined by the Chancellor and shall appear in the official documents of the University.

Section 2. Administrative Relationships

IV.2.1 The School of Nursing Director shall be directly responsible to the Dean of the College of Health and Human Sciences.

Adopted 5-1-78; Amended 4-14-80; Revised 8-17-88; Amended 11-1-90; Revised 7-16-93; Revised 1-25-95; Revised 1/2000; Revised and amended 1/2004; Revised 5/06; Reviewed 9/06; Revised 4/07; Revised 4/08

APPENDIX C-1

POSITION DESCRIPTIONS

FOR

NURSING FACULTY

**Western Carolina University
College of Health and Human Sciences
School of Nursing**

POSITION DESCRIPTIONS for NURSING FACULTY

The Stated mission of the School of Nursing is a compilation of nursing faculty responsibilities as prepared by the Executive Committee and the School Director, and approved by the Nursing faculty. These responsibilities—education, service, and other scholarly activities—serve as the job descriptions for Nursing faculty and the School Director, and are a specification of those responsibilities outlined in the Faculty Handbook and the annual Faculty Evaluation guidelines. These responsibilities reflect the substance of the School’s mission and are addressed in the School’s strategic plan with faculty assuming the responsibility both individually and collectively. The School Director is responsible for guidance and leadership in all areas to maintain compliance with standards of regulatory bodies.

**FACULTY REQUIREMENTS for APPOINTMENT,
REAPPOINTMENT, PROMOTION and TENURE**

FACULTY	SCHOOL DIRECTOR
<p>Faculty must possess the appropriate earned academic degrees for appointment, reappointment, promotion, and tenure as required by the University.</p> <p><u>Instructor, Assistant Professor, Associate Professor</u> Bachelor of science in nursing from an accredited institution of higher education and a master’s degree in nursing are required. An earned doctorate in nursing or related field preferred.</p> <p><u>Full Professor</u> As above with earned doctorate in nursing or related field.</p>	<p>Verify that faculty possess appropriate earned degrees.</p>
<p>Faculty must possess the following required professional preparation and experience.</p> <p><u>Years of Teaching Experience</u></p> <ol style="list-style-type: none"> 1. For appointment, reappointment, promotion in rank, or tenure, the minimal School requirements are the same as those stated in the Faculty Handbook. 2. The School Director must have had at least two years full-time experience teaching nursing at or above the baccalaureate level. 3. Every nursing faculty member who has primary responsibility, designated by the program, for coordinating the planning, implementation, and evaluation of each major clinical nursing course shall have had a minimum of one academic year of full-time teaching experience in a nursing program. <p><u>Criteria for Faculty Employment</u></p> <ol style="list-style-type: none"> 1. Nursing faculty must be prepared in the areas for which they will assume teaching responsibilities. 2. The following conditions must be met upon hire: Current unrestricted license to practice as an RN in North Carolina <ul style="list-style-type: none"> ◆ Nurse faculty members employed after January 1, 1984, shall have had a minimum of two years prior employment in direct patient care. Each nurse faculty member employed after January 1, 1989 shall have had a minimum of two year’s prior employment in direct patient care as a registered nurse. Each nurse faculty member employed after July 1, 1992, shall have had a minimum of two calendar year’s prior full-time employment or the equivalent in clinical nursing practice as a registered nurse. 	<p>Verify that the faculty possesses the required professional preparation and experience</p>

FACULTY	SCHOOL DIRECTOR
<ul style="list-style-type: none"> ◆ Professional practice liability insurance ◆ Evidence of TB test, Hepatitis B immunization or declination, rubella, Diphtheria/Tetanus; and ◆ CPR certification. <p>3. Each year, at time of annual renewal, evidence of the following must be presented:</p> <ul style="list-style-type: none"> ◆ Evidence of TB test ◆ CPR certification 	

MISSION AREAS

CATEGORIES OF FACULTY ACTIVITIES

I. EDUCATION

- A. Teaching
- B. Student advising

II. SERVICE

- A. Committees
- B. Other university participation and leadership
- C. Professional and community service activities
- D. Participation and leadership in professional organizations
- E. Consultation and education activities

III. SCHOLARLY DEVELOPMENT

- A. Research
- B. Publications
- C. Grant writing
- D. Creative activities
- E. Clinical practice
- F. Continuing education or academic courses/degree/certificate

I. FACULTY ROLE EXPECTATIONS

Section II, Specific Responsibilities of Faculty, delineates the specific tasks and activities required in each of the mission areas. This section sets forth faculty values and expectations, which reflect the School Mission and Philosophy, and believed to be integral to a healthy teaching-learning and work environment.

A. Colleague and Team-Member Roles

Faculty in the School of Nursing work closely together in teams; therefore, it is essential that they collaborate in sharing workload, decision-making, and achieving the mission of the School.

Faculty members are role models for intellectual development, competence, effective communication, compassion, critical thinking, holistic approach to the care of humans, appropriate use of power, ethical behavior, and respect for diversity. It is expected that these qualities guide faculty relationships with each other, students, and other members of the University community. It is also expected that faculty share responsibility for mentoring new faculty and staff members.

Teams and the School as a whole function most effectively when faculty members recognize and draw on each other's strengths. Sharing resources, ideas and support are the norms of the School. Faculty is responsible for using conflict as an opportunity for growth and for resolving conflicts with others. Differences in opinion and position are respected, even encouraged. However, once the team or School has made a decision, the faculty is expected to support the decision as a group.

B. Teacher Role

Faculty teaching responsibilities include the professional socialization of students. Students are our clients. In addition to implementing the curriculum, the faculty strives to empower students and support their development as persons. Faculty is responsible for maintaining an environment that is conducive to learning. This includes teaching strategies that encourage students' curiosity, critical thinking, sense of achievement, and their ability to generalize knowledge. It also involves faculty responsibility for setting limits on behaviors or conditions that distract from learning.

The faculty is responsible for setting standards and holding students accountable for their own learning. In addition, faculty members are responsible for helping students make coherent sense of the myriad facts they are learning and to help them learn how to make connections between different areas of new knowledge.

II. FACULTY SPECIFIC RESPONSIBILITIES

<p><u>A. Coordination: Instructor of Record</u></p> <p>Individual faculty, assigned as Instructors of Record, have the following responsibilities:</p> <ol style="list-style-type: none">1. Maintain course materials in master notebooks for School file; a second copy of Pre-licensure junior materials will be maintained in Asheville office. Master notebooks will include the syllabus, class schedule, learner packet, handouts, and the final completed course evaluation forms. Test materials will be maintained for at least one semester following the course completion.2. Coordinate evaluation of students in the course by overseeing recording of grades and submission of final grades to School Director, Dean, and the Registrar. Grades may be submitted electronically.3. Collaborate with faculty to plan student learning experiences for attainment of course objectives.4. Collaborate with Level Coordinators to arrange scheduling of faculty and guest lecturers for courses and to coordinate necessary resources, as appropriate:<ul style="list-style-type: none">❖ Copies of schedule (class and exam);❖ Existing objectives, files, other materials;❖ Audio-visual equipment and supplies;❖ Textbooks, and❖ Correspondence, as appropriate.5. For clinical practicum: coordinate notification of agencies regarding dates, students, and instructors. Coordinate creation of clinical rotation schedule, as needed. Coordinate clinical requirements in different rotations for parity.6. At course completion:<ul style="list-style-type: none">❖ Update and/or revise the course syllabus, learner packet, guidelines for student work and course schedule with input from course co-teachers and from student evaluations, as appropriate.❖ Submit copies of the update(s) and/or revisions, along with the completed School form for evaluating the course, to the Chairperson of the School Curriculum Committee by the date established by the Curriculum Committee for review of course materials. The Curriculum Committee will review, revise as appropriate, and bring revisions to the faculty for consideration	<p>Select, whenever possible, Instructor of Record from faculty members who meet the following criteria:</p> <ul style="list-style-type: none">❖ Served at least one (1) year on the WCU nursing faculty or have comparable experience in nursing education leadership.❖ Demonstrated expertise in assessing, planning, implementing, and evaluating learning experiences for students.❖ Demonstrated collaboration with faculty in assessing learning needs and implementation and evaluation of curriculum.
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**Western Carolina University
College of Health and Human Sciences
School of Nursing**

Position Description for Level/Track Coordinators

Individual faculty, assigned as Coordinators at BSN or Graduate level, have the following responsibilities:

1. Collaborate with Associate Director to keep her/him informed of Program Committee activities, to plan and evaluate projects, and to make School administrative decisions.
2. Serve as a resource to faculty.
3. Prepare agenda, schedule, and chair committee meetings; hold appointed members accountable for accurate minutes distributed in a timely manner. Collaborate with Associate Director on appointment of Instructors of Record for courses taught.
4. Oversee development and distribution of course materials, exams and student forms for compliance with policies and procedures, and any standardized testing.
5. Collaborate with faculty and Associate Director to assign teaching responsibilities that equalize instructional loads and related activities.
6. Make requests to Associate Director for faculty and classroom space, educational equipment and supplies, and course schedules.
7. Assist faculty to summarize findings of course evaluations and share pertinent data with faculty and Associate Director.
8. Develop plans for clinical rotations for next academic year in consultation with faculty.
9. Coordinate faculty liaison activities with clinical agencies, including recommendations of potential new agencies.
10. Assign advisees to nursing faculty.
11. Communicates with students, faculty, clinical agencies, and university administration, as indicated.
12. Coordinate selection of student representatives to School and College committees.
13. Assist in strategic planning for level or track of responsibility.
14. Develop and maintain collegial relations within the School, College, and University.
15. Assist in the development of faculty at the level/track. .
16. Assist the Associate Director with maintaining accreditation and preparing self-study.
17. Assist with development and maintenance of up-to-date curricular materials.
18. Assist with development and maintenance of ongoing program assessment plan.

