TABLE OF CONTENTS

1.0  Introduction .................................................................................................................. 1
  1.10 Preface ....................................................................................................................... 1
  1.20 Overview and History of the School of Nursing ...................................................... 1

2.0  Curriculum ................................................................................................................... 3
  2.10 Mission ....................................................................................................................... 3
  2.20 Vision ........................................................................................................................ 3
  2.30 Philosophy ................................................................................................................ 3
  2.40 Conceptual Framework Concepts Outline .............................................................. 5
  2.50 Conceptual Framework ............................................................................................ 6
  2.60 Baccalaureate Program ............................................................................................ 7
      Program Learning Outcomes ....................................................................................... 7
      Prelicensure Program of Study .................................................................................. 8
      RN-BSN Requirements ............................................................................................ 9
  2.70 Clinical Research .................................................................................................... 11
      Curriculum Objectives ............................................................................................ 11
      Clinical Research Program of Study .................................................................... 11
  2.80 Graduate Program .................................................................................................. 15
      Family Nurse Practitioner Concentration ............................................................... 15
      FNP Curriculum ....................................................................................................... 16
      FNP Post Master’s Certification Purpose ................................................................ 17
      Nurse Education Concentration ............................................................................ 18
      Nurse Education Purpose ..................................................................................... 19
      Nurse Education Course Sequence ....................................................................... 20
      Clinical Research and Product Development ...................................................... 21
      Degree Options ....................................................................................................... 23
      DNP Program ........................................................................................................... 26

3.0  School of Nursing Faculty Bylaws ............................................................................. 30

4.0  Organizational Chart .................................................................................................. 44
  4.10 Organizational Charts ............................................................................................. 44

5.0  Faculty Hiring Process and Promotion ...................................................................... 45
  5.10 Procedure for Hiring New Faculty ......................................................................... 45
  5.20 Procedure for Faculty Orientation ......................................................................... 46
  5.30 Procedure for Annual Faculty Evaluation ............................................................ 46
  5.40 Procedure for Reappointment, Promotion, Tenure .............................................. 47
  5.50 Other Resources .................................................................................................... 47

6.0  Faculty Policies and Guidelines ................................................................................ 47
  6.10 Faculty Credentials ............................................................................................... 47
  6.20 School of Nursing Strategic Planning ................................................................... 49
  6.30 Faculty Office Hours .............................................................................................. 84
6.40 Faculty Schedules .................................................................................. 84
6.50 Posting Student Grades ......................................................................... 84
6.60 Academic Progression ........................................................................... 84
6.70 Release of Student Information ............................................................... 84
6.80 Faculty Use of Student Assignments ....................................................... 85
6.90 Roles as Committee and/or Council Chair/Coordinator, Director ........ 85
6.100 Academic Advising and Counseling .................................................... 85
6.110 Faculty Access to Student Files ............................................................. 85
6.120 Verifying Class Lists .............................................................................. 85
6.130 Final Exam Policy .................................................................................. 85
6.140 External Professional Activities ............................................................. 85
6.150 Faculty Scholarship ................................................................ ............... 86
6.160 Retention of Examinations and other Graded Material ...................... 86
6.170 Records Retention and Disposition Schedule ...................................... 86
6.180 Faculty Workload Policy ....................................................................... 86
6.190 Faculty Disability Benefits .................................................................... 86
6.200 Reappointment, Tenure and Promotion Process ................................... 87

7.0 Student Policies and Guidelines ................................................................. 97
7.10 Academic Advisement ............................................................................ 97
7.20 Student Access to Official Files in the School of Nursing .................... 99
7.30 Contents of Official Student Files, School of Nursing ......................... 99
7.40 Student Injuries on and off Campus ....................................................... 100
7.50 Transfer Credit ....................................................................................... 100
7.60 Substitutions and Waivers ................................................................... 100
7.70 Permission for Transient Study ............................................................... 100
7.80 Change of Concentration (Major) .......................................................... 100
7.90 Withdrawal from Courses ...................................................................... 101
7.100 Withdrawal from the School of Nursing ............................................... 101
7.110 Transfer of Undergraduate Nursing Credit and Advanced Placement .. 102
7.120 Transfer Credit for Graduate Program in Nursing ............................... 102
7.130 Standardized Testing Policy ................................................................. 102

8.0 General Policies ....................................................................................... 103
8.10 First Aid ................................................................................................. 103
8.20 Photocopying ......................................................................................... 103
8.30 Copyright Law ....................................................................................... 104
8.40 Telephone Protocol ................................................................................ 104
8.50 Equipment Repair .................................................................................. 105
8.60 Notice of Non-Discrimination ................................................................. 105
8.70 Inclement Weather .................................................................................. 105
8.80 Printing Guidelines for Course Material ................................................ 106

9.0 Randall Library Policies and Guidelines ................................................ 106
9.10 Research and Instruction ....................................................................... 107
10.0 Evaluations and Forms .................................................108
  10.10 Program Evaluation Plan ..........................................108
       Master Plan of Evaluation .........................................109
  10.20 Faculty Annual Evaluation Process ..............................151
  10.21 Annual Faculty Review ............................................155

11.0 Forms & Outlines ..................................................156
  11.10 Course Syllabus Format ...........................................156
  11.20 Content Outline Format ..........................................167
  11.30 Advisor Log ..........................................................169
  11.40 Advising Checklist Prelicensure Program .....................170
  11.50 Faculty-Student Conference .....................................172
  11.60 Student Record Access Form ..................................174
  11.70 Student Consent to Release Educational Records ............176
  11.80 Reference Consent Form .........................................177
  11.90 Permission to Use Student Work ...............................178
  11.100 Audiovisual Release Form ....................................180
  11.110 Simulation Confidentiality Agreement .......................181
  11.120 Online Forms-Registrar ........................................182
       Course Enrollment ..................................................182
       Incomplete Grades ..................................................182
       Other .....................................................................182
  11.130 Incident Report Form ............................................183
  11.140 Exit Survey Form ..................................................188
  11.150 Tips for Nursing Faculty Travel ...............................190
  11.160 Notice of Intent to Engage in External Professional
       Activities for Pay ....................................................193
  11.170 Personnel Information Change Request ......................193
  11.180 Faculty and Staff Tuition Waiver ..............................193

12.0 Faculty Orientation ..................................................195
  12.10 Faculty Orientation Checklist .....................................195
  12.20 Human Resources Helpful Resources .........................196

13.0 Simulation Learning Center .........................................202
  13.10 Purpose ..................................................................202
  13.20 Goals ...................................................................202
  13.30 Activities ...............................................................202
  13.40 User Groups ............................................................202
  13.50 Fee Schedule ...........................................................203
  13.60 Request for Use .......................................................203
  13.70 Equipment ...............................................................203
  13.80 Policies ..................................................................204
  13.90 Request Forms ........................................................206
13.100   Request to Borrow Equipment – All User Groups............................ 206
13.110   Clinical Simulation Lab Evaluation................................................. 207
1.0 Introduction

1.10 Preface

The purpose of this manual is to document guidelines, policies and procedures of the School of Nursing and provide a resource of information regarding procedures to be used within the School and the University. Faculty are also referred to the UNCW Faculty Handbook.  
http://www.uncw.edu/fac_handbook

Policies and guidelines are developed and adopted by faculty and the Director of the School of Nursing. They are in addition to and in support of the policies and procedures of the University. As new policies are developed, they will be incorporated into the manual, following the designated review and approval processes. Policies needing University approval will be submitted to the Dean of the College of Health and Human Services.

1.20 Overview and History of the School of Nursing

In the early 1960s, the New Hanover County Commissioners consolidated James Walker Memorial Hospital and Community Hospital creating the New Hanover Memorial Hospital, which has since become New Hanover Regional Medical Center (NHRMC). With the acquisition of Cape Fear Hospital, the current designation as New Hanover Health Network (NHHN) evolved. The New Hanover Memorial Hospital Board of Directors discontinued the diploma nursing programs that had existed at James Walker Memorial Hospital and Community Hospital. In response, county officials requested that Wilmington College establish a two-year associate degree program in nursing. The first Wilmington College nursing class graduated with an Associate of Arts degree in nursing in 1967.

During the 1970s, UNCW initiated plans for a Bachelor of Science program with a concentration in professional nursing. In 1980 a baccalaureate program was recommended to meet the needs of both first-time nursing students and registered nurses wishing to earn a four-year degree. In 1984, the UNC Board of Governors approved establishing the UNCW baccalaureate program in nursing. The curriculum received initial (provisional) approval from the Board of Nursing in June 1984. Having acquired approval from the University of North Carolina System and the North Carolina Board of Nursing, UNCW established the School of Nursing (SON) on July 1, 1984.

