



**COLLEGE OF
HEALTH & HUMAN SCIENCES**

SCHOOL OF NURSING

FACULTY HANDBOOK

2009 - 2010

**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

Please 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 Entry Option (AEO) is for those with previous baccalaureate degrees who have met the program admission requirements.

The RN to BSN track is offered to the registered nurse with a diploma or Associate Degree. This is primarily online and requires 128 semester hours to graduate (Appendix A-3b).

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 AEO; RN to BSN track; and MS(N) Level. Elected committees are: Executive Council Committee; Collegial Review Committee; Graduate and Undergraduate (Pre-licensure and RN to BSN) Curriculum Committees; Graduate and Undergraduate (Pre-licensure and RN to BSN) 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 Junior Year Pre-licensure Curriculum Committee, Senior Year Pre-licensure Curriculum Committee, RN to BSN Curriculum Committee, or Graduate Curriculum Committee. 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.

The following suggestions will assist all with time management. Students' assignments should be given at least two weeks in advance where 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 C-3. 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 C-4). 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, such as fire and safety classes, CPR certification, and OSHA regulations regarding Blood Borne Pathogens. 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 annually 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. Usually this is 12 hours per week; however, desired learning experiences may necessitate unique plans for different rotations in order to ensure the total number of hours, experiences required, and attainment of objectives.

4. Clinical Preceptors

Clinical preceptors may be used in certain courses or for specific learning experiences and must function within the SON guidelines.

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 support 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.

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 exams are done at the Cullowhee campus. The Enka campus administrative support associate arranges for 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 given through applicable web platforms.

10. Cancellation of Classes Due to Adverse Weather

Refer to WCU Faculty Handbook, Section II, Numbers 5.03.01 and 5.03.02. Cullowhee classes will operate or be cancelled by the Provost. In Enka, operating or canceling classes will follow the decision made by ABTCC. In the event and early morning decision must be made regarding a scheduled clinical, 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 located in each full-time faculty member's office, which connects the user with 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 laboratories located in Cullowhee (Moore, Belk, and Forsyth Halls and Media Center) and Enka.

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 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. The application for admission to nursing must be completed in the spring, prior to the fall term in which the student plans to begin courses in the upper-division nursing sequence. Requests for applications to the upper-division nursing sequence should be referred to the SON administrative support associate. The Student Affairs Committee selects candidates for admission to the junior class and acts on student requests for readmission.

2. Student Academic Advisement

Nursing faculty in Cullowhee advises pre-nursing (PNUR) pre-licensure majors and the administrative support associate maintains the unofficial student files in the Cullowhee offices. Junior and Senior Pre-licensure students (NURC) also are advised by the faculty members of either the Junior Level, Senior Level or AEO Pre-licensure teaching teams. Junior Pre-licensure student files are maintained in the Cullowhee office and Senior Pre-licensure 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, or RN to BSN, or MS(N) level track/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 and Senior Level 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. 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.smarthinking.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. Before letters of reference are written, a release of information form must be signed by the student (Appendix E-2) and placed in the student's SON file.

9. Student Communications

In the Nursing offices, both in Cullowhee and Enka, there are individual mailboxes for pre-licensure nursing students. In addition, WebCAT and catamount email are 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 Monday, Wednesday and Friday. Check with the administrative support 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. Except the practicums, all courses in this track are taught on-line. 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.

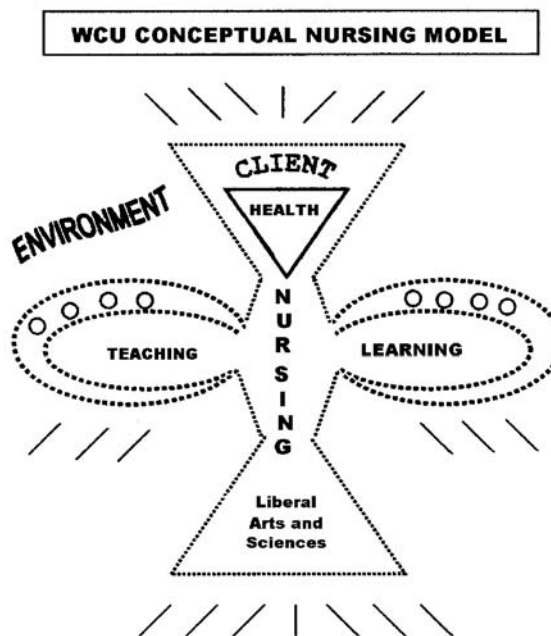
The nursing curricula are developmental. Faculty believes that the study of liberal arts and sciences is foundational for nursing education. In addition to generating and utilizing its own unique body of knowledge, nursing synthesizes knowledge from other fields and disciplines. The baccalaureate graduate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