3/12/2009 EFR, JM

APPENDIX C-2

POSITION DESCRIPTIONS

FOR

PROGRAM DIRECTORS

**Western Carolina University
College of Health and Human Sciences
School of Nursing**

Position Descriptions- Program Associate Directors:

<p><i>Individual faculty, assigned as Program Associate Directors at BSN or Graduate level, have the following responsibilities:</i></p>	
<ol style="list-style-type: none"> 1. Collaborate with School Director to keep her/him informed of Program Committee activities, to plan and evaluate projects, assist with AFEs, and to make School administrative decisions. 2. Serve as a resource to faculty. 3. Prepare agenda, schedule, and chair committee meetings; hold appointed members accountable for accurate minutes distributed in a timely manner. Collaborate with School Director on appointment of Instructors of Record for courses taught. 4. Oversee development and distribution of materials for courses, with specific responsibility for master schedule (if used), faculty responsibilities for exams, student forms for compliance with policies and procedures, and any standardized testing. 5. Collaborate with faculty and School Director to assign teaching responsibilities that equalize instructional loads and related activities. 6. Provide for evaluation of faculty and courses by use of approved faculty-developed forms. Evaluate faculty teaching skills in the classroom and, if possible, clinical labs. Share evaluations with faculty. Assist faculty to summarize findings of course evaluations and share pertinent data form summaries with faculty and School Director. 7. Make requests to School Director for faculty and classroom space, educational equipment and supplies, and course schedules. 8. Develop plans for clinical rotations for next academic year in consultation with faculty. 9. Collaborate with School Director and other faculty to recruit and select new faculty to meet School's teaching needs. 10. Coordinate faculty liaison activities with clinical agencies, including recommendations of potential new agencies. 11. Assign advisees to nursing faculty. 12. Communicates with students, faculty, clinical agencies, 	<p>Select, whenever possible, Level/Track Coordinators from faculty members who meet the following criteria:</p> <ul style="list-style-type: none"> ❖ Served at least three (3) years on the WCU nursing faculty or have comparable experience in nursing education leadership; ❖ Served as Instructor of Record for a minimum of one (1) year; and ❖ Demonstrated managerial expertise in assessing, planning, implementing, and evaluating activities that meet the needs and requirements of students and faculty at the respected level. <p>Collaborate with faculty to keep them informed of School, College, and University activities, to plan and evaluate projects, and to make School administrative decisions. Collaborative effort implemented through chairing executive team committee and School faculty meetings.</p> <p>Serves as a resource for Director and faculty.</p> <p>Appoint Instructors of Record.</p>

<p>and university administration, as indicated.</p> <ol style="list-style-type: none"> 13. Supply reports related to students, faculty, and courses of the Committee. 14. Coordinate selection of student representatives to School and College committees. 15. Assist in planning strategies for obtaining grant funds for School use. 16. Develop and maintain harmonious collegial relations within the Committee, School, College, and University. 17. Maintain open communication with Committee members and School Director. 18. Assist in the development of leadership potential of Committee faculty by encouraging acceptance of administrative roles and socialization of new/non-tenured faculty. 19. Assist the School Director with maintaining accreditation and preparing self-study when necessary. 20. Maintain up-to-date curriculum check sheets. 21. Assist the School Director with program assessment activities. 22. Revise program recruitment brochure as needed. 	<p>(See further discussion under Instructor of Record).</p>

APPENDIX D-1

STUDENT COURSE EVALUATION

Course Evaluation Questions
Draft 2.17.10

Response Set:

N/A (0)	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
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- (1) Course orientation activities were adequate to get me started.
- (2) This course has clearly stated objectives.
- (3) In this course, I felt challenged and motivated to learn.
- (4) This course builds understanding of concepts and principles.
- (5) Complex topics were sequenced in a logical way.
- (6) The assigned readings contributed to this course.
- (7) The texts and learning resources for this course enhanced my learning.
- (8) Teaching strategies used in this course stimulated me to think.
- (9) Exams and/or assignments helped me find my strengths and weaknesses.
- (10) I can apply information/skills learned in this course to my professional growth.
- (11) Facilities (classroom, lab, computer lab, equipment) were adequate to support my learning needs for this course.
- (12) The online learning resources (WebCat/Blackboard, computer technology support, library) were adequate to support my learning needs for this course.
- (13) The clinical site (facilities, preceptor ratio, learning experiences, personnel) was adequate to meet my learning needs for this course.

Two open-ended questions:

What did you particularly like about this course?

What suggestions do you have to improve this course?

APPENDIX D-2

**ANNUAL-SEMIANNUAL
INSTRUCTOR COURSE EVALUATION**

WESTERN CAROLINA UNIVERSITY
SCHOOL OF NURSING
ANNUAL or SEMI-ANNUAL COURSE EVALUATION

INSTRUCTIONS: the Instructor of Record (IR), in consultation with team members if appropriate, is responsible for completing this form electronically and placing a hard copy in the Program notebook along with a hard copy of the student evaluation data for the course. Electronic copy to program directors.

COURSE NUMBER AND TITLE:

SEMESTER(S):

INSTRUCTOR(S) (IR listed first):

EVALUATOR(S):

DATE OF EVALUATION:

(please type in your responses on this electronic form)

Facility commentary ___adequate ___inadequate ___not applicable

Comments (classroom, lab, computer lab, equipment):

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Online/Distance commentary ___adequate ___inadequate ___not applicable

Comments (e.g. course management software, access, support, plug-ins, delivery):

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Clinical site commentary ___adequate ___inadequate ___not applicable

Comments (e.g. facilities, preceptor ratio, learning experiences, personnel):

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Learning resources commentary ___adequate ___inadequate ___not applicable

Comments (e.g. textbooks, external activities, multimedia, online links, library):

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Student assessment commentary ___adequate ___inadequate ___not applicable

Comments (e.g. objective exams, presentations, projects):

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Course content commentary ___adequate ___inadequate ___not applicable

Comments (e.g. relevance, currency):

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Problems/concerns not addressed above:

Evaluation of changes from previous offerings:

Proposals for change (if any):

Responsible person(s) to implement change (if any):

Budgetary needs to improve course or implement recommended changes:

Commentary & Suggested Changes:

ATTACH HARD COPY OF STUDENT EVALUATIVE DATA TO HARD COPY OF FORM AND PLACE IN PROGRAM NOTEBOOK.

GRADE DISTRIBUTION:

enrolled _____ # completing _____

If any did not complete, reason(s):

Undergraduate courses:

A _____ A- _____ B+ _____ B _____ B- _____ C+ _____ C _____ C- _____

D+ _____ D _____ D- _____ F _____

I _____ W _____

S _____ U _____

Graduate courses:

A _____ B _____ C _____ F _____

I _____ W _____

S _____ U _____

Form created/approved January 2007

APPENDIX E-1

COLLEGIAL REVIEW DOCUMENT

**Department /Division: School of Nursing
Department Collegial Review Document
Effective Fall Semester, 2008**

**Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review**

I. Overview –

The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the School of Nursing. The document is guided at the highest level by *The Code* of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issues by General Administration, by the Office of the Provost, and in some cases by the college. While this document is intended to be comprehensive and precise with regard to school-level criteria and procedures, the faculty member should have familiarity with *The Code* and with the WCU Faculty Handbook (section 4.0). Further, in preparing a dossier for reappointment, tenure, or promotion, the faculty member should also have available the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

Faculty performance is reviewed and evaluated each year by two formal processes, using two separate systems which are the Tenure Promotion and Reappointment (TPR) and the Annual Faculty Evaluation (AFE). In the fall and spring, individual faculty members are considered for reappointment, tenure and promotion; at that time, the cumulative record is appraised by the School of Nursing (SON) Collegial Review Committee (CRC), administrators at various levels, and finally, by the Chancellor and sent to the Board of Trustees. In the spring, the SON Director conducts the AFE, a review of individual faculty performance over the most recent year of service.

The School of Nursing has a two-track system for faculty appointment and promotion: the traditional tenure track for the educator/scholar, and a non-tenure track for the educator/practitioner. These different tracks allow for the diversity of expertise needed within the SON. Both tracks provide vital contributions to the advancement of nursing as a discipline and a profession, and are essential to the School's ability to provide high quality professional nursing education in a cost-effective and efficient manner. In addition to the criteria outlined below, see also Appendix A for further information regarding the educator/practitioner track.

Educator/Scholar Track - Criteria for Appointment, Reappointment, Promotion and Tenure

A. Requirements:

1. Minimum of an earned Masters Degree in Nursing or related health field and hold, or have made satisfactory progress towards, a doctoral degree in nursing or related field.
2. Eligible to be considered for tenure within the university.
3. Meet the criteria related to teaching, scholarship, and service. Consistent with Ernest Boyer's (1990) model, types of scholarship appropriate for the educator/scholar track include the scholarship of discovery, integration, application, and teaching and learning. Guidelines for

the dissemination and evaluation of scholarship are provided in later portions of this document.

B. Professional Preparation and Experience

1. Nursing faculty must be prepared in the areas for which they will assume teaching responsibilities. Additionally, each nurse faculty member employed after December 31, 1983, shall have two calendar years or the equivalent of full-time clinical experience as a registered nurse. Each nurse faculty member must hold a current unrestricted license to practice as a registered nurse in North Carolina and obtain and maintain professional practice liability insurance. Each nursing faculty member of a health related field must hold a current unrestricted license, as well as a current unrestricted license to practice in North Carolina if applicable to teaching duties. Each faculty with clinical site duties shall present evidence of Td and/or Tdap within the past 10 years, and a completed Hepatitis B immunizations series or immunity titer or declination, annual TB test, and current CPR certification. One academic year of full-time teaching experience in a nursing program is required before a faculty can be named Instructor of Record for a major clinical nursing course. Advanced Practice Registered Nurse faculty (e.g. Nurse Practitioner and Certified Registered Nurse Anesthetist faculty) who teach in a graduate track must have and maintain national certification in their area of specialty. By December 31, 2010 faculty who teach in the pre-licensure track must also have documented preparation in teaching and learning principles for adult education including curriculum development, implementation, and evaluation (see North Carolina Board of Nursing [NCBON] *Administrative Code* Section 21 NCAC 36.0318 Faculty). In addition, all SON faculty are expected to document ongoing preparation and/or development in the areas of teaching and learning principles.

2. Higher education teaching experience

- a. For appointment, reappointment, or promotion, the minimal departmental requirements are the same as those stated in the *WCU Faculty Handbook*.
- b. For tenure, the maximum number of years of continuous full-time probationary service shall be six years except as provided by the *WCU Faculty Handbook*.
- c. For candidates without doctoral degrees who are first time faculty appointment candidates, a minimum of three years clinical experience and at least one year of clinical teaching are required for appointment at the rank of assistant professor. Part time and/or adjunct teaching for at least one year may be considered in lieu of clinical teaching.

Educator/Practitioner Track - Criteria for Appointment and Reappointment

A. Requirements

1. Minimum of an earned Masters Degree in a specialty area of nursing practice or related health field;
2. Eligible for appointments/promotions as outlined in University policies; and

3. Meet criteria related to teaching, scholarship, and service and practice. Types of scholarship appropriate for the educator/practitioner track include the scholarship of integration, application, and teaching and learning. The scholarship of discovery may also be appropriate but is not required. Guidelines for the dissemination and evaluation of scholarship are provided in later portions of this document.

B. Professional Preparation and Experience

1. Same as requirements listed in Section I. B. 1.
2. Higher education teaching experience
 - a. For appointment, reappointment, or promotion, the minimal SON requirements are the same as those stated in the *WCU Faculty Handbook*.
 - b. For candidates without doctoral degrees who are first time faculty appointment candidates, a minimum of three years clinical experience and at least one year of clinical teaching are required for appointment at the rank of assistant professor. Part time and/or adjunct teaching for at least one year may be considered in lieu of clinical teaching.

Adjunct Faculty

Adjunct (part-time) faculty are defined as those who hold a minimum of a master's degree in nursing or related health field and are appointed for semester or one-year terms primarily as part-time clinical instructors. Adjunct faculty must meet the requirements and professional preparation and experience criteria as noted in Sections I.A and I.B.

II. Domains of Evaluation

A. Teaching (Faculty Handbook Section 4.04 & 4.05)

1. Teaching effectiveness is evaluated according to the following 7 dimensions:

Teaching is evaluated based on the *Seven Dimensions of Teaching*, **content expertise, instructional delivery skills, instructional design skills, course management skills, evaluation of students, faculty/student relationships, and the facilitation of student learning**. Performance should be cumulative and expanding for tenure and promotion. Teaching will normally constitute 50% of AFE/TPR. Evaluation of teaching will be based on the following key expectations and examples/behaviors provided under each dimension. Examples under each dimension in *italics* are minimal expectations of all faculty.