Authorization to plan the graduate program was granted by the University of North Carolina General Administration in Fall 1997, with authorization to establish the program in July 1998. The first cohort of students (ten full-time and ten part-time) was admitted in Fall 1998. The planning year and the first two years of the program were supported partially by grants totaling over one million dollars from the United States Department of Health and Human Services and the Cape Fear Memorial Foundation. The first Master of Science in Nursing class of nine students graduated in May 2000. In 2004, continuing accreditation was granted the baccalaureate and MSN programs by the NLNAC for the maximum period of eight years (2012). In 2004, the SON admitted three students into the inaugural class of the Master of Science in Nursing – Nurse Educator Option (MSN-NE). In response to the critical shortage of registered nurses in
professional practice, and the need to produce more faculty to accommodate increased student enrollment, the Nurse Educator Option was approved as the second option in the MSN program.

In June 2003, the Office of the President of the University of North Carolina approved the intent to plan the Bachelor of Science in Clinical Research (non-nursing major). The following year in Fall 2004, a cohort of five students commenced the program of study. This inaugural class of five students graduated in May 2006 and the second and third cohorts graduated nine in May 2007 and nine in May 2008 respectively. Enrollment has increased steadily in the CLR program and is projected to continue to increase for the foreseeable future. The UNCW SON received funding to support early development of the program from Pharmaceutical Product Development, Inc. (PPD). A clinical research minor was subsequently added to the curriculum. In the Spring of 2010, the General Administration of the University of North Carolina approved the proposal to begin a Master of Science Degree in Clinical Research Management and Product Development and will enroll the first students in January 2011. In 2017, a post-graduate certificate was added.

A fully online RN-BSN program launched in August of 2013, offering courses in a Carousel model over 7 weeks, and allowing completion in as little as 12 months if desired. The Doctor of Nursing Practice program was approved by the UNC General Administration in spring 2016, and the initial cohort of 9 students was enrolled in August 2016. The MSN Nurse Educator option was reopened in January 2017 as a fully online program with courses offered over 7 weeks.

The UNCW School of Nursing has continuously been approved by the North Carolina Board of Nursing (NCBON). The National League for Nursing (NLN) initially accredited the Bachelor of Science program, pre-licensure, and RN-BS options in 1987. In October 1996, continued accreditation was granted by the National League for Nursing Accrediting Commission, Inc. (NLNAC) through Spring 2004 with reaffirmation through 2012. Decision was made to continue with only CCNE accreditation. Initial five year accreditation of all curricula in the School of Nursing (SON) was awarded in 2004 by the Commission on Collegiate Nursing Education (CCNE) which accredits. A second accreditation was awarded for 10 years in 2009 which is in effect through 2019. In 2012 the SON was reviewed by the Southern Association of Colleges and Schools (SACS), as a part of the overall UNCW reaffirmation review. The university was awarded the maximum ten-year reaccreditation. In December 2013, UNCW received reaffirmation of accreditation and the 5 year interim report is due in June 2019.

In July 2010, the UNCW College of Health and Human Services (CHHS) was established to make a positive impact on the health and quality of life of residents in the state of North Carolina and beyond. The goal of the CHHS is to help individuals, families and communities live healthier, more prosperous and empowered lives. The CHHS consists of three professional schools: School of Health and Applied Human Sciences, School of Nursing, and School of Social Work.

The SON is an integral part of UNCW and a vital contributor to the healthcare community in New Hanover County and the surrounding southeastern region. The faculty is committed to preparing nursing graduates at the baccalaureate, master’s, and doctorate levels to become vital members of the workforce contributing to the health of the community. The faculty is also
committed to inter-professional collaboration in teaching, scholarship, and service to promote, support, and maintain the health of the citizens.

2.0 CURRICULUM

2.10 Mission

The mission of the UNCW School of Nursing is to educate nursing and clinical research professionals through excellence in teaching, scholarship, service, and community engagement. Emphasis is placed on educating individuals to improve health outcomes and quality of life in diverse populations.

2.20 Vision

The UNCW School of Nursing will be recognized as a center of excellence in education, practice, and research that prepares professionals to shape a dynamic healthcare environment and to serve a diverse community.

2.30 Philosophy

The School of Nursing actively promotes dedication to the professional values of client-centered care, lifelong learning, and quality improvement. We believe that these professional values are essential to the unique discipline of nursing and the holistic perspective that is inherent in all aspects of professional nursing. The conceptual framework for the School of Nursing curriculum reflects the complex interactions of these core values and the concepts of Client, Environment, and Health to define Professional Nursing. The core values and concepts that have been adapted for the framework are from the Standards of the National Research Council, The National Academies Report (2003), the AACN Essentials of Baccalaureate and Master’s Education for Professional Nursing Practice (2008), the National Taskforce on Quality Nurse Practitioner Education (2002), and the National League for Nursing - Nurse Educator Competencies (2005).

- Individual and/or population centered care supports autonomy by promoting collaborative partnerships with individuals, families, communities, and peers. Collaboration supports human dignity, diversity, and altruism in health care delivery.
- Lifelong learning is essential for professional development to ensure professional integrity and sound clinical reasoning in a dynamic health care environment. Active involvement in the learning process along with integration of information and health care technology prepares students and graduates to refine their practice as they adapt to emergent health care systems. Reflective practice, creativity, and strong clinical reasoning skills enhance client-centered care and support quality improvement.
- Quality care and patient safety focuses on excellence and social justice in health care delivery in all settings and for all clients/patients. Through evidence-based practice, advocacy, and innovations in research, students, alumni, and faculty contribute to the
evolution of technology, enhanced care delivery models, and expert professional nursing practice.

Reviewed: 4/06, 9/06, 2/08, 3/10, 5/18, 8/18

*The core values and concepts that have been adapted for the framework are from the Standards of the National Research Council, The National Academies Report (2003), the AACN Essentials of Baccalaureate and Master’s Education for Professional Nursing Practice (1998), the National Taskforce on Quality Nurse Practitioner Education (2002), and the National League for Nursing - Nurse Educator Competencies (2005).
Outline for Concepts within a Nursing Course

I. **Patient** - Individual and/or population centered care, quality care and patient safety, life-long learning
   A. Cultural Awareness
   B. Self-care
   C. Basic Needs
      1. Safe Effective Care Environment
      2. Health Promotion
      3. Psychosocial Integrity
      4. Physiologic Integrity

II. **Environment** – Individual and/or population centered care, quality care and patient safety, life-long learning
   A. Public/global health
   B. Epidemiology, Genetics and Biostatistics
   C. Respect for environment
   D. Health care systems/policies

III. **Health Maintenance** – Individual and/or population centered care, quality care and patient safety, life-long learning
   A. Risk reduction
   B. Disease prevention
   C. Illness management

IV. **Nursing** – Individual and/or population centered care, quality care and patient safety, life-long learning
   A. Nursing process
   B. Communication and documentation
   C. Technical skills
   D. Role development
   E. Information and health care technology
   F. Cultural competence
   G. Teamwork, collaboration, and leadership
### 2.50 Conceptual Framework

<table>
<thead>
<tr>
<th>Conceptual Matrix</th>
<th>Professional Values</th>
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<tbody>
<tr>
<td><strong>Core Concepts</strong></td>
<td><strong>Individual and/or Population Centered Care</strong></td>
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<td></td>
<td>Altruism, Caring, Advocacy</td>
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<tr>
<td><strong>Patient</strong></td>
<td>Cultural awareness</td>
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<td></td>
<td>Self-care</td>
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<td></td>
<td>Basic Care Needs</td>
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<td></td>
<td>a. Safe, Effective Care</td>
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<td>b. Health Promotion</td>
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<td></td>
<td>c. Psychosocial Integrity</td>
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<td></td>
<td>d. Physiologic Integrity</td>
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<td><strong>Environment</strong></td>
<td>Public Health</td>
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<td>Global Health</td>
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<td>Epidemiology, Genetics and Biostatistics</td>
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<td>Regulatory environments</td>
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<td></td>
<td>Health care systems and Policies</td>
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<tr>
<td><strong>Health Maintenance</strong></td>
<td>Risk reduction</td>
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<tr>
<td></td>
<td>Disease prevention</td>
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<td>Illness management</td>
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<td><strong>Nursing</strong></td>
<td>Nursing Process</td>
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<td>Communication and documentation</td>
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<td>Technical skills</td>
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<td>Role development</td>
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<td>Information and health care technology</td>
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<td>Cultural competence</td>
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<tr>
<td></td>
<td>Teamwork, collaboration, and leadership</td>
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</tbody>
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~AACN, The Essentials of Baccalaureate Education for Professional Nursing Practice, 2008
2.60 Baccalaureate Program

Purpose: The purpose of the baccalaureate program in professional nursing is to prepare a generalist who possesses the knowledge, skills, and attitudes with which to practice family-centered professional nursing in a variety of current and emerging health care delivery systems. In addition, the program is designed to provide a foundation for graduate nursing education. Through interactions with clients—individual persons, families and communities—and other health care professionals, nursing graduates will contribute toward meeting the wide-ranging needs of the region, state, and the larger community.