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

PROGRAM AND LEVEL OUTCOMES

Program and Level Outcomes for the BSN Nursing Curriculum

Program Outcomes	Level I and II Outcomes (Freshmen & Sophomore Years)	Level III Outcomes (Junior Year)	Level IV Outcomes (Senior Year)
1. Base practice on current knowledge, theory, and research.	<p>Acquire knowledge from the sciences and the liberal arts that supports the science of nursing.</p> <p>Develop skills in critical thinking as presented in liberal studies courses.</p>	<p>Critically apply knowledge from the sciences, nursing, and the humanities in formulating, implementing, and evaluating holistic care of well and ill clients.</p> <p>Identify evidence-based findings as a significant resource when making nursing decisions related to client care.</p> <p>Identify key theories from nursing and other disciplines that guide nursing decisions.</p>	<p>Synthesize knowledge from the sciences, nursing, and the humanities in designing, implementing, and evaluating holistic care in partnership with clients who have complex health care needs.</p> <p>Critically apply evidence-based findings in making nursing decisions related to care of clients who have complex health care needs.</p> <p>Plan client care based on theoretical foundations.</p>
2. Demonstrate responsibility and accountability for practice.	Recognize the importance of honesty, integrity, and responsibility in the university and global community.	<p>Apply ethical and legal standards integral to the practice of professional nursing.</p> <p>Identify Processes that facilitate safety and reduce error in client care.</p>	<p>Synthesize ethical and legal standards integral to the practice of professional nursing.</p> <p>Participate in quality improvement process to develop or ensure positive client outcomes.</p>

Program Outcomes	Level I and II Outcomes (Freshmen & Sophomore Years)	Level III Outcomes (Junior Year)	Level IV Outcomes (Senior Year)
3. Advocate for clients and the nursing profession.		<p>Articulate the values of the nursing profession.</p> <p>Discuss the impact of nursing's professional values on the well-being of clients</p> <p>Apply the values of the nursing profession when advocating for clients.</p>	<p>Promote agendas that enhance high quality health care and the advancement of the profession.</p> <p>Collaborate with clients, nurses, and other disciplines in the advocacy process.</p>
4. Practice effectively across a variety of settings and with diverse populations.	Discuss the effects of culture, race, beliefs, and values on behavior.	<p>Articulate the ways health behaviors are affected by culture, race, religion, gender, lifestyle, and age.</p> <p>Demonstrate respect for human diversity in planning and performing nursing interventions.</p> <p>Demonstrate effective use of technology for communication and the documentation of client care.</p>	<p>Advocate for holistic health care that is congruent with the needs of diverse clients.</p> <p>Collaborate with clients and health care providers from diverse backgrounds across a variety of settings.</p> <p>Utilize informatics to manage knowledge and support decision making in the provision of safe client care.</p>
5. Serve as a member and leader within interdisciplinary health care teams.	Recognize leadership skills in self and peers.	Participate as an effective member of the interdisciplinary health care team.	Demonstrate effective leadership within the interdisciplinary health care team.

		Use professional communication techniques in interactions with members of the health care team.	
Program Outcomes	Level I and II Outcomes (Freshmen & Sophomore Years)	Level III Outcomes (Junior Year)	Level IV Outcomes (Senior Year)
6. Form partnerships with clients and with other health care professionals.	Develop collaborative relationships with peers and faculty within the university community.	<p>Develop therapeutic relationships with individual clients for the purpose of providing holistic nursing care.</p> <p>Recognize issues of power and conflict in relationships with clients, peers, and other healthcare professionals.</p>	<p>Utilize networking skills to form partnerships with clients and other health care professionals for the purpose of decision-making and care management.</p> <p>Apply conflict resolution strategies in relationships with clients, peers, and other healthcare professionals.</p>
7. Provide health education to clients and peers.	Acquire knowledge from the sciences and the liberal arts that supports the science of nursing.	<p>Assess cultural values, developmental capacity, readiness, and motivation of learners.</p> <p>Provide health promotion and disease prevention teaching to clients across the life span.</p> <p>Use appropriate technology when developing, delivering, and evaluating teaching to clients and peers.</p>	<p>Provide symptom management teaching to clients with complex health care needs.</p> <p>Synthesize the nursing roles of competent provider, counselor, and advocate when teaching clients.</p>

Program Outcomes	Level I and II Outcomes (Freshmen & Sophomore Years)	Level III Outcomes (Junior Year)	Level IV Outcomes (Senior Year)
8. Manage human and material resources within the health care system.	Develop organizational and time management skills.	Demonstrate accountability when managing time and organizational resources in the delivery of nursing care. Consult with faculty and staff in determining appropriate referrals in a variety of settings. Discuss the ethical concepts underlying health care leadership and management.	Use critical thinking when applying management principles. Analyze the impact of organizational theory and culture on resource management. Analyze the effects of fiscal policy on nursing care.
9. Participate in political and regulatory processes that affect the health and well being of society.	Acquire knowledge regarding social and political processes that affect society.	Discuss the importance of the nurse's involvement in professional associations.	Identify political processes that enhance health care and the advancement of the profession. Discuss the role, scope, and accountability of health care accrediting bodies.
10. Assume responsibility for life-long learning and professional career development.	Develop a pattern of self-directed learning.	Describe the importance of life-long learning and career development.	Document a plan for professional development and continued competence.

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

WESTERN CAROLINA UNIVERSITY
School of Nursing

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

The left-hand column below lists the transferable course requirements of the Western Carolina University BSN program. The right-hand column identifies North Carolina Community College courses on the semester system (since 1997) that transfer to WCU to meet each requirement.

Group 1. Prerequisites in the WCU nursing major.