Key Expectations:

- Makes significant contributions to course offerings.
- Uses resources to improve teaching as suggested by peers and students.
- Continues to build on a reputation as a superior teacher.

The following are examples that meet the criteria for teaching behaviors, but should not be interpreted as all inclusive.

Content Expertise

Follows syllabus outline and assigned textbook

Incorporates recent findings
Contributes to content review
Assists with WCU nursing courses outside assignment
Delivers invited/guest lectures outside SON
Maintains own practice as appropriate
Obtains/maintains certification as appropriate

Instructional Delivery

Engages students in learning
Illustrates from own practice (protecting patient identity)
Applies didactic to clinical
Selects methods appropriate to content
Uses technology in the classroom effectively
Utilizes course management systems or learning management systems effectively for course delivery
Uses Faculty Center for Teaching Excellence (FCTE)/other resources to develop new strategies
Explores/develops new clinical sites
Participates in peer review and/or mentoring

Instructional Design

Participates in syllabus revisions
Proposes/develops new teaching resources/tools
Proposes/develops new courses for traditional and/or distance delivery

Course Management

Collaborates with teaching team
Makes effective use of teaching time
Handles classroom/online/clinical dynamics effectively
Becomes Instructor of Record (usually after first year)
Incorporates student feedback into revisions
Collaborates on textbook/media selection
Demonstrates best-practices in online courses

Evaluation of Students

Gives constructive feedback in a timely manner
Documents using approved evaluation tools
Writes/modifies effective test items

Faculty/Student Relations

Displays positive attitudes
Keeps office hours or appointments
Shows respect for students and for diversity
Participates in academic advising
Mentors student learning projects/research
Supervises independent study/practicum

Facilitation of Learning

Provides reliable resources

Maintains high academic standards

Adheres to scope of practice for self and students

Synthesizes curriculum/conceptual threads as a whole in the facilitation of classroom/online/clinical learning, course and program development

Develops, promotes, and/or assists with service learning opportunities

Submits learning resource grants

Implements learning resource grant

2. **Methods of evaluation and sources of evidence (See p. 5 of original)**
 - a) **Self-evaluation of teaching, addressing the 7 dimensions of effective teaching. (4.05A)**
 - b) **Peer review of teaching materials -- including syllabi, examinations, study guides, handouts, assignments, etc. Alternate evidence includes contents of faculty portfolio. (4.05B2b)** See Appendix B.1.
 - c) **Direct observation of instruction using the departmental protocol. (4.3.1.1)**
Refer to Appendix B.2 for peer review documents for traditional classroom teaching and Appendix B.3 for peer review of online courses.
 - d) **Student assessment of instruction, using a form of the university-wide SAI instrument (4.05A).** Required of all course sections from the prior year taught by untenured faculty and two course sections for tenured faculty.

3. **General comments –**

- a) **Evaluation of Teaching** – Evaluation of teaching will include data from three sources: student assessment of instruction, colleagues' reviews of teaching (classroom/online observation and/or reviews of teaching materials), and instructor's self-report and evaluation.
- b) **Professional Development** – Faculty will model professional development by meeting and maintaining the NCBON and Commission on Collegiate Nursing Education (CCNE) requirements for faculty, as well as the SON teaching criteria. Faculty who are not nurses will meet & maintain continued competency requirements for their discipline.

B. Scholarship and Creative Works (4.05C)

1. **WCU recognizes as legitimate forms of scholarly activity the 4 types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below.**
 - a) **Scholarship of discovery** – Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical, or literary works.
 - b) **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.
 - c) **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

d) Scholarship of teaching and learning – Systematic study of teaching and learning processes.

Faculty should demonstrate regular productivity in one or more types of scholarship noted above. Performance by full time faculty should be cumulative and expanding for tenure and promotion. Scholarship will normally constitute 10-40% of AFE/TPR. Evaluation of scholarship will be based on the following key expectations and behaviors provided under each type of scholarship (Braxton, Luckey, & Helland, 2002).

Key Expectations:

- Consistently promotes current evidence-based practice
- Displays professional behaviors in the categories of scholarly activities, unpublished scholarly activities or publications that meet needs relevant to the discipline
- Engages students in contributions to nursing knowledge

Definitions (Braxton, Luckey, & Helland, 2002):

- Scholarly activities – the use of disciplinary knowledge and skill
- Scholarship – the production of unpublished scholarly activities* and publications

*Unpublished scholarly activities meet the definition of scholarship if they appear in a publicly observable form; in other words, it must be public, subject to **external** critical review, and in a form allowing the use and exchange by other members of the discipline (Shulman & Hutchings, 1998). Unpublished scholarly activities can take the form of a paper, poster, an audio or videotape presentation, written report, or Web site (Braxton & Del Favero, 2002).

2. Methods of evaluation and sources of evidence—including acceptable processes for peer review –

The following are examples that meet the criteria for scholarly behaviors, but should not be interpreted as all inclusive. Faculty should document whether their scholarly activities are peer reviewed, invited, peer evaluated, or anonymous peer review or evaluation. Faculty should also note if publications were subject to an editorial board or other editorial review.

Scholarship of Discovery

Scholarly Activities

- Writes research grant and/or manages successful research grant
- Serves as external Principal Investigator (PI) or Co-PI for research study
- Engages in doctoral or post-doctoral research activity
- Engages in clinical research activity

Unpublished Scholarly Activities

- A paper or poster developed and presented by the author that adds to the body of nursing knowledge
- A paper or poster presented, reporting the findings of research to disseminate new knowledge
- A report on research findings to a granting agency or licensing board

Publications

A book chapter, book, or refereed journal article describing a new theory developed by the author

A book chapter, book, or refereed journal article reporting knowledge gained through research

Scholarship of Integration

Scholarly Activities

Serves as a peer-reviewer for a journal in the discipline or area of practice

Serves as a peer-reviewer for a book in the discipline or area of practice

Serves as a peer-reviewer for grant applications in the discipline

Collaborates with interdisciplinary colleague(s) to design and/or deliver a course

Unpublished Scholarly Activities

Provides talk on a current disciplinary topic to a local radio or television station, service organization, business organization, or nonacademic professional organization, high school, community college, or professional group(s)

A paper or poster presented on a current disciplinary topic

Publications

A review of literature or integrated review on a disciplinary topic

An article or book chapter on the application of a discipline or discipline-related theory, research method, or clinical practice issue

A critical book review published in a professional journal

A textbook in discipline published

An edited book in discipline published

Scholarship of Application

Scholarly Activities

Study conducted to solve a departmental problem or formulate departmental or institutional policy

Testifies or consults as expert witness

Provides off-campus consulting services related to discipline

Obtains/maintains national certification in area of the faculty's area of practice

Unpublished Scholarly Activities

Develops a new intervention or process for dealing with a problem related to nursing practice

Writes external grants and/or manages funded grants

Conducts a study for a local organization or government agency related to the discipline

Conducts a study to solve a community problem related to the discipline

Develops continuing education content and/or programs

Function as a clinical leader in the practice area by developing continuing education content and/or programs

Delivers/implements continuing education content and/or programs

Function as a clinical leader in the practice area by delivering/implementing

clinical continuing education content and/or programs
Documentation of continuing education activities in the practice area
Maintenance of mandatory clinical competencies, required by the host health care agency/association/licensing body, of equivalently licensed professionals
Function as a clinical leader in the practice area by participating with clinically focused health care agency committees and planning groups.
Function as a clinical leader in the practice area by participating with clinically focused professional organizations through serving on committees, planning groups and/or by holding officer level position(s).

Publications

An article or technical report that outlines a new research problem identified through application of nursing knowledge
An article that applies nursing knowledge or skills to a clinical practice problem

Scholarship of Teaching and Learning

Scholarly Activities

Chairs student research projects or theses
Serves as member of student research projects or theses
Develops a new course with related syllabus and teaching materials
Develops new media to deliver course or course material
Introduces the result(s) of scholarship (discovery) into teaching content or methods to a course

Unpublished Scholarly Activities

Formal presentation of a new teaching/learning technique to peers
Development of a significant collection of resource materials for a course
Experimentation with new teaching or testing methods – altering until it is successful
Creation of a strategy or approach to help students and/or faculty think critically or conceptually

Publications

Publication on the use of a new teaching strategy or approach, or testing method to help students think critically or conceptually
Publication on a new teaching or testing method and the alterations that made it successful

3. General comments –

- a) **Grant proposals and awards** – All faculty are expected to provide information at the time of the AFE regarding grants and awards regarding initial writing, submission, funding (amount, agency) and implementation (timeline for completion).
- b) **Professional development** - All faculty are expected to participate in professional development in the area of Scholarship in keeping with the criteria outlined above and consistent with their interest(s), background and experience.

C. Service (4.04C3 & 4.05D)

- 1. **Types of service-** Evaluation is based on service to the school, college, university, profession, and community. Performance of service should be cumulative and expanding for tenure and promotion. The AFE/CRD should reflect yearly growth in service within

a 10 to 40% range. Evaluation of service will be based on the following key expectations and examples/behaviors provided under each type of service. All full-time faculty will be evaluated in all areas of service. Examples in *italics* are minimal expectations of service/citizenship for all faculty.

- a) **Institutional service** – All full-time faculty are expected to participate in service activities at the university, college and/or school level.
- b) **Community engagement** – The SON values faculty activities in community-based service; all full-time faculty are expected to participate in such activity.
- c) **Special expertise, unusual time commitments, or exceptional leadership** – Expertise in the discipline and leadership is an expectation of faculty, including the area of service.
- d) **Advising** – Advising is an integral component of the higher education system; this includes faculty-student interaction and is an opportunity for professional development (this activity is expected of all full-time faculty members, see II.A.1. above). Each faculty member should submit a description detailing the number of advisees, the type of advising and the outcome of the advising session.

2. **Methods of evaluation and sources of evidence** –

The following are examples that meet the criteria for service behaviors, but should not be interpreted as all inclusive.

Minimum Expectations – Citizen of School, Profession, & Community

Member of teaching team

Member of one school committee

Engages in recruitment activities (formal and informal)

Attends one commencement a year

Attends school/college/university events

Member of professional association(s)

Engages in continuing competence as defined by NCBON or other professional/licensing agency/organization

Represents WCU to external group(s)

Models role of health care educator

School Service

Faculty liaison with clinical agency

Helps mentor faculty

Participates in projects/accreditation

Chairs committee as needed

Participates in searches for new faculty and/or staff

Creates and conducts other recruitment activity

Creates/revises recruitment tools

Mentors student organizations

Directs teaching team

Participates in extra committees (ad hoc), task force, etc.