Students in the professional nursing major must select one of two options: Prelicensure for individuals who are not already licensed as registered nurses or Registered Nurse to Bachelor of Science (RN-BSN) for individuals who possess the registered nurse license.

Program Learning Outcomes: The main objective of the curriculum incorporates the professional values of individual and/or population centered care (altruism, human dignity, and autonomy), life-long learning (clinical reasoning and integrity), and quality care and patient safety (research and social justice). These professional values are vertical threads which are emphasized during the course offerings that address each of the horizontal core concepts (patient, environment, health maintenance, and nursing) as depicted in conceptual framework.

Upon completion of the program, the graduate will be able to:

1. Evaluate comprehensive individual and/or population centered care through an altruistic concern for the welfare of others while supporting autonomy and respecting human dignity.
2. Integrate professional values based on integrity, accountability, and responsibility by engaging in clinical reasoning skills and life-long learning.
3. Implement safe, quality patient care by adhering to moral, ethical, legal, and professional standards through the use of evidence-based practice.
4. Appraise patient health by meeting basic care needs within the appropriate cultural context, across the lifespan and in all healthcare settings.
5. Manage environments that support public and global health while integrating the knowledge of sciences, healthcare systems, policies, and trends.
6. Appraise health maintenance of patients through transdisciplinary management of risk reduction, disease prevention, and illness management.
7. Demonstrate the competencies of a generalist nurse through role development, teamwork, collaboration, and leadership using the knowledge, skills, and attitudes of professional nursing practice (nursing process, communication, documentation, technical skills and information and patient care technologies).

Revised 2010; 2018
# UNCW Bachelor of Science: Nursing Prelicensure

## Suggested Four-Year Sequence of Sources

**Note:** Additional University Studies courses needed for UNCW requirements. Subject to change.

<table>
<thead>
<tr>
<th>First Year: Semester I</th>
<th>First Year: Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 201: Principles of Biology: Cells</td>
<td>4</td>
</tr>
<tr>
<td>*MAT 111, 112, 151, 152, 161, or 162</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 105: General Psychology</td>
<td>3</td>
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<tr>
<td>University Studies</td>
<td>3</td>
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<tr>
<td>University Studies</td>
<td>3</td>
</tr>
<tr>
<td>*CHM 101: General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>*SOC 105 or ECN 125 or ECN 221</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 223: Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>University Studies</td>
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<td>University Studies</td>
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</tbody>
</table>

Apply to School of Nursing.

(July 1st deadline for following spring start; Dec. 15th deadline for following fall start)

<table>
<thead>
<tr>
<th>Second Year: Semester III</th>
<th>Second Year: Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 246: Microbiology (lab not required)</td>
<td>3</td>
</tr>
<tr>
<td>*BIO240: Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>*PAR 101, 115, 205, 211, or 215</td>
<td>3</td>
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<tr>
<td>University Studies</td>
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<tr>
<td>University Studies</td>
<td>3</td>
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<tr>
<td>University Studies</td>
<td>3</td>
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<tr>
<td>NSG 250: Intro to Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NSG 252: Clinical I: Foundations in Professional Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td>*STT 210 or STT 215 or QMM 280 or PSY 225</td>
<td>3</td>
</tr>
<tr>
<td>*BIO 241: Human Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<th>Third Year: Semester V</th>
<th>Third Year: Semester VI</th>
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<tr>
<td>NSG 320: Pathophysiology / Pharmacology I</td>
<td>3</td>
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<tr>
<td>NSG 324: Clinical Application of Therapeutic Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>NSG 326: Clinical II: Adult Health I</td>
<td>6</td>
</tr>
<tr>
<td>NSG 415: Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>University Studies</td>
<td>3</td>
</tr>
<tr>
<td>NSG 329: Clinical III: Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG 330: Clinical IV: Maternal-Infant Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG 334: Gerontology Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 335: Patho/Pharm II</td>
<td>3</td>
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<tr>
<td>University Studies</td>
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</table>

<table>
<thead>
<tr>
<th>Fourth Year: Semester VII</th>
<th>Fourth Year: Semester VIII</th>
</tr>
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<tbody>
<tr>
<td>NSG 322: Issues, Trends, &amp; Health Policy</td>
<td>3</td>
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<tr>
<td>NSG 401: Clinical V: Pediatric Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG 405: Clinical VI: Community Health Nsg</td>
<td>4</td>
</tr>
<tr>
<td>University Studies</td>
<td>3</td>
</tr>
<tr>
<td>NSG 403: Clinical VII: Adult Health II</td>
<td>7</td>
</tr>
<tr>
<td>NSG 406: Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>NSG 409: Clinical VIII: Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note – NSG classes comprise 11 hrs this semester; additional hrs needed for full-time student status.*

*DEMONES PREREQUISITE OR COREQUISITE FOR THE NURSING MAJOR.*

University Studies Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 (or ENG 103)</td>
<td>Aesthetic, Interp. &amp; Lit. I</td>
</tr>
<tr>
<td>ENG 201 (or ENG 103)</td>
<td>Aesthetic, Interp. &amp; Lit. II</td>
</tr>
<tr>
<td>PED 101</td>
<td>Historical Approaches</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Living in a Global Society</td>
</tr>
<tr>
<td>UNI 101 (Freshman must take in 1st semester)</td>
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</tr>
</tbody>
</table>

Reviewed 7/18
Requirements for the B.S.N Degree with a Major in Professional Nursing, RN-BSN Option:

Collateral Courses (28 credits):

- BIO 240 - Human Anatomy and Physiology I
- BIO 241 - Human Anatomy and Physiology II
- BIO 246 - Microbiology of Human Diseases
- CHM 101 - General Chemistry I
- PSY 105 - General Psychology
- PSY 223 - Life Span Human Development
- STT 210 - Introduction to Statistics with Applications in the Health Sciences or
  STT 215 - Introduction to Statistics

Choose one of the following:

- PAR 101 - Invitation to Philosophical Thinking
- PAR 110 - Introduction to Logic
- PAR 115 - Introduction to Ethics
- PAR 205 - American Philosophy
- PAR 211 - Philosophy of Human Nature
- PAR 215 - Bioethics

Choose one of the following:

- SOC 105 - Introduction to Sociology
- ECN 125 - Survey of Economics
- ECN 221 - Principles of Economics-Micro

Core Courses (29 credits):

- NSG 316 - Professional Nursing Practice for the Baccalaureate Nurse
- NSG 321 - Gerontological Nursing and the End of Life Care
- NSG 323 - Health Assessment for Registered Nurses
- NSG 398 - Health Policy
- NSG 406 - Leadership and Management in Nursing
- NSG 408 - Population and Community Health Nursing
- NSG 415 - Research in Nursing
- NSG 482 - Pathophysiologic and Pharmacological Evidence Based Nursing Care
- NSG 484 - Professional Nursing Capstone
Select a minimum of 3 credits from the following:

- NSG 346 - Evolution of Professional Nursing
- NSG 361 - Building a Professional Nursing Career
- NSG 385 - Palliative & End-of-Life Care Across the Lifespan
- NSG 411 - Complementary and Alternative Therapies
- NSG 480 - Transcultural Health Care
- NSG 487 - Genetics and Genomics in Healthcare

Note:

Completion of these nursing courses will satisfy 29 of the 31 credit university residency requirements.

One additional elective may be needed to fulfill university residency requirements. NSG 484 is a capstone course to be completed in the last semester of the program.

Total: 57 hours

Placement Credits (34 credits):

Upon successful completion of NSG 316, RN-BSN students are granted 34 placement credits.

Total Degree Requirements: 91 credits

Additional Information:

The recommended Program of Study can be viewed on the School of Nursing website, www.uncw.edu/son; click on the RN-BSN option of the Bachelor of Science in nursing.

A minimum of “C” (2.00) is required in each nursing course. A cumulative grade point average of 2.00 or better is required for graduation.

Adopted 1/05
Revised 10/10, 7/18
Clinical Research, B.S.

The UNCW Clinical Research Program prepares individuals for participation in the science and business of developing drugs, biologics, and biomedical devices with emphasis on pre-approval human clinical trials and post-marketing safety studies. Most graduates work for pharmaceutical and biotechnology companies, contract research organizations, clinical research service providers, or clinical sites enrolling clinical trial subjects. This is an online distance education program that requires 2 semesters of internship at a clinical research organization. The Clinical Research Program is not a nursing or laboratory-based program.