<u>WCU Course Number & Title</u>	<u>Community College Equivalent</u>
BIOL 291, Anatomy & Physiology I	BIO 165 or 168
BIOL 292, Anatomy & Physiology II	BIO 166 or 169
HSCC 260, Microbiology	BIO 175 or 176
PSY 150, General Psychology	PSY 150
CHEM 132, General Chemistry	CHM 131 + 131A; 135; or 151
CHEM 133, Organic Chemistry	CHM 132

Group 2. Liberal Studies. Take these before or with NSG-prefix courses. *If you have a North Carolina Community College Associate of Arts degree, OR have COMPLETED the General Education Core at a NCCC, OR have a previous bachelor's degree, these are waived.* Any other circumstances mean that your credits will be evaluated on a course-by-course basis and MAY NOT meet a Liberal Studies requirement.

WCU Liberal Studies Category _____ Community College Equivalent

“The Core,” (21 hours)

“C1” Writing (6 hours)	ENG 111, 112, 113, or 114
“C2” Mathematics (3 hours)	MAT 115, 140, 145 or 165 or any MAT course 120 and higher If you need a statistics course for graduate school, take MAT 151 or 155.
“C3” Oral Communications (3 hours)	COM 110 or 231, or ENG 115
“C4” Wellness (3 hours)	HEA 110
“C5” Physical and Biological Sciences (6 hours)— Courses must be taken in two disciplines. The science prerequisites to nursing waive these 6 hours.	

“The Perspectives,” (21 hours)

At least one Perspectives course must be upper-division and not under a 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 is waived if the student has an AA or the 44-hour General Education Core from a NCCC.

_____ *P1. Social Science (6 hours)	SOC 210, ECO 251, GEOG111, POL110 or POL 120, BUS 110. General Psychology waives 3 of these hours which must be replaced by any other “P” course.
_____ P3. History (3 hours)	HIS 111, 112, 114, 115, 121, 122, 131 or HIS 132. HUM 121 or 122. REL 112, 211, REL 212 or 221.
_____ P4. Humanities (3 hours)	ENG 131, 231, 232, 233, 241, 242, 243, 251, 252, 265, or 266. HUM 110, 120, 130, 150, 160, 211, 212, or 220. PHI 210, 215, 220, 221, or 240.
_____ P5. Fine & Performing Arts (3 hours)	ART 111, DRA 111, MUS 110, DAN 110
_____ P6. World Cultures (3 hours)	ANT 210, ENG 261 or 262, GEO 112, POL 220, REL 110 or 111. Any language 111 or 112 (French, German, Italian, Latin, Portuguese, Russian, Spanish).

*P1 courses must be taken in two different disciplines

APPENDIX A-3a

LIBERAL STUDIES AND UNDERGRADUATE NURSING PROGRAM

Requirements after being accepted into the Nursing Major: 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)	

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. Completion of the Nursing Major and Liberal Studies course prerequisites with grades of C or better
4. At least **65 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 65 after students have satisfied all of the course requirements following, additional general elective courses will need to be taken.* ***
5. Acceptance to WCU. To apply go to: <http://cowee.wcu.edu/admissions/undergrad1.html>

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)

<u>WCU</u>	<u>NCCC</u>
C1. Writing (6 hours)	ENG 110 or 111 plus 112, 113, or 114
C2. Mathematics (3 hours)	MAT 115, 140, 145, 165 or any Math

- 120 or higher. You may take MAT 151 or 155 (Stats) for the MSN.
- C3. Speech (3 hours) COM 110 or 231, or ENG 115. COM 120 will not satisfy this requirement.
- C4. Wellness (2-3 hours) HEA 110 or PED 110
-  C5 hours are met by the nursing major prerequisites (6 hours).

“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

NCCC

- P1. Social Science (6 hours) 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, or 281. *Must be in two
different disciplines.* General Psychology waives 3 of these hours.
- P3. History (3 hours) HIS 111, 112, 114, 115, 121, 122, 131,
or 132. HUM 121 or 122. REL 112, 211,
212 or 221.
- P4. Humanities (3 hours) 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.
- P5. Fine & Performing Arts (3 hours) ART 111. DRA 111, 211, or 212. MUS 110,
113, 114, 115, 210, 211 or 212. DAN 110
- P6. World Cultures (3 hours) 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 and the number of non-nursing elective hours does not total 65, 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**, RN to BSN Student Services Specialist, at slbrown@email.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.)

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

*** Denotes On-line Course**

+ Denotes Web-Enhanced Course

<u>FALL 2009</u>	<u>SPRING 2010</u>	<u>SUMMER 2010</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 2010</u>	<u>SPRING 2011</u>	<u>SUMMER 2011</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 2011</u>	<u>SPRING 2012</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
 College of Health & Human Sciences
 School of Nursing

MS (N)/Nurse Educator On-line Track (38-39 Semester Hours)

PROGRAM OF STUDY: NE (Entering Fall 2009)

<u>FALL 2009</u>	<u>SPRING 2010</u>	<u>SUMMER 2010</u>
NSG 501 (2) Roles/Issues NSG 510 (2) Theory NSG 517 (3) Pathophysiology	<i>NSG 653 (3) Test/Measure</i> <i>NSG 654 (3) Nursing Informatics (3)</i> NSG 511 (3) Research	NSG 516 (2) Econ/Organization <i>NSG 651 (3) Teaching/Learning Education</i> <i>MHS (3) or alternative</i> OPTIONAL NSG 679/699 (see below)
<u>FALL 2010</u>	<u>SPRING 2011</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 2 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 Track required courses (18 semester hours): *Courses in italics* and includes *one MHS course or alternative, NSG 651, 652, 653, 654 & NSG 687.*