Faculty course load exceeds normal annual course load

College Service

Serves on college committee

Chairs college committee as needed

Collaborates with other disciplines

Receives honors/awards for service

University Service

Serves as Faculty Senator
Serves on university committee as qualified
Chairs university committee as needed
Receives honors/awards for service

Professional Service

Active in professional associations(s)
Leadership in professional association(s)
-Holds office at local, state, regional, or national level
-Serves on committee at local, state, regional, or national level
-Chairs committee at local, state, regional, or national level
Engagement at state, regional, or national levels (ad hoc committees, task forces, etc.)
Receives honors/awards for service

Community Service

Active as health professional in community
Engages in health-promotion activities or service through community agencies
Participates in health agency activities
Provides consultation on health issues to community or professional organizations
Provides leadership in community organizations
Seeks/applies community learning grants
Receives honors/awards for contributions

3. General comments –

a) Key Questions:

- 1) Has this person made significant contributions to the school, college, university, profession, and/or community that have grown in scope?
- 2) Has this person successfully assumed leadership roles in an expanding arena?

b) Professional development – All full-time faculty are expected to participate in professional development in the area of Service in keeping with the criteria outlined above and consistent with their interest(s), background and experience.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (4.05)

1. Overview – Supplemental to the annual reappointment, promotion, and tenure process, the Director shall complete an annual faculty evaluation (AFE) of all full- and part-time nursing faculty members each spring semester. See Appendix B for a description of the process and forms used to provide evaluative data and procedures required of both faculty and the SON Director.

2. Composition of review committee – The annual faculty review will be conducted by the Director of the SON. See Appendix B for a description of the process and forms used to provide evaluative data and procedures required of both faculty and the SON Director.

3. Procedures and preparation of documentation:

a. All full-time faculty members must prepare an AFE document that includes:

1) Teaching:

- a) A self-evaluation addressing the seven teaching dimensions of teaching (as outlined in Section II.A.1. above), a statement of teaching philosophy, a description of goals, methods, and strategies used; and selected teaching materials for courses taught during the period of review.** Each Spring during the AFE process, each faculty member will prepare a brief written report evaluating their performance in each of the seven dimensions for that academic year. The examples/behaviors noted in **Teaching Criteria** section of this document should be used as a guide.
- b) Copies of peer evaluations of teaching materials.** Colleagues' reviews of selected teaching materials will be performed annually by SON faculty and/or teaching teams. Items reviewed may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. This review of teaching materials is required of all full-time faculty. This evaluative data to be included in the faculty AFE file. See documentation in Appendix B
- c) Direct observation of classroom teaching (if required).** All full-time faculty must be evaluated once each year by direct observation of classroom teaching or evaluation of online teaching. Observation of classroom teaching should be conducted by a peer selected by the faculty member. The peer should be familiar with the content or specialty being taught and use the SON's Instrument for Evaluating Teaching Effectiveness. The SON will accept evaluation of teaching in the online environment by a peer assessment using the Online Course Assessment Tool (OCAT) (tool available from the FCTE and the SON Faculty Handbook). This evaluative data to be included in the faculty AFE file. See documentation in Appendix B.
- d) Student Assessment of Instruction (SAI).** Instructor evaluations are required of all course sections taught by all (including part-time) faculty. All SON faculty are required to report SAIs for two courses taught during each academic year. Tenured faculty who undergone post-tenure review (PTR) and received a negative outcome may be required to report SAIs more frequently. This evaluative data is to be included in the faculty AFE file. See documentation in Appendix B.

2) Scholarship and Creative Activity – provides documentation or evidence demonstrating that expectations outlined in Section II.B and Section IV.A.2 have been achieved at the “meets expectation” level. This includes one scholarly behavior/activity from the Scholarship of Teaching and Learning and, in addition, one behavior/activity for scholarly behavior from another area of Scholarship from the criteria listed in Section II.B.

3) Service - provides documentation or evidence demonstrating that expectations outlined in Section II.C and Section IV.A.3 have been achieved at the “meets expectations” level. This includes meeting all italicized (minimal) criteria in Section II.C criteria.

- b. Specific guidelines for preparation of the AFE document** – see Appendix B.

- c. **Evaluation of part-time instructors (4.05 F)** – Supplemental to the annual reappointment, promotion, and tenure process, the Director shall complete an evaluation of all part-time nursing faculty members each spring semester. Part-time nursing faculty will be evaluated for their effectiveness as teachers based on italicized AFE criteria in Section II. A (Teaching), student evaluations, course syllabi and objectives. See Appendix B.
- d. **Evaluation of non-tenure track (fixed term) instructors (4.05 F)** – Supplemental to the annual reappointment, promotion, and tenure process, the Director shall complete an evaluation of all non-tenure track (fixed term) nursing faculty members each spring semester. Non-tenure track (fixed term) faculty will be evaluated for their effectiveness as teachers based on italicized AFE criteria in Section II. A (Teaching), student evaluations, course syllabi and objectives. In conjunction with the Director, in addition to the teaching domain, each faculty member will decide the additional focus for the following academic year from Service or Scholarship. See Appendix B.

B. Reappointment, Tenure, and Promotion (4.06 & 4.07)

- 1. **Overview** – For reappointment, faculty must meet expectations as outlined in Section IV.B related to the criteria for Teaching (IV.B.1), Scholarship (IV.B.2) and Service (IV.B.3). In order to be recommended for tenure the tenure-track faculty member must provide evidence of consistently exceeding expectations in all three mission areas (see AFE SON criteria Sections II.A and II.C and the *WCU Faculty Handbook*) for all probationary years prior to seeking tenure. See also IV.C below for the criteria for Teaching (IV.C.1), Scholarship (IV.C.2) and Service (IV.C.3).
- 2. **Composition of review committee (4.07D.1)** – The SON Collegial Review Committee (CRC) will be composed of the Director (non-voting) and all tenured faculty in the SON. If the resultant committee is composed of less than three tenured faculty (exclusive of the director), the Provost, in consultation with the director and the dean, will select tenured faculty from similar departments to constitute a committee of at least three tenured faculty.
- 3. **Procedures and preparation of documentation** – **The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The list is finalized by the Office of the Provost in conjunction with the Dean’s office. Detailed instructions for preparing the dossier are issued annually from the Office of the Provost including the TPR schedule for when documents are due and decisions are made at the various review levels.** Each year, faculty eligible for reappointment, tenure, and/or promotion must provide evidence in a dossier. The dossier should reflect their record of teaching, scholarship, and service activities that meet departmental criteria outlined in this document. The specific contents and format of the dossier are outlined by the Provost annually. Specific roles, responsibilities, and procedures for reappointment, tenure, and promotion are described in Section 4.0 of the *WCU Faculty Handbook*.

C. Post-Tenure Review (4.08)

- 1. **Overview** – The faculty member’s performance for post-tenure review will be

judged satisfactory if he or she has met expectations in all categories in the School's AFE in each of the previous four years.

2. **Composition of Review committee** – When tenured faculty become eligible for consideration, the School CRC will also serve as the Post-Tenure Review (PTR) Committee. See Appendix C, items #1-3.
3. **Procedures and preparation of documentation** – See Appendix C.

Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV. The criteria for meeting expectations in the School of Nursing (SON) –

A. Annual Faculty Evaluation (AFE) (4.05)

1. Teaching –

-Exceeds Expectations (provides documentation or evidence demonstrating that faculty has met all *italicized* (minimal) criteria and in addition, meets five additional criteria)

-Meets Expectations (provides documentation or evidence demonstrating that faculty has met all *italicized* (minimal) criteria)

*-Does Not Meet Expectations – Unsatisfactory** (does not provide documentation or evidence demonstrating that the criteria for 'Meets Expectations' above is met)

If a faculty member does not meet expectations the rating will be “unsatisfactory” and the specific area(s) will be noted with specific actions outlined to address the area(s).

2. Scholarship –

-Exceeds Expectations (provides documentation or evidence demonstrating that the criteria for 'Meets Expectations' below are met; in addition, must provide documentation or evidence demonstrating two or more additional activities in scholarly behavior)

-Meets Expectations (provides documentation or evidence demonstrating one activity for scholarly behavior from the Scholarship of Teaching and Learning; in addition, must provide documentation or evidence demonstrating one activity for scholarly behavior from another area of Scholarship)

*-Does Not Meet Expectations – Unsatisfactory** (does not provide documentation or evidence demonstrating that the criteria for 'Meets Expectations' above is met)

If a faculty member does not meet expectations the rating will be “unsatisfactory” and the specific area(s) will be noted with specific actions outlined to address the area(s).

3. Service –

-Exceeds Expectations (provides documentation or evidence demonstrating that the criteria for 'Meets Expectations' below are met; in addition, must provide documentation or evidence demonstrating two or more additional activities in service behavior)

-Meets Expectations (provides documentation or evidence demonstrating that faculty has met all *italicized* (minimal) criteria)

*-Does Not Meet Expectations – Unsatisfactory** (does not provide documentation or evidence demonstrating that the criteria for ‘Meets Expectations’ above is met)

If a faculty member does not meet expectations the rating will be “unsatisfactory” and the specific area(s) will be noted with specific actions outlined to address the area(s).

4. General comments – see also Appendix B.

B. Reappointment (4.06) – In order to be recommended for reappointment the tenure-track faculty must achieve the following in the three mission areas each year:

- 1. Teaching** - Exceeds expectations (provides documentation or evidence demonstrating that faculty has met all *italicized* (minimal) criteria and in addition meets five additional criteria per year)
- 2. Scholarship** – Exceeds expectations (provides documentation or evidence demonstrating that the criteria for ‘Meets Expectations’ are met; in addition, must provide documentation or evidence demonstrating two or more additional activities in scholarly behavior)
- 3. Service** - Exceeds expectations (provides documentation or evidence demonstrating that the criteria for ‘Meets Expectations’ are met; in addition, must provide documentation or evidence demonstrating two or more additional activities in service behavior)
- 4. General comments** – Each year, faculty eligible for reappointment, tenure, and/or promotion must provide evidence in a dossier. The dossier should reflect their record of teaching, scholarship, and service activities that meet departmental criteria outlined in this document. The specific contents and format of the dossier are outlined by the Provost annually. Specific roles, responsibilities, and procedures for reappointment, tenure, and promotion are described in Section 4.0 of the *WCU Faculty Handbook*.

C. Tenure (4.07) - All faculty must meet expectations as outlined in the above criteria for Teaching, Scholarship and Service (Section Two). In order to be recommended for tenure the tenure-track faculty member must provide evidence of consistently exceeding expectations in all three mission areas (see above AFE SON criteria and the *WCU Faculty Handbook*) for all probationary years prior to seeking tenure.

- 1. Teaching** - Exceeds expectations as outlined above and provides documentation/evidence of meeting at least one additional criterion from four of the seven dimensions of the Teaching Model categories (instructional delivery, instructional design, course management, evaluation of students, faculty/student relationships, and facilitation of learning).
- 2. Scholarship** - Exceeds expectations as outlined above and provides documentation/evidence of meeting at least one additional criterion from two of the four categories (discovery, integration, application, and teaching).

3. **Service** – Exceeds expectations as outlined above and provides documentation/evidence of meeting at least one additional criteria from four of the five Service/Engagement Model categories (school, college, university, professional, and community service).
4. **General comments** – As per college by-laws and the *WCU Faculty Handbook*, all tenure-track faculty are expected to be aware of how and when collegial review at the college level is conducted.