Program Learning Outcomes:

At the time of graduation students should be able to:

- Demonstrate a foundational understanding of clinical research methodologies described in study protocols with emphasis on study design, operational aspects, and regulatory compliance.
- Integrate knowledge and skills gained in the basic sciences to the planning, implementation, and evaluation of clinical research.
- Apply and explain scientific and regulatory concepts related to the development, design, and analysis of clinical studies for biopharmaceutical and medical device product development.
- Evaluate ethical issues, including the protection of human subjects and the evaluation of safety in the conduct of clinical studies, in the context of underlying regulations and guidelines.
- Explain processes and rationale for clinical study operations in the context of Good Clinical Practice and other relevant guidelines and regulations (e.g., study management, monitoring, safety management, handling of investigative products, data management).
- Describe the collection, flow, and management of data through a clinical study and the role of statistics and informatics.
- Interpret statistical results from the published studies in the peer reviewed literature and clinical study reports.
- Demonstrate leadership, professionalism, oral and written communication, and team work skills in clinical research.

Requirements for a Major in Clinical Research for the B.S. Degree:

Collateral Courses (28 hrs)
BIO 201 - Principles of Biology: Cells
BIO 246 - Microbiology of Human Diseases
CHM 101 - General Chemistry I
MAT 111 - College Algebra
PSY 105 - General Psychology
STT 210 - Introduction to Statistics with Applications in the Health Sciences
Complete one of the following sequences:

EXS 216 - Human Anatomy and Physiology I  
EXSL 216 - Human Anatomy and Physiology I Laboratory  
EXS 217 - Human Anatomy and Physiology II  
EXSL 217 - Human Anatomy and Physiology II Laboratory, OR

BIO 240 - Human Anatomy and Physiology I  
BIOL 240 - Human Anatomy and Physiology Laboratory I  
BIO 241 - Human Anatomy and Physiology II  
BIOL 241 - Human Anatomy and Physiology Laboratory II

**Core Courses (52 hrs):**  
CLR 301 - Introduction to Clinical Research  
CLR 310 - Clinical Research Writing and Communications  
CLR 325 - Pharmacotherapeutics  
CLR 330 - Fundamentals of Biopharmaceutical Product Development  
CLR 340 - Study and Site Management for Clinical Trials  
CLR 350 - Understanding Medical Terminology and Clinical Endpoints  
CLR 410 - Collaborative Writing for Clinical Studies  
CLR 420 - Regulatory Affairs  
CLR 430 - Managing and Monitoring Clinical Trials  
CLR 440 - Bioanalytics  
CLR 450 - Data Management  
CLR 470 - The Business of Clinical Research  
CLR 496 - Clinical Research Internship I  
CLR 497 - Clinical Research Internship II  
PAR 215 - Bioethics

Select one of the following as a Core Course elective (3-4 hrs):
CHM 102 - General Chemistry II  
ECN 327 - Health Economics  
EDN 211 - Principles of Leadership  
ENG 313 - Writing about Sciences  
GRN 101 - Introduction to Gerontology  
HEA 452 - Epidemiology and Concepts of Human Disease  
MKT 340 - Principles of Marketing  
PSY 245 - Drugs and Behavior  
PSY 256 - Brain and Behavior  
PSY 425 - Psychometrics  
STT 305 - Statistical Programming  
STT 350 - Survey Sampling

Total Degree Requirements: 83-84 hours
**Additional Information:**
A “C” (2.00) or better is required in each required CLR core course to progress. A cumulative grade point average of 2.00 or better is required for graduation. A “C” (2.0) or better is required in all required non-CLR courses to apply to/progress in the program. All required CLR 300 level courses must be taken prior to enrollment in internship (CLR 496).

Many of the required courses are sequential, have prerequisites, and may be offered only once a year; therefore, it is imperative that students consult with the academic advisor and follow the prescribed program of study. Students are also expected to complete the university studies requirements during the freshman and sophomore years because of the rigor and concentration of lab courses and the internship in the major. The recommended 15-17 semester hour course load each semester is necessary to complete the program in four academic years. In addition to the university studies and required prerequisite courses, elective credits are also included in the 124 hours required for graduation. To qualify for the Bachelor of Science in Clinical Research, 25% of the total semester hours must be taken in residence at UNCW.

**Clinical Research Minor**

The Clinical Research Program offers a Minor in Clinical Research which focuses on fundamentals of clinical research methods, regulatory considerations, operational steps and clinical background involved in phases one through four of biopharmaceutical product development. The program content is relevant to employment in pharmaceutical companies, contract research organizations, clinical research service providers, and clinical settings enrolling clinical trial subjects. The minor will allow students gaining expertise in other areas (e.g., statistics, chemistry, biology, etc.) to master the fundamental aspects of clinical research for careers in the clinical research industry or conducting clinical research as a clinician.

The Clinical Research Minor is not a nursing or laboratory-based program.

**Program Objectives for the Minor in Clinical Research**

Upon completion of the Minor students should be able to:

- Discuss the foundational elements of clinical research methodologies described in study protocols with emphasis on study design, ethical aspects, operational aspects, and regulatory compliance.
- Explain scientific and regulatory concepts related to the development, design, and analysis of clinical studies for biopharmaceutical and medical device product development.
- Discuss clinical study operations in the context of Good Clinical Practice and other relevant guidelines and regulations
- Describe the collection, flow, and management of data through a clinical study and the role of statistics and informatics.
The Clinical Research minor is not a nursing or laboratory-based program. An application to complete the minor is not required.

**Requirements for a minor in Clinical Research**
Completion of a minor in Clinical Research requires 9-10 credit hours from the following core courses and at least 9 credit hours from the electives specified below.

**Core Courses (9-10 credit hours):**
CLR 301 - Introduction to Clinical Research

Select two of the following Core Courses:
CLR 325 - Pharmacotherapeutics
CLR 350 - Understanding Medical Terminology and Clinical Endpoints
CLR 440 - Bioanalytics
CLR 450 - Data Management

**Electives (9 credit hours):**
At least 9 credit hours from an of the following with at least 3 credit hours from 300 or 400 level courses:

BIO 240 - Human Anatomy and Physiology I
BIO 241 - Human Anatomy and Physiology II
BIO 335 - Genetics
BIO 465 - Biochemistry
CHM 102 - General Chemistry II
CHM 365 - Biochemistry I
CHM 417 - Medicinal Chemistry
STT 215 - Introduction to Statistics
STT 305 - Statistical Programming
STT 411 - Design of Experiments and Analysis of Variance

Several non-CLR courses require pre-requisites. Students are expected to complete the pre-requisites outside the CLR minor.

Total: 18-19 core credit hours

**Additional Information**
A ‘C’ (2.00) or better average is required in all courses counted toward the minor.
2.80 Graduate Program

The Master of Science in Nursing (MSN) prepares advanced practice nurses who possess the knowledge, skill, attitudes, and values to meet the challenges of the 21st Century Health Care Delivery System in the following areas (1) Family Nurse Practitioner (FNP) and (2) Nurse Educator (NE). The two-year (NE) and two and one-half year (FNP) full-time MSN Program is accredited by the Commission on Collegiate Nursing Education (CCNE) http://www.aacn.nche.edu/ccne-accreditation, 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 463-6930.

Program Objectives: The main objectives of the graduate curriculum incorporate the professional values of client centered care (altruism, human dignity, and autonomy), lifelong learning (clinical reasoning and integrity), and quality improvement (research and social justice). These professional values are vertical threads which are emphasized during the course offerings that address each of the horizontal core concepts.

Family Nurse Practitioner Concentration
The Master of Science Family Nurse Practitioner program is designed to produce a professional with advanced practice nursing skills to provide primary health care to patients throughout the lifespan. The 46 credit hour curriculum prepares the graduate for advanced practice provider roles in health care service settings. The five full time and seven part time semester program includes foundational course work and faculty-guided nursing practicums. The curriculum core focuses on Advanced Health Assessment and Diagnostic Reasoning, Pathophysiology for Advanced Practice Nurses, Advanced Pharmacotherapeutics, Theory and Research, Families in Rural and Urban Communities, Advanced Practice Roles/Issues/Trends, Health Policy, and Advanced Practice Role Transition.

A graduate of the program will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioner (AANP) certification exam for Family Nurse Practitioners and seek approval to practice as an FNP in North Carolina or other state of choice. The family nurse practitioner, as a primary care provider, implements community focused health care and education for culturally diverse families in rural and/or medically underserved, as well as urban areas.