Revision: 03/07 Graduate Curriculum Committee

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

Nurse Administration (40-41Semester Hours)
PROGRAM OF STUDY:MS (N) Adm(Entering Fall 2008)

<u>FALL 2008</u>	<u>SPRING 2009</u>	<u>SUMMER 2009</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 2009</u>	<u>SPRING 2010</u>	<u>SUMMER 2010</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 2010</u>	<u>SPRING 2011</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	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)	2	240
Clinical and Literature Review		10
NSG 631 Path physiology for Nurse Anesthetists I	3	45
Semester Total	10	
Fall Semester (September-December)		
NSG 642 Advanced Principles of Anesthesia II	2	30
NSG 632 Path physiology for Nurse Anesthetists II	3	45
NSG 618 Survey of Pharmacotherapeutics (on-line)	3	45
NSG 688 Clinical Anesthesia Practicum III (3 days/week)	3	360
Clinical and Literature Review		15
Semester Total	11	
SECOND YEAR		
Spring Semester (January-April)		
NSG 511 Research (on-line)	3	45
NSG 643 Advanced Principles of Anesthesia III	2	30
NSG 688 Clinical Anesthesia Practicum IV (4 days/week)	4	480
Clinical and Literature Review		15
Semester Total	9	
Summer Semester (May-August)		
NSG 689 Clinical Anesthesia Practicum V (4 days/week)	4	320
Clinical and Literature Review		10
NSG 679 Research Project	1	15
Semester Total	5	
Fall Semester (September-December)		
NSG 679 Research Project (or NSG 699 Thesis, 3 cr)	2	30
NSG 510 Theory for the APN (on-line)	2	30
NSG 689 Clinical Anesthesia Practicum VI (4 days/week)	4	480
Clinical and Literature Review		15
NSG 516 Econ and Org Health Care (on-line)	2	30
Semester Total	10	
THIRD YEAR		
Spring Semester (January-April)		
NSG 672 NA Review	3	45
NSG 501 Roles and Issues	2	30
NSG 689 Clinical Anesthesia Practicum VII (4 days/week)	4	480
Clinical and Literature Review		15
Semester Total	9	
Program Total	66	

APPENDIX B-1

SCHOOL OF NURSING

ORGANIZATIONAL CHART

**Western Carolina University
School of Nursing
Organizational Chart**

Vincent P. Hall – Director		
<u>Undergraduate Program</u>	<u>Simulation Lab</u>	<u>Graduate Program</u>
<p>Elaine Frank-Regan, Interim Associate Director, Undergraduate Level</p> <p>Pre-licensure -Lorene Putnam (Junior Year Coordinator) Cheryl Clark Anne-Marie Jones Leslie Norris Donna Brock Ann Johnson Lizz Simmons-Rowland Leslie Fredenburgh Paula Ashe (Administrative Associate)</p> <p>-Jane Burns (Senior Year Coordinator) Jean Hill Susan Mitchell Bonnie Garner Steve Forst Charles Tucker Jean Maguire Amanda Rigdon (Administrative Associate)</p> <p>-Shelia Chapman (AEO Coordinator) Patti Angrisanni</p> <p>RN to BSN -Sharon Jacques (RN to BSN Coordinator) Sharon Metcalfe Barbara St. John Julia Wetmore Sandra Brown (Support Associate)</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</p> <p>Linda Comer (Nurse Educator Track Coordinator)</p> <p>Ramona Whichello, (Nurse Administrator Track)</p> <p>Lydia Elliott (Family Nurse Practitioner Track Coordinator)</p> <p>Shawn Collins (Nurse Anesthesia Track Coordinator/Program Director)</p> <p>Cheryl Johnson (NA Track Assistant Coordinator)</p> <p>Mason McDowell, NA Program Faculty</p> <p>Claire DeCristofaro, MS (N) Program Faculty</p> <p>Mary Hipps (Administrative Associate)</p> <p>Glenda Fuhrman (Administrative Associate)</p> <p>Jessie Shirley (Student Services Specialist)</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 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 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

II.1.1. Teaching Level Committee

- II.1.1.1 There will be four Faculty teaching committees which are the Junior Level Pre-licensure Curriculum Committee, the Senior Level Pre-licensure Curriculum Committee, RN to BSN Curriculum, and Graduate Level Curriculum Committee. The teaching committees shall be composed of the faculty who have 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.
- II.1.1.2 Faculty teaching committees (Junior Level Pre-licensure, Senior Level Pre-licensure, RN to BSN, 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 committee chairpersons. 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 Committee; referring major concerns regarding curriculum to the Curriculum Committee; 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 its 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 Committee

- II.2.2.1 **Members:** The undergraduate membership shall consist of one faculty member from each of the practice areas and one junior, one senior, one accelerated, and one RN to BSN student. The graduate membership shall consist of one faculty member from each track and program and one student from each track and program. The School of Nursing Director is an ex-officio member of both committees. The faculty shall be elected by the School of Nursing Faculty at the first meeting.
- 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, RN to BSN and one Pre-licensure level junior, Pre-licensure level senior, one AEO, and one RN to BSN student. 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. 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 Marjorie Baker Lectureship Fund, 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 accelerated entry option, 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

POSITION DESCRIPTIONS

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

Position Descriptions for Nursing Faculty

Introduction

The tripartite mission of the University - education, service, and scholarly activity - serves as the foundation for the position descriptions of nursing faculty and administration within the School of Nursing (SON). Position descriptions are a specification of those responsibilities outlined in the *Faculty Handbook* and the annual Faculty Evaluation Guidelines (see the *SON Collegial Review Document*). These responsibilities reflect the substance of the School's mission and are addressed in the SON's strategic plan with faculty assuming the responsibility individually and collectively. The School Director is responsible for guidance and leadership in all areas to ensure quality and maintain compliance with the standards of regulatory and accrediting bodies.