D. Promotion to Associate Professor (4.07) In order to be recommended for promotion to associate professor the faculty member must hold a doctorate in nursing or related field, complete at least five years of teaching experience at the college level at the rank of assistant professor and achieve the following in the three mission areas for the prior three academic years:

1. **Teaching** – Exceeds expectations as outlined in Section IV.A.1 and provides documentation/evidence of meeting at least one additional criterion from four of the seven dimensions of teaching categories (instructional delivery, instructional design, course management, evaluation of students, faculty/student relationships, and facilitation of learning).
2. **Scholarship** – Exceeds expectations as outlined in Section IV.A.2 and provides documentation/evidence of meeting at least one additional criterion from two of the four Scholarship Model categories (discovery, integration, application, and teaching).
3. **Service** – Exceeds expectations as outlined in Section IV.A.3 and provides documentation/evidence of meeting at least one additional criterion from four of the five Service/Engagement Model categories (school, college, university, professional, and community service).
4. **General comments** – Each year, faculty eligible for reappointment, tenure, and/or promotion must provide evidence in a dossier. The dossier should reflect their record of teaching, scholarship, and service activities that meet departmental criteria outlined in this document. The specific contents and format of the dossier are outlined by the Provost annually. Specific roles, responsibilities, and procedures for reappointment, tenure, and promotion are described in Section 4.0 of the *WCU Faculty Handbook*.

E. Promotion to Full Professor (4.07) In order to be recommended for promotion to full professor the faculty member must hold a doctorate in nursing or related field, complete at least ten years of teaching at the college level including five years at the rank of associate professor, and achieve the following in the three mission areas for the prior five academic years:

1. **Teaching** - Exceeds expectations as outlined in Section IV.A.1 and provides documentation/evidence of meeting at least two additional criteria from four of the seven dimensions of the teaching categories (instructional delivery, instructional design, course management, evaluation of students, faculty/student relationships, and facilitation of learning).
2. **Scholarship** - Exceeds expectations as outlined in Section IV.A.2 and provides documentation/evidence of meeting at least three additional criteria from two of the four Boyer Scholarship Model categories (discovery, integration, application, and teaching).

3. Service – Exceeds expectations as outlined in Section IV.A.3 and provides documentation/evidence of meeting at least two additional criteria from four of the five Service/Engagement Model categories (school, college, university, professional, and community service).

4. General comments – Each year, faculty eligible for reappointment, tenure, and/or promotion must provide evidence in a dossier. The dossier should reflect their record of teaching, scholarship, and service activities that meet departmental criteria outlined in this document. The specific contents and format of the dossier are outlined by the Provost annually. Specific roles, responsibilities, and procedures for reappointment, tenure, and promotion are described in Section 4.0 of the *WCU Faculty Handbook*.

F. Post-Tenure Review (4.08)

1. Teaching - In order to be deemed satisfactory for Post Tenure Review the faculty member must meet expectations in as outlined in Section IV.A.1 and Section IV.A in the School's AFE in each of the previous four years.

2. Scholarship – In order to be deemed satisfactory for Post Tenure Review the faculty member must meet expectations in as outlined in Section IV.2 and Section IV.B in the School's AFE in each of the previous four years.

3. Service – In order to be deemed satisfactory for Post Tenure Review the faculty member must meet expectations in as outlined in Section IV.A.3 and Section IV.C in the School's AFE in each of the previous four years.

4. General comments – The faculty member's performance for post-tenure review will be judged satisfactory if he or she has demonstrated satisfactory performance in all categories in the School's AFE in each of the previous four years.

The faculty member's performance for post-tenure review will be judged unsatisfactory if either of the following two results are recorded in any of the four AFE's submitted to the CRC for review:

- a) The candidate received a rating of unsatisfactory (did not meet expectations) in any category on one or more of the four AFE's submitted for review, AND
- b) The candidate did not demonstrate, in the year following any unsatisfactory rating, sufficient improvement to receive a satisfactory rating in the same category or categories previously rated unsatisfactory, OR
- c) The candidate receives a rating of unsatisfactory (did not meet expectations) in any category on the AFE immediately preceding the year of post-tenure review.

Outcomes and due process for an unsatisfactory review:

1. If the CRC judges a faculty member's performance to be unsatisfactory, the committee will provide suggestions for improvement in the area(s) judged to be unsatisfactory.
2. Within one month following the review, the faculty member and School head will develop a three-year plan for improvement, subject to approval by the dean. The plan will clearly outline the criteria for acceptable performance and the consequences for

- not achieving satisfactory performance by the end of the three-year period. These consequences may affect pay increases, professional rank, and/or employment status.
3. Due process and the right of appeal shall be guaranteed as defined in the “Tenure Policies and Regulations of Western Carolina University,” located in the *Western Carolina University Handbook*.

CRD Appendices

Appendix A

Criteria for Appointment, Reappointment, and Promotion for Educator/Practitioner Track

1. Faculty Appointment for Educator/Practitioner - Practitioner/educator faculty may hold the following academic titles: Assistant Professor, Associate Professor, or Full Professor.
2. Initial appointment to the Practitioner/Educator track will, in most cases, be at the Assistant Professor rank.
3. Assistant Professor is the first professorial rank. Individuals achieving this rank should have demonstrated advanced clinical skills, documented teaching competency, and clear evidence of beginning clinical scholarship. Requirements are outlined in Section I of this document.
4. Non-tenure track faculty are eligible for promotion to a higher rank according to University and Department guidelines.
5. Academic title is determined by the established criteria for that rank as delineated in the *WCU Faculty Handbook* and the School of Nursing Position Statement in the *Nursing Faculty Handbook*.
6. Criteria for each rank are described under broad categories and are intended to serve as guidelines. To be initially appointed or promoted to a rank higher than Assistant Professor, the criteria for the preceding rank should be met as well as criteria for the rank being sought.
7. Faculty currently employed on tenure track lines that hold a master's degree as their highest degree may continue on their tenure track; any new faculty who do not have a doctorate or satisfactory progress towards a doctorate will be appointed only to the non-tenure track or as adjunct faculty (effective fall 2008).
8. Faculty employed in a non-tenure track position may, upon completion or satisfactory progress towards completion of a doctorate and/or availability of a tenure track position, apply for vacant tenure track positions for which they may be qualified.
9. Faculty in tenure track positions who do not earn tenure may not be reappointed to a non-tenure track position.
10. The mix of tenure track and non-tenure track faculty will be determined by the Director of the School of Nursing and the Dean of the College of Health and Human Sciences.
11. Full-time faculty appointed to the non-tenure track are considered fully affiliated faculty.
12. Criteria for Evaluation, Appointment, and/or Promotion – see Sections I-IV of this document.
13. Faculty with exceeds expectations on their AFEs and at least two years of service at WCU upon application (letter of request) may be offered reappointment with two year contracts at the discretion of the Director, following positive peer-review and the AFE. Faculty with exceeds expectations on their AFEs and at least four years of service at WCU upon application (letter of request) may be offered reappointment with contracts up to three years at the discretion of the

Director, following positive peer-review and the AFE. Renewal of two to three year contracts may be offered at the discretion of the Director, following positive peer-review and AFE. Contracts must be approved by the Dean and Provost.

Appendix B

Process for Annual Faculty Evaluation (AFE)

1. Supplemental to the annual reappointment, promotion, and tenure process, the Director, with assistance of the program Associate Director, shall complete an evaluation of all full- and part-time nursing faculty members each spring semester.
2. Each full-time nursing faculty member in the school will be evaluated on criteria noted in Section II of this document.
3. Part-time nursing faculty will be evaluated for their effectiveness as teachers based on selected AFE criteria in Section II, student evaluations forms, course syllabi and objectives.
4. Annually all full-time faculty, during the academic year, a colleagues' review of selected teaching materials will be performed by curriculum-level and/or teaching teams. Items reviewed may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. The results of these reviews should be submitted by the faculty member to the Director with their AFE file on or before a date determined by the Director each year. See Appendix B.1 for an SON document to be used for data collection for this purpose.
5. All full-time faculty must be evaluated once each year by direct peer observation of classroom teaching or evaluation of online teaching. Observation of classroom teaching should be conducted by a peer selected by the faculty member. The peer should be familiar with the content or specialty being taught and use the SON's Instrument for Evaluating Teaching Effectiveness. The SON will accept evaluation of teaching in the online environment by a peer assessment using the WCU Online Course Assessment Tool (OCAT) available from the WCU Faculty Center and the *Nursing Faculty Handbook*. A copy of the evaluative data document(s) should be submitted by the faculty member to the Director with their AFE file on or before a date determined by the Director each year. See Appendices B. 2 and B. 3 for documents to be used for Direct Observation of Classroom Teaching and the WCU OCAT.
6. Student Assessment of Instructor (SAI) will be performed according to university guidelines for all courses taught each semester. The faculty member will receive copies of this assessment from the university. Copies of this WCU evaluative data is to be included in the faculty member's AFE file that is given to the Director on or before a date determined by the Director each year.
7. On or before a date determined by the Director each year, all full-time tenure-track faculty members will submit to the Director a file documenting their performance related to teaching, scholarship, and service, and an updated CV. Evidence related to teaching will include data from three sources: student assessment of instruction, peer evaluation, and instructor's self-report and evaluation (see Section II of this document).

Supplemental to the annual reappointment, promotion, and tenure process, the Director shall complete an evaluation of all non-tenure track (fixed term) nursing faculty members each spring semester. All fixed-term faculty members will submit to the Director a file documenting their performance and an updated CV. Non-tenure track (fixed term) faculty will be evaluated for their effectiveness as teachers based on italicized AFE criteria in Section II. A (Teaching), student

evaluations, course syllabi, and objectives. In conjunction with the Director, in addition to the teaching domain, each faculty member will decide the additional focus for the following academic year from Service or Scholarship. See Appendix B.

8. The Director will prepare a written summary of evaluation using data supplied by the faculty member, the FAC, and the criteria noted in Section II of this document.
9. At the conclusion of the evaluation process each year, the Director will consult with each member of the faculty to review the results of his/her evaluation and discuss ways to improve performance. The written summary of evaluation will be shared with the faculty member. As a minimal requirement, the faculty member should sign the summary to indicate receipt, but will be provided the added opportunity of replying to indicate written acceptance of findings or of providing a written rebuttal to be attached to the Director's summary.
10. A copy of AFE summary results prepared by the Director will be submitted to the Dean, College of Health and Human Sciences, following the completion of the spring semester.

CRD developed 09-12-08;

Revised 11-05-09

Appendix B.1

Colleagues' Reviews of Teaching Materials

Colleagues' reviews of selected teaching materials will be performed annually by SON faculty and/or teaching teams. Items reviewed may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. This review of teaching materials is required of all full-time faculty. This evaluative data to be included in the faculty AFE file. After the review is conducted, a conference between the faculty member and the reviewer will take place and results documented on this form.

Faculty Name: _____

Course Number and Name: _____

Term: _____ Academic Year: _____

Reviewer: _____

Review Date: _____

Directions: Rate the teaching materials on each item. Place a check in the blank space after each statement that most nearly expresses your view.