Upon completion of the Master’s curriculum, the new graduate will be able to:

1. Design client-centered care through advanced practice and education with an altruistic concern for the welfare of others while supporting autonomy and respecting human dignity.
2. Demonstrate integrity through accountability and responsibility for clinical decision and lifelong learning.
3. Manage quality improvement measures that support legal/ethical standards through the use of evidence-based practice.
4. Impact the health of underserved populations through support and promotion of culturally competent care.
5. Evaluate domestic and global health integrating the knowledge of healthcare delivery systems, healthcare policies, epidemiology, and the environment.
6. Promote the health of clients/patients through education and multidisciplinary management of risk reduction, disease prevention and the management of illness.
7. Demonstrate professional role competence in education and advanced nursing practice.

(School of Nursing Graduate Council, 04/07/06)

**Required Courses for 46 Hour Curriculum**

- NSG 500 Theory and Research for Evidence Based Practice - 4 Credits
- NSG 501 Health Systems and Education Informatics and Technology - 3 Credits
- NSG 503 Families in Rural and Urban Communities - 3 Credits
- NSG 504 Healthcare Delivery Systems and Health Policy - 3 Credits
- NSG 506 Advanced Practice Roles/Issues/Trends - 3 Credits
- NSG 510 Advanced Health Assessment and Diagnostic Reasoning - 3 Credits
- NSG 512 Advanced Pharmacotherapeutics - 3 Credits
- NSG 514 Pathophysiology for Advanced Practice - 3 Credits
- NSG 515 Advanced Practice Role Transition - 1 Credit
- NSG 520 Advanced Primary Care of Families: Infants, Children, and Adolescents - 3 Credits
- NSGL 520 Clinical Practicum III: Advanced Primary Care of Families: Infants, Children, and Adolescents - 2 Credits
- NSG 521 Advanced Primary Care of Families: Women - 3 Credits
- NSGL 521 Clinical Practicum II: Advanced Primary Care of Families: Women - 2 Credit
- NSG 522 Advanced Primary Care of Families: Adults - 3 Credits
- NSGL 522 Clinical Practicum I: Advanced Primary Care of Families: Adults
- NSGL 594 Clinical Practicum IV: Advanced Primary Care of Families: Complex Health Problems Across the Lifespan - 5 Credits
- Elective - 3 Credits

Total: 46 Credit Hours

Core Courses - 18-19
Clinical Cognate – 10
Functional Cognate – 18
Family Nurse Practitioner Post Master’s Certificate Option

Purpose

The purpose of the post-master’s family nurse practitioner certificate program is to prepare nurses who already possess an earned Master of Science degree in nursing for a career as a Family Nurse Practitioner. The program of study for each student will be determined following a review of prior graduate education. However, all students pursuing the Post-Master’s FNP Certificate will complete 27 credit hours (based on individual assessment) with 600 clinical hours. Functional cognate hours must be taken sequentially. Additional coursework may be required if educational assessment reveals the applicant has not had recent coursework in health assessment, advanced pharmacotherapeutics, or advanced pathophysiology. The program of study will be tailored individually for current nurse practitioners who want the FNP certificate. Upon successful completion of the certificate program, graduates are eligible to take the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam for Family Nurse Practitioners and seek approval to practice as an FNP in North Carolina or other state of choice.

The post-master’s FNP certificate program is designed for:

Nurses who already hold a master’s degree in nursing and wish to practice as a family nurse practitioner. Specialty nurse practitioners who wish to provide health promotion, disease prevention, and management of acute and chronic health conditions to individuals across the lifespan.

Post-Master's Family Nurse Practitioner Certificate Option Full Time Course Sequence

Required Course Sequence 27 Credit Hours

Fall Year 1

1. NSG 501 - Health Systems and Education Informatics and Technology: 3
2. NSG 503 - Families in Rural and Urban Communities Credits: 3
Total: 6 Credit Hours

Spring Year 1

1. NSG 522 - Advanced Primary Care of Families: Adults Credits: 3
2. NSGL 522 - Clinical Practicum III: Advanced Primary Care of Families: Adults Credits: 2
Total: 5 Credit Hours

Fall Year 2

1. NSG 521 - Advanced Primary Care of Families: Women Credits: 3
2. NSGL 521 - Clinical Practicum II: Advanced Primary Care of Families: Women Credits: 2
Total: 5 Credit Hours
Spring Year 2

1. NSG 520 - Advanced Primary Care of Families: Infants, Children, and Adolescents Credits: 3
2. NSGL 520 - Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents Credits: 2
Total: 5 Credit Hours

Fall Year 3

1. NSGL 594 - Advanced Clinical Practicum Credits: 4-5 (5 credits required)
2. NSG 515 - Advanced Practice Role Development and Transition Credits: 1
Total: 6 Credit Hours

Total: 27 Credit Hours

Nursing, M.S.N. – Nurse Educator Concentration

The Master of Science in Nursing (MSN) Nurse Educator Option prepares advanced practice nurse educators who possess the knowledge, skill, attitudes, and values to meet the challenges of the 21st Century Health Care Delivery System. The Nurse Educator Option (NE) is accredited by the Commission on Collegiate Nursing Education (CCNE) http://www.aacn.nche.edu/ccne-accreditation, 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 463-6930. The graduate of the UNCW School of Nursing master’s program in nursing will be able to practice in the role of nurse educator.

The Nurse Educator Option reflects the Essentials of Master’s Education in Nursing as set forth by the American Association of Colleges of Nursing. The Essentials reflect the profession’s core values and provide the necessary curricular elements, framework, and outcomes expected of all graduates of master’s nursing programs.

- Essential I: Background for Practice from Sciences and Humanities
- Essential II: Organizational and Systems Leadership
- Essential III: Quality Improvement and Safety
- Essential IV: Translating and Integrating Scholarship into Practice
- Essential V: Informatics and Healthcare Technologies
- Essential VI: Health Policy and Advocacy
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Essential VIII: Clinical Prevention and Population Health for Improving Health
- Essential IX: Master’s-Level Nursing Practice

Program Student Learning Outcomes

Upon completion of the Master’s curriculum, the new graduate will be able to:
1. Design health care-centered curricula and programs with an altruistic concern for the welfare of students, patients, and communities while supporting autonomy and respecting human dignity.
2. Design health care-centered curricula and programs aimed at clinical prevention and population health.
3. Lead organizations and systems in the principles of nursing education through ethical decision making related to health promotion.
4. Integrate evidence into practice and quality improvement measures that support legal and ethical standards of health care education in diverse settings.
5. Use technology to educate health care providers and facilitate interprofessional collaboration to improve outcomes of all populations.
6. Evaluate domestic and global health integrating the principles of health care education for delivery systems, policies, epidemiology, and the environment.
7. Promote the health of patients through the education of providers to enable them to integrate interprofessional management of risk reduction, disease prevention and the management of illness.
8. Demonstrate professional role competencies of nursing education through the teaching and learning of advanced practice principles and theories.

Purpose

The online Master of Science Nurse Educator option prepares a nursing professional who uses educational theory in health care teaching situations. The program is designed to produce a professional with teaching and learning skills to prepare health care educators for future health care delivery systems. The 33-credit hour curriculum prepares the graduate for full-time educator roles in institutions of higher education or health care service settings. The four-semester program includes foundational course work and a faculty-guided nursing education practicum and evidence-based project. The curriculum core focuses on Advanced Health Assessment and Diagnostic Reasoning, Pathophysiology for Advanced Practice Nurses, Advanced Pharmacotherapeutics, Collaboration for Population Health, Finance, & Policy, Health Care and Nursing Practice Informatics and Technology. The educational cognates integrate educational theories and research; the design and delivery of nursing education curriculum and instruction; and teaching and learning evaluation into three specially designed courses that emphasize the learning needs in health care; didactic instruction, clinical instruction, and distance learning. Finally, there are two courses, NSG 596-800 Nursing Education Practicum I & NSG 597-800 Nursing Education Practicum II, at the end of the curriculum which provide field experiences to apply the skills learned. The program is delivered in a nationally accredited school of nursing. The Nurse Educator option provides advanced theory and practicum experiences emphasizing:

- Nursing education in institutions of higher education for students in a variety of health care education programs.
- Health care education for patients and families across the life span in a variety of health care contexts.
The completion of the program or the post-master’s certificate courses will enable nurse educators in the state of North Carolina to meet the requirements for the North Carolina Board of Nursing and enable the graduates to be eligible to take the Certification for Nurse Educators (CNE) examination sponsored by the National League for Nursing.

**Nurse Educator Option Course Sequence**

**NSG 513 - 800** is pre-requisite to **NSG 524 - 800** and **NSG 525 - 800**. Enrolling in NSG 513-800 before other nursing education foundation courses will prepare the enrollee for subsequent course work and lay a foundation for the MSN-NE program essentials.