Section I. Faculty Role Expectations

This section sets forth faculty values and expectations that reflect the SON's Mission and Philosophy, and that are believed to be integral to a healthy teaching-learning and work environment.

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, and a 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.

Role as Teacher

Faculty teaching responsibilities include the professional socialization of students and delivering an educational experience that prepares students for professional nursing practice in a variety of settings and provides a foundation for continued education. 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 and apply 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. Faculty also engages in governance activities of the SON, college, and university, as well as professional and community service and scholarly activity.

Physical and Mental Demands

Faculty must have adequate physical fitness to maintain long hours and a busy schedule; use of gross motor skills to perform supervisory and organizational duties; use of fine motor skills in operation of keyboard equipment to produce written or other types of electronic work. In addition, faculty should be able to execute motor movements reasonably required to perform general safe care and emergency treatment of clients such as (but not limited to) cardiopulmonary resuscitation, administration of intravenous medications, and manipulation of life support devices. These actions require coordination of both gross and fine motor muscular movements, equilibrium, functional use of the senses of touch, smell, and vision, and the ability to problem solve. Faculty must be able to see, hear, and speak with or without the use of aids to perform normal office tasks and must be able to communicate effectively and efficiently in oral and written form with peers, students, clients, and members of a health care team. Faculty must be able to demonstrate critical thinking and problem solving skills required of nurses. Essential intellectual abilities include measurement, calculation, reasoning, analysis and synthesis.

Section II. Faculty Appointments

The SON has a two-track system for faculty appointment: 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.

Educator/Scholar Track - Criteria for Appointment

A. Requirements:

1. Minimum of an earned Master's 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.

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 three prior Td/Tdap (one within the past 10 years), and three prior Hepatitis B immunizations (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 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 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

C. Requirements:

1. Minimum of an earned Master's 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 (Boyer, 1990) 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.

D. Professional Preparation and Experience

1. Same as requirements listed in Section B. 1. of the Scholar/Educator track.
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 C. and D. of the Educator/Practitioner track.

Section III. Position Descriptions

Director, School of Nursing

Qualifications

In addition to the qualifications noted in Section II. A. and B., the Director of the SON must have an earned doctorate in nursing or a related field. The Director must also demonstrate education experience in baccalaureate and graduate nursing programs, leadership in an administrative role and/or committee chairmanship, experience in a management position with fiscal and personnel responsibility, curriculum development and evaluation experience, grant writing skill and expertise, scholarship, and an understanding of and involvement in accreditation and regulatory agency adherence.

Function and Responsibility

The Director reports to the Dean of the College of Health and Human Sciences and has the responsibility and accountability for the administration of the nursing program. The Director must be a nurse scholar who can assume responsibility for the academic and administrative leadership of the school with faculty responsible for the baccalaureate and graduate nursing programs.

Duties

1. Provides creative leadership for the School of Nursing in teaching, service, research, scholarship and clinical practice; stimulates and supports the development of the faculty as teachers, researchers, and expert clinicians.
2. Fosters the development and maintenance of educational programs of high quality and professional relevance that are supportive of the mission and goals of the College and University.
3. Interprets trends in nursing, nursing education, and health care; advises the Dean on affairs relating to the operation of the nursing program.
4. Assumes accountability for administrative, academic, financial, personnel, scholarship, and research activities of the school. Assign teaching and non-teaching loads, including course assignments, number of sections, and related school tasks in conjunction with the Associate Directors (ADs); conducts periodic meetings of the school; develops and administers school policies and procedures; prepares annual and other reports for state and national approval and accrediting bodies; represents the SON at international, national and area meetings.
5. Assesses school resource needs and makes budget recommendations to the Dean.
6. Develops grant proposals; assists faculty in grant proposal development.
7. Coordinates curricular innovation and revision; keeps abreast of changes and trends in the academic area; involves faculty members in curricular adjustments or innovations; evaluates and informs the Dean of necessary changes in courses and curriculum.

8. Develops, coordinates, and implements long-range academic goals/objectives within the framework of the over-all strategic plan of the SON, College, and University.
9. Conducts, in conjunction with the ADs, ongoing evaluation of faculty and staff within the SON's Collegial Review Document and University policies.
10. Supports the continual professional development of faculty; provides financial resources as budgets permit.
11. Provides leadership in maintaining current student policies; provides guidance in annual revision of Nursing Student Handbook and Faculty Handbook.
12. Maintains effective, collaborative working relationships with agencies used for clinical learning experiences; maintains collaborative relationship between articulated nursing programs.
13. Represents the School of Nursing to public and community groups.

Associate Director, School of Nursing

Qualifications

In addition to the qualifications noted in Section II. A. and B., an Associate Director (AD) of the SON must have an earned doctorate in nursing or a related field. The AD must possess an understanding of baccalaureate and/or graduate nursing education, demonstrate management experience with personnel responsibility, display excellent communication and team building skills, and have a record of sound teaching ability and scholarly development.