Agree

Disagree

1. Teaching materials support the course/class objectives contained in the syllabus and/or Learner Packet.
2. Teaching materials are current and relevant to the topic.
3. Teaching materials are organized and reflect curriculum-level complexity.
4. Teaching materials reflect the environment in which content is delivered (e.g. classroom, lab, online, clinical/performance, hybrid, seminar/workshop).

—	—
—	—
—	—
—	—

**AFE/Promotion and Tenure
Documentation and Peer Review of Professional Service and Outreach
The College of Health and Human Sciences
School of Nursing**

PURPOSE

To facilitate the emergence of an outreach agenda as an institutional priority at Western Carolina University that recognizes outreach as having importance and scholarly challenge comparable to other mission dimensions, the School of Nursing faculty are encouraged to document outreach efforts using the portfolio. The portfolio should highlight exemplary outreach activities that demonstrate acquisition development and maintenance of the faculty member's expertise- consistent with one's position at the university, the unit mission, and the needs and desires of external constituents – and the application and advancement of that expertise with appropriate stakeholders.

PORTFOLIO CONTENTS

The portfolio should include most of the following elements:

- Objectives and Participants: a basic description of the activity including the purpose, intended goals, participants and stakeholders.
- Content: the setting, available resources, constraints on resources and time, political considerations, the individual's expense, and the relation of the project to one's own scholarly program
- Scholarly Foundation and Methodology: the choice of goals and methods, and the literature base and working hypothesis directing those choices
- Critical Reflection: the evolution of the activity including ongoing monitoring, reflection, adaptations, and adjustments; clarifying the individual contributions of the scholar
- Outcomes, Impacts and Products: impacts on various stakeholders including what the faculty member has learned
- Dissemination Plan: plan for distributing results of project to the community, university and profession

Portfolio Assessment

Portfolios should be assessed by faculty peers using the following criteria (evaluation form attached:

- Depth of the expertise and preparation
- Appropriateness of chosen goals and methods
- Effectiveness of communication
- Quality of reflection
- Impact of the project
- Originality and innovation

Adopted in part from Michigan State University Points of Distinction

Appendix B.2

Observation of Classroom Teaching – Guide for the Evaluation Tool

Content & Methodology Process

1. The classroom presentation/content was consistent with the Learner Packet
 - Introduce prepared material for the experience.
 - Present material for learning experience consistent with designated content.
 - Provide for continuity from previous learning
2. The faculty person appeared prepared for the class.
 - Distribute materials to students in advance unless contained within syllabus (If appropriate, share supplemental materials with observer prior to presentation. Observer evaluates materials for usefulness in expanding class content and providing information not available in assigned readings)
 - Initiate and dismiss learning experiences on time; provide adequate break time
 - Use a variety of creative approaches and strategies when teaching, including appropriate AV materials.
3. Important concepts were clearly presented.
 - Present materials in an organized sequence.
 - Present relevant concepts, content, theories, and research logically for discussion.
 - Clarify each concept/theory as needed.
 - Speak clearly, at an appropriate rate and volume.
 - Eliminate distractions in the environment.
 - Display confidence in own teaching abilities.
 - Use appropriate illustrations and explanations to amplify theoretical concepts.
 - Demonstrate relationship(s) between theory and nursing practice.
4. Faculty person summarized and/or emphasized major points in lecture or discussion.
 - Emphasize major points during lecture.
 - Summarize overall content at the end of presentation.

Learning Environment

1. Clear expectations were given when students did not understand material presented.
 - Facilitate discussion and feedback
 - Incorporate feedback to assess students' understanding of presentation
2. Challenging questions or problems were raised for discussion.
 - Pose questions requiring more than a “yes” or “no” answer.
3. Students' participation was solicited
 - Respect the individuality of students and confidentiality of their relationships.
 - Invite students to share knowledge and experiences.
 - Give positive reinforcement or feedback to students.
 - Provide assistance when students have difficulty in understanding content or responding to questions.
4. An environment conducive to learning was created.
 - Encourage discussion and diverse viewpoints.
5. Students asked questions freely.
 - Direct discussion to stimulate student participation
 - Provide opportunity for students to ask questions.

Observation of Classroom Teaching – Evaluation Tool

Name: _____ Course: _____

Term: _____ Academic Year: _____

Observer: _____ Date: _____

Directions: Rate the faculty person on each item. Place a check in the blank space after each statement, the letter that most nearly expresses your view.

	Agree	Do Not Agree	Observed	Not
1. There is agreement between the objectives contained within the Learner Packet and the information presented in class.	—	—	—	—
2. The classroom presentation was consistent with the Learner Packet.	—	—	—	—
3. The faculty person appeared prepared for class.	—	—	—	—
4. Important concepts were clearly presented.	—	—	—	—
5. Clear explanations were given when students did not understand material presented.	—	—	—	—
6. The faculty person raised challenging questions or problems for discussion.	—	—	—	—
7. The faculty person solicited students' participation.	—	—	—	—
8. The faculty person creates an environment conducive to learning.	—	—	—	—
9. Students asked questions freely.	—	—	—	—
10. The faculty summarized and/or emphasized major points during lecture or discussion.	—	—	—	—

Date of conference related to observation: _____

Comments by Faculty person (observed) and signature:

Comments by Observer and signature:

Appendix B.3

WCU COULTER FACULTY CENTER eLEARNING FACULTY FELLOWS ONLINE COURSE ASSESSMENT TOOL (OCAT)

Purpose:

The eLearning Faculty Fellows and staff of the Coulter Faculty Center (EL-FF CFC) have developed this tool and confidential peer assessment process to provide faculty with constructive peer feedback on the design and instruction of online courses. Expected benefits are:

- Constructive feedback regarding teaching effectiveness
- Instructional improvement
- Faculty development
- Opportunities for peer support

Overview of tool:

- Process Data page
- There are seven sections
 - The first 5 sections relate to assessment of course design and teaching
 - The last 2 sections relate to summary narratives and instructor responses
- The first 5 sections relating to course & instructor assessment are:
 1. Course Overview & Organization
 2. Learner Objectives & Competencies
 3. Resources & Materials
 4. Learner Interaction
 5. Learner Assessment
- The last 2 sections consist of:
 6. Peer Assessor Commentary
 7. Instructor Response

Steps for using this tool to perform observation of online teaching by peer review:

1. Peer assessor meets with the course instructor before beginning the assessment(s)
2. Peer assessor completes sections 1 – 6
3. Peer assessor meets with instructor; section 7 is completed by instructor and any modifications of entries are finalized by assessor
4. The final completed document will be sent to the faculty member

Authors (2006):

WCU CFC Faculty Fellows: Claire DeCristofaro, John LeBaron, Dixie McGinty, Mary Teslow
WCU CFC & EO Staff: Robert Crow, Bronwen Sheffield, Kevin Sisson

WCU OCAT PROCESS DATA

PROCESS DATA TO BE INCLUDED:

1.	Instructor being assessed (Name, Rank, Department)	
2.	Course being assessed (Course Code, Section, Term)	
3.	Peer Assessor (Name, Rank, Department)	
4.	Format of online course (e.g. WebCT-CE, WebCat-Vista, Other)	
5.	Number of students enrolled at time of assessment (if any)	
6.	Is course currently active, completed, or in development	
7.	Date of assessment completed	

Pre-assessment questions, peer assessor to instructor:

1. What is the delivery method of this course: F2F, totally online, hybrid?
2. How many students are enrolled (if active) or is course completed/in development?
3. Is this an elective or core course?
4. Are any external tools used (e.g. Ultimate Survey, Elluminate, other online resource tools)? And, if so, are they linked from within the course?
5. Is this course part of a course of study (program)? If so, where in the course of study is it placed? And, if so, is the same student cohort "traveling" with this professor?
6. Is this course part of a fully online program? If so, have the students already had experience of online courses within the online program?
7. Was there a separate orientation to the online course environment and course organization/navigation? Was this held online or F2F? Was an orientation done for other related student needs (e.g. library, IT services, Writing Center)?
8. Do you use e-mail as a substantial method of contacting or engaging your students throughout the online course?

PERFORMANCE LEVELS:

Evident:	Element apparent on review	
Not evident:	Element not apparent on review	Assessor will address in post-interview and record in section commentary
Not Applicable:	Not relevant to the course	Assessor will address in post-interview and record in section commentary

<u>1. COURSE OVERVIEW & ORGANIZATION</u>		Evident	Not Evident	N/A
<u>A. Elements of course design</u>				
1.	Navigational instructions make the organization of the course easy to understand and are transparent at the beginning of course			
2.	Course introduction that includes guidance on the structure of the course is provided			
3.	Course design demonstrates user-friendly presentation style			
4.	Minimum student technology competencies/skills for the course are stated, if applicable			
5.	Course-specific technology requirements are stated, if applicable			
6.	Course instructions articulate or link to a clear description of the technical support offered			
7.	Description and method of accessing the institution's academic resources (e.g. library, Writing Center) is provided			
8.	Description and method of accessing the institution's student support services and resources (e.g. student portal) is provided			
9.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			
<u>B. Elements of teaching</u>		Evident	Not Evident	N/A
The instructor:				
1.	provides an introduction and includes credentials related to this course			
2.	provides the opportunity for student introduction			
3.	provides opportunity to practice and master the technologies needed for the course			
4.	assures that learners are ready to undertake assigned tasks			
5.	suggests amount of time expected to accomplish learning activities			
6.	states the broader scholarly/practical context for learning objectives/goals			
7.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

2. <u>LEARNER OBJECTIVES & COMPETENCIES</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
Learning objectives/goals:				
1.	are stated for each unit/module			
2.	are clear and easy to understand			
3.	describe outcomes that are assessable			
4.	address content mastery			
5.	address critical thinking skills			
6.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

B. <u>Elements of teaching</u>		Evident	Not Evident	N/A
The instructor:				
1.	provides information to students on how to meet the learning objectives/goals			
2.	explains how to meet the learning objectives/goals in a manner that is clear and easy to understand			
3.	fosters integration with prior learning			
4.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

3. <u>RESOURCES & MATERIALS</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
Resources/materials:				
1.	address learning objectives/goals (e.g. course reference materials, glossaries, library resources, relevant web resources, discipline-specific resources)			
2.	are appropriately authenticated and cited			
3.	are current and/or timely			
4.	are prepared by qualified sources			
5.	are presented in a format appropriate to the online environment			
6.	are easily accessible to the student			
7.	state the purpose related to the course (e.g. core material, supplemental, historical, required/optional)			
8.	have active links to non-institutional (external) electronic resources			
9.	include the use of electronic library scholarly resources			
10.	address diverse learning styles (e.g. multimedia, text chats, voice chats, animation, performance activities, simulations)			
11.	address diverse learner readiness levels (e.g. remedial and/or enrichment materials)			
12.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

B. <u>Elements of teaching</u>		Evident	Not Evident	N/A
The instructor:				
1.	demonstrates knowledge of discipline			
2.	incorporates strategies that promote the progressive learner construction of knowledge (e.g. use of unit/modules that are thematically connected and have a logical progression)			
3.	provides opportunities for students to contribute to course resources			
4.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