**NSG 513-800**, **NSG 524-800**, **NSG 525-800** are prerequisite to **NSG 596-800 Nursing Education Practicum I & NSG 597 - 800 Nursing Education Practicum II**. Taking these courses in sequence will prepare new enrollees for the teaching practicum experience and the development of an evidence-based project.

A plan of study for enrollees admitted during any semester is displayed in the course list below. Students can adjust the number of courses or sequence provided they abide by the pre-requisite rules.

**Course Sequence of Credits**

**Pre-requisite courses**

- **NSG 513 – 800** Foundations and Evidence-Based Practices for Nursing Education Didactic Instruction – Credits 3
- **NSG 524 – 800** Foundations and Evidence-Based Practices for Nursing Education Clinical Instruction – Credits 3
- **NSG 525 – 800** Foundations and Evidence-Based Practices for Nursing Education Distance Learning – Credits 3

**Courses that can be taken in any sequence**

- **NSG 501- 800** Health Care and Nursing Practice Informatics and Technology – Credits 3
- **NSG 510 – 800** Advanced Health Assessment and Diagnostic Reasoning - Credits: 3
- **NSG 512 – 800** Advanced Pharmacotherapeutics - Credits: 3
- **NSG 514 – 800** Pathophysiology for Advance Practice Nursing – Credits: 3
- **NSG 524 – 800** Foundations and Evidence-Based Practices for Nursing Education Clinical Instruction – Credits 3
- **NSG 525 – 800** Foundations and Evidence-Based Practices for Nursing Education Distance Learning – Credits 3
- **NSG 593 – 800** Collaboration for Population Health, Finance, and Policy Applied to Nursing Education - Credits 3
Elective – Credits 3

**Final practicum courses**
- **NSG 596 - 800** - Nursing Education Practicum I - Credits 3 (84 hours) (pre-requisite to NSG 597-800 Practicum II)
- **NSG 597 - 800** Nursing Education Practicum II – Credits 3 (84 hours)

Graduate Nursing Core – 9 credits
Functional Area Content – 12 credits
Direct Care Core – 9 credits
Elective – 3 credits

**Master of Science degree in Clinical Research**

The UNCW Clinical Research Program offers a Master of Science degree in Clinical Research and Product Development. This is not a laboratory-based degree. The Program provides a didactic and rigorous curriculum that prepares graduates from mid-to upper-level roles in the biopharmaceutical clinical research industry. Graduates work in biopharmaceutical companies, contract research organizations, clinical research investigator sites, academic medical centers, government agencies, niche service providers, and other associated organizations in research teams formed to conduct the clinical trials necessary to move new drugs, biologics, and biomedical devices through the regulatory process to reach regulatory approval and post-marketing studies required for drug safety and used for label/market expansion. An understanding of the four phases of clinical research involving human subjects is fundamental to all coursework. The importance of laws, regulations, guidance, and Good Clinical Practice is emphasized throughout the curriculum. Business aspects of the industry, particularly project management and market competition, are also covered. The Clinical Research Management Concentration is offered entirely online providing students with the flexibility to pursue the degree from any location with internet access.

**Admission Requirements**
Students who are taking or have taken graduate work elsewhere must be in good standing at the last institution to be eligible to take graduate work at UNCW.

Admission requirements include:
- A minimum of a bachelor’s degree, preferably in a life science, health care discipline or mathematics/statistics, from a regionally accredited college or university completed before graduate study begins.
- Strong academic record with an undergraduate GPA of 3.0 or better.
- Experience working in the biopharmaceutical or related industry of at least two years is preferred.
- Applicants must have access to a computer capable of supporting electronic mail, a web browser, a word processing program and multi-media presentations. In addition, applicants must be proficient in the use of these computer applications.
• Application and supplemental documents must be submitted by the published deadline
• Supplemental documents required for admission:
  • An application for graduate admission
  • Official transcripts of all college work (graduate and undergraduate)
  • Current resume or curriculum vitae
  • Brief essay addressing the student’s career goals and associated interest in the degree program (not to exceed 2 pages, double spaced)
  • Three recommendations (at least one from a current or former employer)

Degree Requirements (36 total credit hours)

A total of 36 credit hours is required and must include 12 credit hours of core courses, 21 credit hours of additional coursework, and 3 credit hours for the capstone project.

**Required Core Courses (12 credit hours)**

- CLR 501 - Clinical Research Monitoring and Ethics Credits: 3 *
- CLR 510 - Advanced Scientific Writing & Interpreting Medical Literature Credits: 3 *
- CLR 520 - Regulatory Affairs & Quality Management Credits: 3 *
- CLR 550 - Clinical Research Trial Design & Data Management Credits: 3 *

**Additional Coursework (21 credit hours)**

- CLR 512 - Pharmacotherapeutics for Clinical Research and Product Development Credits: 3
- CLR 515 - Epidemiology and Safety Credits: 3
- CLR 525 - Current Issues in Global Regulatory Development and Management Credits: 3
- CLR 530 - Project Management in Clinical Research Credits: 3
- CLR 540 - Post-marketing Studies Credits: 3
- CLR 545 - Biopharmaceutical Technology Transfer and Intellectual Property Management Credits: 3
- CLR 555 - Innovative Drug Product Development Credits: 3

**Required Capstone Project (3 credit hours)**

The M.S. in Clinical Research and Product Development requires a capstone project, which is completed while enrolled in the CLR 597, a 3-credit capstone requirement taken over two or more semesters. Students may enroll in the capstone course after completing at least 27 credit hours including all of the required core courses. Students requiring additional time to complete their project may enroll in continuous enrollment in subsequent semester.

**Additional Information**

Students must maintain a 3.0 GPA while enrolled in the M.S. in Biopharmaceutical Clinical Research degree. Six semester hours of graduate level transferred credit from a regionally accredited institution may be accepted upon approval.

The NC residency for tuition purposes requirement follows those requirements as outlined in the North Carolina State Residence Classification Manual.
Program Learning Outcomes for Clinical Research and Product Development

In addition to the core learning outcomes, upon completion of the M.S. curriculum the new graduate will be able to:

- Identify key components in the forecasting and managing of resources necessary for the execution of clinical trial programs including budget, timelines, and deliverables
- Discuss product development strategies in the context of domestic, international, and foreign laws and regulations; guidance documents; good clinical practice; market factors/competition; and health care policy
- Describe primary differences in the regulatory approval processes for the US and the European Union, particularly in the context of health care policy, reimbursement, research ethics, and data privacy
- List sources for regulatory guidance for the evaluation of safety and efficacy of new biopharmaceutical and device projects in the areas of clinical development, product manufacturing, and clinical compliance
- Evaluate critical domestic and global regulatory and health care issues that challenge and influence biopharmaceutical product development
- Effectively assess and manage ethical clinical trial programs and biopharmaceutical development projects
- Forecast the resources necessary for developing and managing biopharmaceutical clinical research grants and trials as required and regulated by global regulatory agencies
- Discuss the objectives and rationale for late phase studies involving epidemiology, pharmacovigilance/drug safety concerns, pharmacoeconomics, psychometric/patient-reported

Program Learning Outcomes for the Core Component

Upon completion of the M.S. curriculum, the new graduate will be able to:

- Describe the processes by which biopharmaceutical and device industry move products from pre-clinical development to regulatory approval and post-marketing studies with emphasis on key regulations, ethics, and good clinical practice
- Discuss approaches to ensuring high quality clinical study data across the design and implementation process, including protocol/case report form design, monitoring, data management, statistical analyses, and reporting
- Write professionally and scientifically
- Search, summarize, and synthesize the scientific literature; communicate findings effectively

Clinical Research Operations Post-Baccalaureate Certificate – MCRT

The Post-Baccalaureate Professional Certificate in Clinical Research Operations is designed for individuals with a bachelor’s degree who are interested in 1) entering the clinical research field or 2) obtaining additional education to facilitate a move into a different area within the clinical research field including career progression. The program focuses on foundational knowledge and skills necessary to understand the structure,
function, and operations of biopharmaceutical companies, clinical research organizations, clinical study sites, academic medical centers, and other organizations involved in biopharmaceutical clinical trials. The program requires 18 credit hours for completion and is provided completely online as asynchronous distance education extension program.

**Certificate Program Objectives:**

Upon completing the Clinical Research Operations Certificate program, participants will be able to:

1. Explain the marketing approval process (pre-clinical to phase IV) for new drugs, biologics, and devices from operational, scientific, and regulatory perspectives.
2. Compare and contrast differences in the drug approval process in the U.S. to other countries and regions.
3. Distinguish each phase of product development in terms of overall objections, applicable study designs, populations studied, types of clinical endpoints, and connection to information included in the approved product labeling.
4. Select appropriate regulations and guidelines, used in the U.S. and abroad, to guide specific activities related to new biopharmaceutical and device product development from the site, sponsor, and subject perspectives.
5. Examine and critique approaches for ensuring high quality clinical trial data related to protocol and case report form design, site activities, monitoring, data management, statistical analyses, safety reporting, and development of regulatory reports.
6. Construct a model for forecasting and managing the resources necessary for the execution of clinical trial programs including budget, timelines, and deliverables.