Function and Responsibility

The ADs for Undergraduate and Graduate Programs report to the Director of the SON and collaborate with the Director to keep her/him informed of Program and Program Committee activities, to plan and evaluate projects, and to make School administrative decisions. The ADs also oversee the day-to-day operations of the SON, functionally supervise faculty and staff, and serve as a resource to faculty.

Duties

1. Collaborates with School Director on appointment of Instructors of Record for courses taught.
2. Oversees development and distribution of materials for school committees, with specific responsibility for master schedule/long forms
3. Collaborates with faculty and level coordinators to assign teaching responsibilities that equalize instructional loads and related activities.
4. Provides for evaluation of faculty and courses by use of approved faculty-developed forms.
5. Works with coordinators to evaluate faculty teaching skills in the classroom and, if possible, clinical labs. Shares evaluations with faculty. Assists faculty to summarize findings of course evaluations and share pertinent data form summaries with faculty and School Director.

6. Negotiates with School Director for faculty and classroom space, educational equipment and supplies, and course schedules.
7. Collaborates with School Director and faculty to recruit and select new faculty to meet School's teaching needs.
8. Orients new faculty.
9. Maintains systems for assuring credentials of nursing faculty are current.
10. Develops and maintains records related to the search and hire of new faculty and staff.
11. Keeps statistical data and demographics on applicants, students, faculty and staff and disseminates as appropriate.
12. Maintains records for ongoing accreditation.
13. Coordinates strategic planning for the program and School in collaboration with the Director.
14. Develops and maintains collegial relations within the School, College, and University.
15. Coordinates leadership development of faculty by encouraging acceptance of administrative roles and socialization of faculty.
16. Develops and maintains ongoing program assessment materials.
17. Directs development and implementation of marketing plans.
18. Develops and supervises ancillary and administrative support staff.
19. Coordinates with School Director to review and maintain program budgets.

Program Coordinators, School of Nursing

Qualifications

In addition to the qualifications noted in Section II. A. and B., a coordinator must possess an understanding of baccalaureate or graduate nursing education, demonstrate leadership ability, organizational skills, excellent communication skills, and have a record of sound teaching ability and scholarly development. The coordinator must also have documented experience and/or appropriate certification for the track he or she is responsible. A doctorate in nursing or a related field is preferred but not required.

Function and Responsibility

Program Coordinators (PCs) for Undergraduate and Graduate Programs report to the appropriate Associate Director (undergraduate or graduate) and collaborate with the AD to keep her/him informed of Faculty Team activities, to plan and evaluate projects, and to make day-to-day decisions related to student issues and faculty needs. PCs have a primary role in marketing their program and in recruiting and advising students.

Duties

1. Prepares agenda, schedules, and chairs faculty team meetings; holds appointed members accountable for accurate minutes distributed in a timely manner.
2. Collaborates with Associate Director on appointment of Instructors of Record for courses taught.
3. Oversees development and distribution of course materials, exams and student forms for compliance with policies and procedures, and any standardized testing.

4. Collaborates with faculty and Associate Director to assign teaching responsibilities that equalize instructional loads and related activities.
5. Makes requests to Associate Director for faculty and classroom space, educational equipment and supplies, and course schedules.
6. Assists faculty to summarize findings of course evaluations and share pertinent data with faculty and Associate Director.
7. Develops plans for clinical rotations for next academic year in consultation with faculty.
8. Coordinates faculty liaison activities with clinical agencies, including recommendations of potential new agencies.
9. Assign advisees to nursing faculty.
10. Communicates with students, faculty, clinical agencies, and university administration, as indicated.
11. Coordinates selection of student representatives to School and College committees.
12. Assists in strategic planning for level or track of responsibility.
13. Develops and maintain collegial relations within the School, College, and University.
14. Assists in the development of faculty at the level/track.
15. Assists the Associate Director with maintaining accreditation and preparing self-study.
16. Maintains up-to-date curricular materials and records (Master Notebooks and Tests). Master Notebooks will include the syllabus, class and clinical schedule, learner packet, and the final completed course evaluation forms. Test materials will be maintained for at least one semester following the course completion.
17. Develops and maintains marketing materials in conjunction with AD and Director.
18. In conjunction with the ADs, helps manage the workloads of administrative assistants.
19. Assist with development and maintenance of ongoing program assessment plan.
20. Coordinates formative and summative computerized-based testing.

Faculty, School of Nursing

Function and Responsibility

Faculty in the SON report to the appropriate Program Coordinator (undergraduate or graduate) and are responsible for planning, facilitating, and evaluating student learning experiences.

Duties

1. Plans and structures learning based on course objectives reflective of the school's philosophy.
2. Develops course content reflective of current evidenced-based research and curriculum guidelines.
3. Selects appropriate laboratory, classroom, and online learning experiences.
4. Selects, develops, and maintains current course syllabus and learning experiences.
5. Develops methods to evaluate student learning and course faculty effectiveness.
6. Implements teaching strategies to facilitate student learning as appropriate:
 - a. Presents theoretical content and facilitates group discussion.
 - b. Provides individual and group conferences in the clinical setting.
 - c. Presents laboratory content and supervises simulated learning.

- d. Utilizes technology in the online environment to diversify teaching strategies and stimulate learning.
 - e. Alters teaching strategy based on student response and course content.
7. Serves as a resource for students, nursing personnel, and other members of the health care team in a clinical setting.
 8. Advises students on academic curricula and on career issues.
 9. Participates in student recruitment activities.
 10. Collaborates with reference librarian related to course or library collection needs.
 11. Administers formative and summative computer-based testing.