4. <u>LEARNER INTERACTION</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
1.	The course design prompts the instructor to be present, active, and engaged with the students (e.g. provide tools necessary)			
2.	Netiquette instructions/recommendations provided regarding emails & discussion postings			
3.	Guidelines for collaboration are defined			
4.	Guidelines for communication/accountability are defined			
5.	Guidelines for privacy are defined (e.g. instructors/students will not repurpose/redistribute student work or communications without permission)			
6.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

B. <u>Elements of teaching</u>		Evident	Not Evident	N/A
The instructor:				
1.	is aware of student progress (e.g. assigned tasks) and any barriers to progression			
2.	fosters interaction among constituencies inside and outside the course as appropriate (e.g. student-student, student-instructor, and with external persons or agencies)			
3.	embeds learning activities (student-content interaction) that promote the achievement of stated objectives and learning outcomes.			
4.	selects communication strategies to communicate appropriately with the class as a whole, student groups, and individuals			
5.	promotes independent and/or shared student research, if applicable			
6.	provides content-based interaction as needed			
7.	provides timely responses to student queries			
8.	offers announcements tailored to the progress of the class			
9.	models a communication style that demonstrates a positive tone			
10.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

5. <u>LEARNER ASSESSMENT</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
1.	Assessments are frequent enough to provide formative feedback			
2.	Rubrics are provided to define assessment criteria, if applicable			
3.	Methods of submitting assignments are appropriate to the online learning environment			
4.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

B. <u>Elements of teaching</u>		Evident	Not Evident	N/A
The instructor:				
1.	clearly describes assignments (student discussion, participation, and projects)			
2.	provides formative assessment/progress feedback (e.g. feedback that guides the student about academic performance before the end of the course)			
3.	provides summative assessment feedback (e.g. substantive instructor feedback on academic performance)			
4.	provides timely assessment feedback			
5.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

6. <u>PEER ASSESSOR COMMENTARY:</u>	
1.	Additional comments regarding the strengths of this course and teaching: (type in box below)
2.	Additional comments regarding recommendations for improvement: (type in box below)

7. <u>INSTRUCTOR RESPONSE:</u>	
1.	Instructor response to results of this assessment: (type in box below)
2.	Suggestions for revising the peer assessment process: (type in box below)

Appendix C

Process for Post-Tenure Review (PTR)

Process

1. When tenured faculty become eligible for consideration, the School Collegial Review Committee (CRC) will so serve as the review committee. The Director will be a non-voting member.
2. If there are not three tenured faculty from the School (exclusive of the Director) available to serve on the CRC, the matter must be referred to the Provost. The Provost will consult with tenured faculty of the department and the dean of the college and select tenured faculty from similar departments to constitute a committee of three tenured faculty for the school.
3. Tenured faculty undergoing review will be excluded from service on the CRC for that year.
4. The review will be based on the AFE for each of the previous four years and current curriculum vitae.
5. Faculty for whom PTR is a requirement will be reviewed in the fifth academic year following:
 - a. Award of tenure or promotion, or
 - b. Prior post-tenure review, or
 - c. Return to faculty status following administrative leave
6. The CRC will submit a written report of its findings to the Director.
7. The Director will provide the faculty member with a copy of the written report.
8. Within two weeks of receiving the report, the faculty member will schedule a meeting with the Director to discuss the results. The faculty member may submit a written response at this time.

Criteria

1. The faculty member's performance for post-tenure review will be judged satisfactory if he or she has demonstrated satisfactory performance in all categories in the school's AFE in each of the previous four years.

2. The faculty member's performance for post-tenure review will be judged unsatisfactory if either of the following two results are recorded in any of the four AFE's submitted to the CRC for review:
 - a. The candidate (a) received a rating of unsatisfactory in any category on one or more of the four AFE's submitted for review, AND
 - b. The candidate did not demonstrate, in the year following any unsatisfactory rating, sufficient improvement to receive a satisfactory rating in the same category or categories previously rated unsatisfactory, OR
 - c. The candidate receives a rating of unsatisfactory in any category on the AFE immediately proceeding the year of post-tenure review.

Outcomes

4. If the CRC judges a faculty member's performance to be unsatisfactory, the committee will provide suggestions for improvement in the area(s) judged to be unsatisfactory.
5. Within one month following the review, the faculty member and Director will develop a three-year plan for improvement, subject to approval by the dean. The plan will clearly outline the criteria for acceptable performance and the consequences for not achieving satisfactory performance by the end of the three-year period. These consequences may affect pay increases, professional rank, and/or employment status.

Appeals and Due Process

See the Faculty Handbook Section 4.08 for information related to appeals and due process.

References

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Braxton, J. M. & Del Favero, M. (2002). Evaluating scholarship performance: Traditional and emergent assessment templates. In C. Colbeck (Ed.) *Evaluating faculty performance*. New Directions for Institutional Research, No. 114. San Francisco: Josey Bass.
- Braxton, J. M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains*. ASHE-ERIC Higher Education Report, Vol. 29, No. 2. San Francisco: Josey Bass.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Josey Bass.

Approved by:

Department Head

Date

Dean

Date

Provost

Date

APPENDIX F-1

OBSERVATION OF CLASSROOM TEACHING, ONLINE COURSE ASSESSMENT TOOL, & COLLEAGUE'S EVALUATION OF TEACHING MATERIALS

**Western Carolina University
School of Nursing**

Observation of Classroom Teaching – Guide for the Evaluation Tool

Content & Methodology Process

1. The classroom presentation/content was consistent with the Learner Packet
 - Introduce prepared material for the experience.
 - Present material for learning experience consistent with designated content.
 - Provide for continuity from previous learning
2. The faculty person appeared prepared for the class.
 - Distribute materials to students in advance unless contained within syllabus (If appropriate, share supplemental materials with observer prior to presentation. Observer evaluates materials for usefulness in expanding class content and providing information not available in assigned readings)
 - Initiate and dismiss learning experiences on time; provide adequate break time
 - Use a variety of creative approaches and strategies when teaching, including appropriate AV materials.
3. Important concepts were clearly presented.
 - Present materials in an organized sequence.
 - Present relevant concepts, content, theories, and research logically for discussion.
 - Clarify each concept/theory as needed.
 - Speak clearly, at an appropriate rate and volume.
 - Eliminate distractions in the environment.
 - Display confidence in own teaching abilities.
 - Use appropriate illustrations and explanations to amplify theoretical concepts.
 - Demonstrate relationship(s) between theory and nursing practice.
4. Faculty person summarized and/or emphasized major points in lecture or discussion.
 - Emphasize major points during lecture.
 - Summarize overall content at the end of presentation.

Learning Environment

1. Clear expectations were given when students did not understand material presented.
 - Facilitate discussion and feedback
 - Incorporate feedback to assess students' understanding of presentation
2. Challenging questions or problems were raised for discussion.
 - Pose questions requiring more than a “yes” or “no” answer.
3. Students' participation was solicited
 - Respect the individuality of students and confidentiality of their relationships.
 - Invite students to share knowledge and experiences.
 - Give positive reinforcement or feedback to students.
 - Provide assistance when students have difficulty in understanding content or responding to questions.
4. An environment conducive to learning was created.
 - Encourage discussion and diverse viewpoints.
5. Students asked questions freely.
 - Direct discussion to stimulate student participation
 - Provide opportunity for students to ask questions.

Observation of Classroom Teaching – Evaluation Tool

Name: _____ Course: _____

Term: _____ Academic Year: _____

Observer: _____ Date: _____

Directions: Rate the faculty person on each item. Place a check in the blank space after each statement, the letter that most nearly expresses your view.

	Agree	Do Not Agree	Observed Not
1. There is agreement between the objectives contained within the Learner Packet and the information presented in class.	—	—	—
2. The classroom presentation was consistent with the Learner Packet.	—	—	—
3. The faculty person appeared prepared for class.	—	—	—
4. Important concepts were clearly presented.	—	—	—
5. Clear explanations were given when students did not understand material presented.	—	—	—
6. The faculty person raised challenging questions or problems for discussion.	—	—	—
7. The faculty person solicited students' participation.	—	—	—
8. The faculty person creates an environment conducive to learning.	—	—	—
9. Students asked questions freely.	—	—	—
10. The faculty summarized and/or emphasized major points during lecture or discussion.	—	—	—

Date of conference related to observation: _____

Comments by Faculty person (observed) and signature:

Comments by Observer and signature:

Approved: Spring 2003, 2004, 2005, 2006, 2007, 2008

**Western Carolina University
School of Nursing**

ONLINE COURSE ASSESSMENT TOOL (OCAT)

AND PEER ASSESSMENT PROCESS

Purpose:

The eLearning Faculty Fellows and staff of the Coulter Faculty Center (EL-FF CFC) of Western Carolina University have developed this tool and confidential peer assessment process to provide faculty with constructive peer feedback on the design and instruction of online courses. This tool has been approved by the SON for use in evaluating online or hybrid courses (with an online component). Expected benefits are:

- Constructive feedback regarding teaching effectiveness
- Instructional improvement
- Faculty development
- Opportunities for peer support

Overview of tool:

- Process Data page
- There are seven sections
 - The first 5 sections relate to assessment of course design and teaching
 - The last 2 sections relate to summary narratives and instructor responses
- The first 5 sections relating to course & instructor assessment are:
 1. Course Overview & Organization
 2. Learner Objectives & Competencies
 3. Resources & Materials
 4. Learner Interaction
 5. Learner Assessment
- The last 2 sections consist of:
 8. Peer Assessor Commentary
 9. Instructor Response

Steps for obtaining a peer assessment through the CFC:

5. Faculty request peer assessment from a nursing faculty colleague
6. Peer assessor meets with the course instructor before beginning the assessment
7. Peer assessor completes sections 1 – 6
8. Peer assessor meets with instructor; section 7 is completed by instructor and any modifications of entries are finalized by assessor
9. The final completed document will be sent to the faculty member

eLearning Faculty Fellow Original Authors (2006):

Faculty Fellows: Claire DeCristofaro, John LeBaron, Dixie McGinty, Mary Teslow
CFC & EO Staff: Robert Crow, Bronwen Sheffield, Kevin Sisson

OCAT PROCESS DATA

PROCESS DATA TO BE INCLUDED:

1.	Instructor being assessed (Name, Rank, Department)	
2.	Course being assessed (Course Code, Section, Term)	
3.	Peer Assessor (Name, Rank, Department)	
4.	Format (e.g. WebCT-CE, WebCat-Vista, Other)	
5.	Number of students enrolled at time of assessment	
6.	Date assessment begun	
7.	Date assessment completed	

Pre-assessment questions, peer assessor to instructor:

9. What is the delivery method of this course: F2F, totally online, hybrid?
10. How many students are enrolled?
11. Is this an elective or core course?
12. Are any external tools used (e.g. Centra, Ultimate Survey, Elluminate, other online resource tools)?
And, if so, are they linked from within the course?
13. Is this course part of a course of study (program)? If so, where in the course of study is it placed?
And, if so, is the same student cohort "traveling" with this professor?
14. Is this course part of a fully online program? If so, have the students already had experience of online courses within the online program?
15. Was there a separate orientation to the online course environment and course organization/navigation? Was this held online or F2F? Was an orientation done for other related student needs (e.g. library, IT services, Writing Center)?
16. Do you use e-mail as a substantial method of contacting or engaging your students throughout the online course?