**Admission Requirements:**

The minimum admission standards for candidates for the Clinical Research Operations Certificate program:

A bachelor’s degree preferably in a life science, health care discipline, or mathematics/statistics from a regionally accredited university or college in the U.S. (or its equivalent from a foreign institution based on a four-year program) with a minimum GPA of 2.5.

To apply for admission to the graduate Certificate in Clinical Research Operations program, the candidate must submit the following:

1. An application for graduate admission.
2. Official transcripts of all prior university or college coursework (undergraduate and graduate).
3. Three letters of recommendations describing the individual’s potential to complete the program (at least one from a current or former employer).
4. Current professional resume or curriculum vitae.
5. Application and supplemental documents must be submitted by the published deadline.
These admissions requirements apply only to the graduate certificate program in Clinical Research Operations. Students interested in combining the certificate program with a master’s degree will have to meet all admission criteria for that degree.

**Policies Governing Certificate Admission Criteria and Subsequent Admission to Graduate Degree Programs**

The certificate admission criteria and policies governing the relation of certificates to graduate degree programs include the following:

1. No transfer credit from another institution will be counted toward the completion of the certificate program.
2. A certificate graduate student may enroll on either a part-time or a full-time basis.

**Certificate Requirements (18 credit hours)**

The program requires a minimum of 18 credit hours. Students admitted to the program are placed into 1 of 2 tracks based on their level of clinical research experience. The track and course options selected are subject to approval by the program coordinator.

Track 1:

Students with less than 2 years of experience (who do not hold an undergraduate degree in clinical research) are required to take:

- CLR 505 - Getting Started in Clinical Research Credit Hours: 3
- CLR 506 - Clinical Research Operations and Regulations Credit Hours: 3

After successful completion of CLR 505 and CLR 506, students are required to take the 3 core courses and 1 of the additional courses listed below.

Track 2:

Students with approximately 2 or more years of experience or an undergraduate degree in clinical research are required to take the 3 core courses and 3 of the additional courses listed below.

**Core Courses:**

- CLR 501 - Clinical Research Monitoring and Ethics Credit Hours: 3
- CLR 520 - Regulatory Affairs & Quality Management Credit Hours: 3
- CLR 550 - Clinical Research Trial Design & Data Management Credit Hours: 3

**Additional Courses:**

- CLR 510 - Advanced Scientific Writing & Interpreting Medical Literature Credit Hours: 3
• CLR 512 - Pharmacotherapeutics for Clinical Research and Product Development Credit Hours: 3
• CLR 515 - Epidemiology and Safety Credit Hours: 3
• CLR 525 - Current Issues in Global Regulatory Development and Management Credit Hours: 3
• CLR 530 - Project Management in Clinical Research Credit Hours: 3
• CLR 540 - Post-marketing Studies Credit Hours: 3
• CLR 545 - Biopharmaceutical Technology Transfer and Intellectual Property Management Credit Hours: 3
• CLR 555 - Innovative Drug Product Development Credit Hours: 3

Successful completion of the certificate program requires an overall cumulative GPA of 3.0 for all courses. Completed certificate courses may be applied to the Master of Science in Clinical Research and Product Development, in accordance with the GPA guidelines (3.0 or greater) and other admission requirements of the Graduate School, and contingent upon acceptance into the master’s degree program.

**DNP Program**

The Doctor of Nursing Practice (DNP) degree was designed by the profession of nursing to prepare advanced practice registered nurses (nurse practitioners, nurse midwives, nurse anesthetists, clinical nurse specialists) beyond the master’s degree to meet the changing needs of the health care delivery systems in the United States. Expanding the advanced practice role through the DNP will enhance the translation of research for practice and population outcomes at an in-depth level to manage information systems, use appropriate technology for health care delivery, assess and manage health risks, enhance inter and intraprofessional communication, and design and develop health care delivery systems. Using transformational leadership, graduates will meet the demands of the nation’s complex health care environment to assure quality patient outcomes (AACN, 2015).

The DNP is a practice-focused terminal degree earned by expert clinicians in advanced practice nursing. The DNP prepares advanced practice registered nurses (APRN) to analyze systems of care and provide transformational leadership that influences and impacts patient safety and quality of care through evidence-based culturally competent care in rural and underserved areas. Graduates interpret and apply research findings and conduct program evaluation in a variety of practice settings. They seek to determine and measure system and population outcomes, manage information and financial systems, and use appropriate technology to address the health care risks of the regional population. A unique contribution of this program includes elective courses which enable the achievement of graduate certificates in: nursing education; transcultural nursing; nurse executive leadership; and technology and informatics.

**Student Learning Outcomes**
1. Analyze research evidence and theories from nursing and other relevant disciplines to integrate scientific foundations for developing new practice approaches in the advanced practice role.

2. Demonstrate leadership in health organizations and systems approaches to meet current and future needs of patient populations by evaluating the outcomes of quality health care and safety.

3. Design processes through clinical scholarship for health care outcomes that meet the nation’s priority for patient-centered, high quality care that is seamless and affordable.

4. Implement programs that use critical elements of technology for patients, populations, and health care systems that are ethically sound and culturally appropriate to improve current health care information and communication networks.

5. Critically analyze health policies for the development and implementation of health care reforms that advocate for social justice and equity in all health care arenas.

6. Demonstrate leadership in inter-professional communication, collaboration and consultation to analyze complex practice and organizational issues.

7. Directly manage psychosocial and socioeconomic dimensions of health care for patients and populations to prevent disease and promote community, environmental and occupational health.

8. Demonstrate the advanced practice role for clinical judgment by assisting patients and populations to navigate through the health care systems for optimal outcomes.

**Suggested Course Sequence**

**Five Semester Sequence (36 credits; 500 practice immersion hours)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall (9)</th>
<th>Spring (9)</th>
<th>Summer (8)</th>
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<tbody>
<tr>
<td>Mandatory three day DNP Orientation</td>
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<tr>
<td><strong>NSG 687</strong> (3 cr) Clinical Epidemiology and Genomics for Advanced Practice Nursing</td>
<td></td>
<td><strong>NSG 685</strong> (3 cr) Philosophical and Theoretical Basis for Clinical Scholarship and Practice</td>
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<tr>
<td><strong>NSG 688</strong> (3 cr) Clinical Leadership, Ethics, and Legalities for Role Development</td>
<td></td>
<td><strong>NSG 686</strong> (3 cr) Methodologic Approaches to Evidence-based Practice</td>
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<td><strong>NSG 692</strong> (3 cr) Information Systems and Technology in Health Care</td>
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<td><strong>NSG 689</strong> (3 cr) Health Care Systems Policy and Financial Management</td>
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<td><strong>NSG 696</strong> (5 cr) Methods for Evidence Based Practice in Specialty Focused Practicum I</td>
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<tr>
<td>NSG 690</td>
<td>(3 cr) Improving Health Outcomes: Understanding Global Justice and Social Determinants</td>
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<th>Year Two</th>
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<td>Fall (5)</td>
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<tr>
<td>NSG 697</td>
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<tr>
<td>(5 cr) Methods for Evidence Based Practice in Specialty Focused Practicum II</td>
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<table>
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<tr>
<th>Eight Semester Sequence (36 credits; 500 practice immersion hours)</th>
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<tr>
<td>NSG 688 (3 cr) Clinical Leadership, Ethics, and Legalities for Role Development</td>
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<td>Year Two</td>
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<tr>
<td>Fall (3)</td>
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<tr>
<td>NSG 687 (3 cr) Clinical Epidemiology and Genomics for Advanced Practice Nursing</td>
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<tr>
<td>Electives and/or other coursework as needed</td>
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<th>Year Three</th>
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<tr>
<td>Fall (5)</td>
<td>Spring (5)</td>
<td>Summer</td>
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<tr>
<td>NSG 697 (5 cr) Methods for Evidence Based Practice in Specialty Focused Practicum II</td>
<td>NSG 698 (5 cr) Methods for Evidence Based Practice in Specialty Focused Practicum III</td>
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11.10.2017

Reviewed 7/18
3.0 SCHOOL OF NURSING FACULTY BYLAWS

Article I. NAME

The name of this organization shall be the School of Nursing (SON) in the College of Health and Human Services (CHHS) at the University of North Carolina Wilmington (UNCW).