In addition, faculty who serve as Instructor of Record must:

1. Coordinate evaluation of students in the course by overseeing recording of grades and submission of final grades to the Registrar.
2. Collaborate with faculty to plan student learning experiences for attainment of course objectives.
3. Collaborate with Program Coordinators to arrange scheduling of faculty and guest lecturers for courses and to coordinate necessary resources, as appropriate:
 - a. Copies of schedule (class and exam);
 - b. Existing objectives, files, other materials;
 - c. Audio-visual equipment and supplies;
 - d. Textbooks, and
 - e. Correspondence, as appropriate.
4. For clinical practicum: coordinate notification of agencies regarding dates, students, and instructors.
5. Coordinate creation of clinical rotation schedule, as needed.
6. At course completion:
 - a. 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.
 - b. 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.

Revised VPH 9/1/09; Reviewed Executive Committee 9/8/09; Approved 11-16-09

Addendums to SON Faculty Position Descriptions

POSITION: Program Director, Nurse Anesthesia Program

LOCATION: School of Nursing

REPORTS TO: Director, School of Nursing

FUNCTIONALLY SUPERVISES: Assistant Program Directors
Didactic Faculty

DIRECTLY SUPERVISES: Nurse Anesthesia Students



POSITION SUMMARY:

Oversees and directs the academic, administrative, and technical aspects of the Program of Nurse Anesthesia. Develops and implements policies and procedures to ensure that criteria for accreditation are met. Provides course instruction.

SCHOOL OF NURSING RESPONSIBILITIES FOR ALL PROGRAM DIRECTORS

1. Collaborates with Director of the School of Nursing to keep him/her informed of Program level committee activities.
2. Serves as a resource to Nurse Anesthesia faculty.
3. Prepares agenda, schedule, and chair committee meetings. Collaborates with Director of the School of Nursing on appointment of instructors of record for courses taught.
4. Collaborates with faculty and Director of the School of Nursing to assign teaching responsibilities that equalize instructional loads and related activities.
5. Provides for evaluation of faculty and courses. Evaluates Nurse Anesthesia faculty teaching skills in the classroom and, if possible, clinical labs. Shares evaluation with faculty. Assists faculty to summarize findings of course evaluations and share pertinent data from summaries with faculty and Director of the School of Nursing.
6. Makes requests to Director of the School of Nursing for faculty and classroom space, educational equipment and supplies, and course schedules.
7. Collaborates with Director of the School of Nursing and faculty to recruit and select new faculty to meet the School's teaching needs.
8. Coordinates faculty liaison activities with clinical agencies, including recommendations of potential new agencies.
9. Assigns advisees to Nurse Anesthesia faculty.
10. Communicates with students, faculty, clinical agencies, and university administrators, as indicated.
11. Assists in planning strategies for obtaining grant funds for School use.
12. Maintains open communication with Committee members and Director of the School of Nursing.
13. Assists the Director of the School of Nursing with maintaining CCNE accreditation and preparing self-study.
14. Maintains up-to-date graduation audit sheets (curriculum check sheets).
15. Assists the Director of the School of Nursing with program assessment activities.
16. Revises program recruitment brochure as needed.

SPECIFIC TASKS AND RESPONSIBILITIES RELATED TO THE NURSE ANESTHESIA PROGRAM:

1. Oversees all clinical and didactic aspects of the Nurse Anesthesia Program within the Standards and Guidelines of the Council on Accreditation of Nurse Anesthesia Educational Programs, and initiates corrective action should areas of noncompliance occur.
2. Develops Nurse Anesthesia Program goals and objectives complementary to and consistent with School of Nursing and University goals and objectives.
3. Determines the adequacy of program/institutional resources in meeting program objectives.
4. Develops, monitors, and maintains program budget in collaboration with Director of the School of Nursing.
5. In conjunction with the Advisory Committee, School Director, and program faculty reviews procedures and methods of operation in accordance with professional standards, licensing and accrediting agencies, reimbursement requirements and School of Nursing policy.
6. Administers policies and procedures that govern student selection, evaluation, probation and/or dismissal.
7. Develops and implements a continuous self-study program required by the Council on Accreditation.
8. Directs and participates in the student selection process through interviews and evaluation of applicant records.
9. Secures levels of expertise of the faculty consistent with the educational and clinical standards developed by external regulatory/accrediting agencies.
10. Maintains regular communication with all clinical sites, including clinical visits to each affiliation site to monitor and evaluate student and preceptor performance.
11. Maintains Nurse Anesthesia Program policy and procedures in concert with bylaws, policies and procedures of Western Carolina University, the College of Health and Human Sciences, and the School of Nursing.
12. Continuously assesses compliance with accreditation requirements and initiates corrective action should areas of noncompliance occur or recur.

QUALIFICATIONS:

- Certified Registered Nurse Anesthetist
- Experience in graduate nurse anesthesia education
- Doctoral degree in Nursing or related discipline
- Licensure in North Carolina as a Registered Nurse
- A minimum of 5 years experience in the clinical setting as a CRNA
- Demonstrated record of excellence in scholarship and professional activity
- Abundant interpersonal skills for the effective supervisory leadership and instruction of faculty and students
- Superior analytical abilities for the planning and coordinating of all clinical, educational, and administrative activities related to the Nurse Anesthesia Program

The above statement reflects the general duties considered necessary to describe the principal functions of the job as identified, and shall not be considered as a detailed description of all the work requirements that may be inherent in the position.