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

PERFORMANCE LEVELS:

Evident: Element apparent on review

Not evident: Element not apparent on review Assessor will address in post-interview and record in section commentary

Not Applicable: Not relevant to the course Assessor will address in post-interview and record in section commentary

<u>1. COURSE OVERVIEW & ORGANIZATION</u>		Evident	Not Evident	N/A
<u>A. Elements of course design</u>				
1.	Navigational instructions make the organization of the course easy to understand and are transparent at the beginning of course			
2.	Course introduction that includes guidance on the structure of the course is provided			
3.	Course design demonstrates user-friendly presentation style			
4.	Minimum student technology competencies/skills for the course are stated, if applicable			
5.	Course-specific technology requirements are stated, if applicable			
6.	Course instructions articulate or link to a clear description of the technical support offered			
7.	Description and method of accessing the institution's academic resources (e.g. library, Writing Center) is provided			
8.	Description and method of accessing the institution's student support services and resources (e.g. student portal) is provided			
9.	Course design item(s) emerging from peer discussion not included in the list above (type in box below).			

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

1. <u>COURSE OVERVIEW & ORGANIZATION (continued)</u>		Evident	Not Evident	N/A
B. <u>Elements of teaching</u>				
The instructor:				
1.	provides an introduction and includes credentials related to this course			
2.	provides the opportunity for student introduction			
3.	provides opportunity to practice and master the technologies needed for the course			
4.	assures that learners are ready to undertake assigned tasks			
5.	suggests amount of time expected to accomplish learning activities			
6.	states the broader scholarly/practical context for learning objectives/goals			
7.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

<u>2. LEARNER OBJECTIVES & COMPETENCIES</u>		Evident	Not Evident	N/A
<u>A. Elements of course design</u>				
Learning objectives/goals:				
1.	are stated for each unit/module			
2.	are clear and easy to understand			
3.	describe outcomes that are assessable			
4.	address content mastery			
5.	address critical thinking skills			
6.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

<u>2. LEARNER OBJECTIVES & COMPETENCIES (continued)</u>		Evident	Not Evident	N/A
<u>B. Elements of teaching</u>				
The instructor:				
1.	provides information to students on how to meet the learning objectives/goals			
2.	explains how to meet the learning objectives/goals in a manner that is clear and easy to understand			
3.	fosters integration with prior learning			
4.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

3. <u>RESOURCES & MATERIALS</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
Resources/materials:				
1.	address learning objectives/goals (e.g. course reference materials, glossaries, library resources, relevant web resources, discipline-specific resources)			
2.	are appropriately authenticated and cited			
3.	are current and/or timely			
4.	are prepared by qualified sources			
5.	are presented in a format appropriate to the online environment			
6.	are easily accessible to the student			
7.	state the purpose related to the course (e.g. core material, supplemental, historical, required/optional)			
8.	have active links to non-institutional (external) electronic resources			
9.	include the use of electronic library scholarly resources			
10.	address diverse learning styles (e.g. multimedia, text chats, voice chats, animation, performance activities, simulations)			
11.	address diverse learner readiness levels (e.g. remedial and/or enrichment materials)			
12.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

3. *Resources & Materials - continued on next page...*

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

3. <u>RESOURCES & MATERIALS (continued)</u>		Evident	Not Evident	N/A
B. <u>Elements of teaching</u>				
The instructor:				
1.	demonstrates knowledge of discipline			
2.	incorporates strategies that promote the progressive learner construction of knowledge (e.g. use of unit/modules that are thematically connected and have a logical progression)			
3.	provides opportunities for students to contribute to course resources			
4.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

4. <u>LEARNER INTERACTION</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
1.	The course design prompts the instructor to be present, active, and engaged with the students (e.g. provide tools necessary)			
2.	Netiquette instructions/recommendations provided regarding emails & discussion postings			
3.	Guidelines for collaboration are defined			
4.	Guidelines for communication/accountability are defined			
5.	Guidelines for privacy are defined (e.g. instructors/students will not repurpose/redistribute student work or communications without permission)			
6.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

4. Learner Interaction - continued on next page...

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

4. <u>LEARNER INTERACTION (continued)</u>		Evident	Not Evident	N/A
B. <u>Elements of teaching</u>				
The instructor:				
1.	is aware of student progress (e.g. assigned tasks) and any barriers to progression			
2.	fosters interaction among constituencies inside and outside the course as appropriate (e.g. student-student, student-instructor, and with external persons or agencies)			
3.	embeds learning activities (student-content interaction) that promote the achievement of stated objectives and learning outcomes.			
4.	selects communication strategies to communicate appropriately with the class as a whole, student groups, and individuals			
5.	promotes independent and/or shared student research, if applicable			
6.	provides content-based interaction as needed			
7.	provides timely responses to student queries			
8.	offers announcements tailored to the progress of the class			
9.	models a communication style that demonstrates a positive tone			
10.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

5. <u>LEARNER ASSESSMENT</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
1.	Assessments are frequent enough to provide formative feedback			
2.	Rubrics are provided to define assessment criteria, if applicable			
3.	Methods of submitting assignments are appropriate to the online learning environment			
4.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

5. <u>LEARNER ASSESSMENT (continued)</u>		Evident	Not Evident	N/A
B. <u>Elements of teaching</u>				
The instructor:				
1.	clearly describes assignments (student discussion, participation, and projects)			
2.	provides formative assessment/progress feedback (e.g. feedback that guides the student about academic performance before the end of the course)			
3.	provides summative assessment feedback (e.g. substantive instructor feedback on academic performance)			
4.	provides timely assessment feedback			
5.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
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6. <u>PEER ASSESSOR COMMENTARY:</u>	
1.	Additional comments regarding the strengths of this course and teaching: (type in box below)
2.	Additional comments regarding recommendations for improvement: (type in box below)

7. <u>INSTRUCTOR RESPONSE:</u>	
1.	Instructor response to results of this assessment: (type in box below)
2.	Suggestions for revising the peer assessment process: (type in box below)

Western Carolina University
School of Nursing

Colleagues' Reviews of Teaching Materials

Colleagues' reviews of selected teaching materials will be performed annually by SON faculty and/or teaching teams. Items reviewed may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. This review of teaching materials is required of all full-time faculty. This evaluative data to be included in the faculty AFE file. After the review is conducted, a conference between the faculty member and the reviewer will take place and results documented on this form.

Faculty Name: _____

Course Number and Name: _____

Term: _____ Academic Year: _____

Reviewer: _____

Review Date: _____

Directions: Rate the teaching materials on each item. Place a check in the blank space after each statement that most nearly expresses your view.

Agree
Disagree

- | | | |
|--|-----|-----|
| 1. Teaching materials support the course/class objectives contained in the syllabus and/or Learner Packet. | ___ | ___ |
| 2. Teaching materials are current and relevant to the topic. | ___ | ___ |
| 3. Teaching materials are organized and reflect curriculum-level complexity. | ___ | ___ |
| 4. Teaching materials reflect the environment in which content is delivered (e.g. classroom, lab, online, clinical/performance, hybrid, seminar/workshop). | ___ | ___ |

The following teaching materials/resources were used in this review:

Comments by Reviewer and signature:

*Appendix F-1: Observation of Classroom Teaching, Online Course Assessment Tool,
& Colleagues Evaluation of Teaching materials*

Print Name

Signature

Date

Additional comments resulting from faculty/reviewer conference:

Date of Conference: _____

Comments by Faculty person (reviewed) and signature:

Print Name

Signature

Date

APPENDIX G-1

INITIAL ADVISEMENT CHECKLIST

FOR

PRE-NURSING MAJORS

(PRE-LICENSURE STUDENTS)

Appendix G-1: Initial Advisement Checklist for Pre-Nursing Majors

Western Carolina University
College of Health and Human Sciences
School of Nursing

Initial Advisement Checklist for Pre-Nursing Majors (Pre-licensure Students)

The following points have been clearly explained to me: PRE-NURSING majors are freshmen, sophomores, and other students who have not met the prerequisites for or been accepted to the Nursing major. Admission to the upper-division NURSING major is a separate process to be completed the spring before junior NSG courses are begun. WCU admits a new class each fall semester only. Admission to the NURSING major is highly competitive. The best-qualified applicants are chosen to fill a limited number of seats.

Application criteria for the NURSING major are as follows:

1. **Cumulative GPA of 3.0** as reported by all institution(s) attended. Cumulative means all undergraduate work completed at the time of application. The School of Nursing will calculate a total GPA from data reported by each institution for all transfer and WCU credits. NOTE: **3.0** is the minimum for application to the major. The GPA *admission* pool is usually higher.
 2. Completion of at least **60 semester hours** before the beginning of the **fall semester** for which the application is submitted. This will give each admitted student “junior” standing at WCU. More hours (up to 75) are desirable.
 3. **Completion of all NURSING prerequisites or approved substitutes** (Chem 132/133, Psy 150 or 101, Biol 291/292, HSCC 260, NSG 346) with grades of “C” or better before the beginning of the fall semester for which the application is submitted. At least three of these five sciences must be completed and official grade reports processed by WCU at the time of application.
 4. **Completion of at least three of the five sciences** (CHEM 132/133, BIOL 291/292, HSCC 260) with grades of “C” or better and official grade reports processed by Western Carolina University at time of application.
 5. **Completion of all Liberal Studies CORE** (ENGL 101, ENGL 102, MATH 101 or higher (preferably MATH 170), CMHC 201, HEAL 123 or HSCC101) before the beginning of the fall semester for which the application is submitted.
 6. **Critical Reading (formerly Verbal) SAT scores of 500 or higher** reported to WCU or clearly stated on an official transcript from high school or another post-secondary institution. Applicants may retake the Critical Reading SAT, but no more than two post secondary attempts will be considered. Only the Critical Reading SAT (formerly known as Verbal) score will be used by the School of Nursing. Applicants who have never written the SAT must take it and have the scores reported to WCU by the time of application.
- Test of Essential Academic Skills (TEAS) Score reported to Western Carolina University**
7. **Information about the TEAS exam may be found at:** www.atitesting.com/gloval/students/teas.aspx. Prospective students may take the TEAS exam twice (must be two different versions). The highest score of the first two attempts will be considered.
 8. Weighting of the criteria is as follows: Cumulative GPA – 25%, SAT Verbal score – 25%, TEAS score - 50%.
(Continued on next page)

Please Note: It is the student’s responsibility to make certain that academic records are current and complete. Advisors will assist with filling out relevant forms and identifying appropriate remedial services. As noted in the **WCU Record**, the School of Nursing reserves the right to modify this information.

Appendix G-1: Initial Advisement Checklist for Pre-Nursing Majors

The School of nursing will make every effort to notify currently enrolled PRE-NURSING majors of any changes.

Student signature _____ Date _____
Advisor signature _____

SJ/93 Approved by Student Affairs Committee 8-03-93; Approved by Faculty 8-17-93; Edited SJ/97,
Edited LTP 08/2005, 08/07