POSITION: Assistant Director - Nurse Anesthesia Program

LOCATION: School of Nursing

REPORTS TO: Director, Nurse Anesthesia Program

DIRECTLY SUPERVISES: Nurse Anesthesia students



POSITION SUMMARY: Assists the Program Director with administrative duties of the Nurse Anesthesia Program as assigned. Responsible for course instruction and other duties that involve classroom instruction. Participates in student admission procedures.

MAJOR TASKS AND RESPONSIBILITIES:

1. Evaluates the need for and assists with the development of additional clinical site affiliations for the program.
2. Coordinates clinical student evaluation and consults with Program Director on clinical issues
3. Assists the NA Program Director with maintaining COA accreditation and preparing self-study.
4. Develops plans for clinical rotations for next academic year in consultation with faculty.
5. Works with the Program Director and other program faculty to ensure appropriate coordination of the didactic and clinical segments of the program.
6. Makes clinical site visits to monitor and evaluate student and preceptor performance.
7. Coordinates selection of student representatives to School and College committees.
8. Assists the Program Director with administrative duties as assigned.
9. Willingness to assume the director's responsibilities on an interim basis if called upon
10. Prepares or coordinates preparation of lesson plans, objectives and examinations for assigned Nurse Anesthesia courses.
11. Participates in the planning, development, implementation and evaluation of classroom activities
12. Assists visiting lecturers in the preparation of classroom material as necessary.
13. Participates in the student selection process through interviews and evaluation of applicant records.
14. Participates in the overall evaluation of student performance.
15. Serves as an Advisor to Nurse Anesthesia Students.
16. Participates in program, school, and university committee work.

QUALIFICATIONS:

Minimum Required:

- Certified Registered Nurse Anesthetist
- A minimum of 2 years experience in the clinical setting as a CRNA
- Masters degree in Nursing or related discipline
- Licensure in North Carolina as a Registered Nurse
- Abundant interpersonal skills for the effective instruction of students
- Analytical and problem-solving skills essential for coordinating student didactic and clinical activities

The above statement reflects the general duties considered necessary to describe the principal functions of the job as identified, and shall not be considered as a detailed description of all the work requirements that may be inherent in the position.

APPENDIX D-1

STUDENT EVALUATIONS

Student Assessment of Instruction: Standard Course Form

Organization and Clarity

My instructor is well prepared for class meetings.
My instructor explains the subject matter clearly.
My instructor clearly communicates course goals and objectives.
My instructor answers questions appropriately.

Enthusiasm and Intellectual Stimulation

My instructor is enthusiastic about teaching this course.
My instructor presents the subject in an interesting manner.
My instructor stimulates my thinking.
My instructor motivates me to do my best work.

Rapport and Respect

My instructor helps students sufficiently with course-related issues.
My instructor is regularly available for consultation.
My instructor is impartial in dealing with students.
My instructor respects opinions different from his or her own.

Feedback and Accessibility

Assessment methods accurately assess what I have learned in this course.
Grades are assigned fairly.
The basis for assigning grades is clearly explained.
The instructor provides feedback on my progress in the course on a regular basis.

Student Perceptions of Learning

My instructor advances my knowledge of course content.
My instructor promotes my understanding of important conceptual themes.
My instructor enhances my capacity to communicate effectively about the course subject matter.
My instructor encourages me to value new viewpoints related to the course.

Western Carolina University
School of Nursing

MS(N)-LEVEL TEAM COURSE EVALUATION QUESTIONS:

Value scale for answer choices as follows:

- 1. Strongly Disagree**
- 2. Disagree**
- 3. Neutral**
- 4. Agree**
- 5. Strongly Agree**

Question set for MS(N) level as follows:

1. Difficult topics are structured in easily understood ways.
2. In this course, I felt challenged and motivated to learn.
3. This course builds understanding of concepts and principles.
4. Exams and/or assignments are used to help me find my strengths and weaknesses.
5. Content is relevant to course objectives.
6. This course has clearly stated objectives.
7. I can apply information/skills learned in this course.
8. The relationship of this course to my education is apparent.
9. The content of this course is relevant to my needs.
10. The assigned readings contribute to this course.
11. I am generally pleased with the text(s) required for this course.
12. The format of this course is appropriate to course purposes.
13. The teaching strategy used in this course is appropriate.
14. Please write in any comments you have about this course (open paragraph to type in comments):

Approved, 2/20/06

APPENDIX D-2

ANNUAL-SEMIANNUAL

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:
See Separate Document Located Online at the SON Faculty Homepage*

APPENDIX E-1

COLLEGIAL REVIEW DOCUMENT

**(SEE SEPARATE DOCUMENT
LOCATED ONLINE AT THE
SON FACULTY HOMEPAGE)**

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.

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

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.

	A g r e e	D o N o t A g r e e	O b s e r v e d N o t
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:
 6. Peer Assessor Commentary
 7. Instructor Response

Steps for obtaining a peer assessment through the CFC:

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

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

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:

1. What is the delivery method of this course: F2F, totally online, hybrid?
2. How many students are enrolled?
3. Is this an elective or core course?
4. 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?
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.	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,
& Colleagues Evaluation of Teaching materials*

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:

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

Comments by Reviewer and signature:

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)

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

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.

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