Article II. PURPOSE AND FUNCTIONS

The purpose of the Organization shall be to:

1. Promote a climate to enhance the scholarly and professional pursuits of students, faculty, and staff.
2. Facilitate the development and the implementation of the educational programs of the School.
3. Manage productive, transparent, and collegial communication within the SON for receiving reports and taking action.
4. Provide channels for communication and collaboration among the SON, CHHS, and the departments within other colleges and the University.
5. Ensure the sustainability of shared governance in the SON.

The functions of the Organization shall be to:

1. Develop, implement, and evaluate all facets of the SON.
2. Conduct the business of the SON

Article III. MISSION AND VISION

School of Nursing Mission:

The mission of the UNCW School of Nursing is to educate nursing and clinical research professionals through excellence in teaching, scholarship, service, and community engagement. Emphasis is placed on educating individuals to improve health outcomes and quality of life in diverse populations.

School of Nursing Vision:

The UNCW School of Nursing will be recognized as a center of excellence in education, practice, and research that prepares professionals to shape a dynamic healthcare environment and to serve a diverse community.

Article IV. ORGANIZATION

The organization shall be comprised of the following groups:

Faculty Governance: Faculty Council, Graduate Council, Undergraduate Council
Organizational Governance Director’s Leadership Council and Executive Leadership

Article IV. Section 1. SHARED GOVERNANCE RESPONSIBILITIES OF ORGANIZATIONAL GROUPS

Policy and Procedure Development and Implementation within the Organization:

1. Policy and procedure development related to clinical and internship agencies and SON facilities and resources is the responsibility of the SON executive leadership with collaboration from faculty.
2. Policy and procedure development related to faculty/staff workload, faculty/staff evaluation, and program evaluation is the responsibility of the SON executive leadership with collaboration from faculty.
3. Policy and procedure development and revisions related to bylaws, organizational changes, reappointment, promotion, and tenure, and faculty governance/structure is the responsibility of the Faculty Council.
4. Policy and procedure development related to curricula development and management, student admissions and progression, and quality improvement based on program evaluation analysis is the responsibility of the Graduate Council, Undergraduate Council, and individual program committees, as appropriate for each program.
5. Policy and procedure development related to student organization governance is the responsibility of the individual student organizations in collaboration with the faculty advisor, in accordance with the UNCW Registered Student Organization (RSO) Guide [http://uncw.edu/studentorgs/forms-and-resources.html](http://uncw.edu/studentorgs/forms-and-resources.html)

Article IV. Section 2. GENERAL RULES FOR SHARED GOVERNANCE STRUCTURES

Within the faculty organization, business is conducted as follows:

1. A majority (51%) of voting members of each council or committee shall constitute a quorum.
2. A quorum must be present for councils and committees to take action on items requiring a vote. The exception is on issues related to bylaws which require the participation of 2/3 of the voting members.
3. Councils and committees shall make available any policy proposal for faculty review at least one week prior to scheduled meetings, during which the proposal will be discussed.
4. Ad hoc committees or task forces may be appointed as needed by the Director, Faculty Council Chairperson, or the Chairperson of any standing council or committee. These ad hoc committees may also be formulated by a motion from the Faculty Council at a scheduled or called meeting.
5. Meetings of the faculty organization shall be scheduled as stated in these bylaws and governed by the consensus of the group or by Robert’s Rule of Order, as appropriate.

Article V. STANDING COUNCILS AND COMMITTEES

Section 1. FACULTY GOVERNANCE

A) Faculty Council

1) Purpose: The Faculty Council is the representative body for the faculty of the SON. It serves as an organization for the mutual exchange of ideas between the Director and the faculty and provides advice and recommendations on policy for shared governance.

2) Duties and Responsibilities

a) Provide a venue for faculty participation in decision making pertaining to the SON.

b) Facilitate communication and sharing of information regarding issues related to the SON, the CHHS, the University, the community, and the professions.

c) Ensure opportunities for professional growth and development of faculty.

d) Advise the SON Director on matters related to reappointment, tenure, and promotion.

d) Maintain and revise policies and procedures regarding faculty governance in the SON.

e) Make recommendations to the SON Director regarding SON programs and policies.

3) Membership

a) Members of the SON Faculty include all full-time, part-time, visiting, and emeriti faculty members. All faculty members are invited and encouraged to attend faculty meetings and provide input.

b) Voting members of the faculty include faculty (tenured, tenure-track, lecturers) in a full-time faculty position.

c) Non-voting members of the faculty include professors emeriti, visiting faculty members, and part-time faculty members.

d) The Faculty Council will be led by the Chair of the Faculty Council.

1. The Chair of the Faculty Council will serve as a member of the SON Director’s Leadership Council. The Chair will serve a term of two years.

2. The Chair-Elect is elected by the membership and serve a term of two years.

3. The Chair-Elect will assume the role of Chair at the end of
the two-year term (voting/re-election not required). Either the Chair or the Chair-Elect must be a tenured faculty member, the other position may be held by a faculty member of any rank.

4. The Chair-Elect must have at least one year experience as a full-time faculty member in the UNCW SON upon assuming the role. The Chair-Elect will assume the Chair’s duties when the Chair is unavailable.

5. The SON Director and Associate Directors may not serve as Chair or Chair-Elect of the Faculty Council.

4) Meetings will be held at least once per semester.

5) Standing Committees
   a) Faculty Affairs Committee
      1. Purpose: Support and ensure faculty welfare and academic freedom, and promote faculty participation in the shared governance of the SON.
      2. Duties and Responsibilities
         a) Faculty Development
            i) Recommend to the SON Faculty Council programs or activities for enhancing faculty teaching, professional development, and research.
            ii) Review and provide recommendations to the Director on initiatives designed to benefit the SON.
         b) Faculty Orientation
            i) Collaborate with CHHS staff in the development, implementation, and ongoing evaluation and improvement of an orientation plan, which is appropriate for new SON faculty.
            ii) Review and revise SON orientation process and update as needed.
         c) Workload Policy Review
            i) Coordinate annual review of faculty workload guidelines with Program Committees.
            ii) Recommend revisions to Faculty Council and the Director’s Leadership Council.
         d) Bylaws
            i) Conduct an annual review of SON bylaws.
            ii) Ensure continuity and consistency with SON, CHHS, and University policies and procedures.
iii) Recommend revisions of the SON bylaws to the Faculty Council as needed.

e) Reappointment, Tenure, Promotion (RTP), and Post-Tenure Review guidelines
   i) Conduct an annual review SON RTP and Post-Tenure Review guidelines for consistency with University and CHHS policies and the mission of the SON.
   ii) Recommend to the Faculty Council standards, criteria, policies, and procedures pertaining to faculty reviews (annual, reappointment, promotion, tenure, and post-tenure review).

f) Nominations
   i) Prepare ballot and conduct elections for CHHS and SON council and committee vacancies annually in the spring for positions that begin the following academic year and are not appointed.
   ii) Prepare ballot and conduct elections for UNCW Faculty Senate in January for terms beginning the next academic year.

3. Membership
   a) All members are elected by the Faculty Council and will include the Faculty Council Chair and Chair-Elect, and 6 elected members.
   b) To ensure full faculty representation, the 6 elected members will be: tenured (1); tenure-track (1); lecturer from one of the professional Nursing programs (1); tenured or tenure-track from Clinical Research (1); and full-time at-large faculty member (2).
   c) Committee members will serve for two-year terms and are eligible to serve consecutive terms. Terms will be staggered.
   d) The SON Director and Associate Directors will serve as an ex-officio, non-voting members.
   e) The Chair of the Faculty Council will lead the Faculty Affairs Committee meetings.

4. Meetings: Minimum of one per semester.
   b) International/Study Abroad Committee
      1. Purpose: Serve as a resource for faculty to facilitate international program development
2. **Duties and responsibilities**
   a) Inform faculty, staff, and students about opportunities to become global citizens through study abroad and other international programs.
   b) Develop a process and implement an annual timeline for proposal development and review in collaboration with the SON Director.
   c) Review faculty proposals for international programs and provide recommendations to Faculty Council, SON Program Committees, and the SON Director.

3. **Membership:**
   a) The Committee consists of 5 members. All members are elected by the Faculty Council and include: tenured or tenure-track faculty (3), lecturer faculty (2).
   b) Members will serve two-year terms and may serve consecutive terms. Terms will be staggered.
   c) The Chair will be elected by the committee members.
   d) The SON Director and Associate Directors will serve as an ex-officio, non-voting members.
   e) One undergraduate student, and one graduate student will be invited to participate each year (ex-officio members).

4. **Meetings:** Minimum once a semester.
   c) **Reappointment, Tenure, Promotion (RTP), and Post-Tenure Review Committee**

1. **Purpose:** Make recommendations to the SON Director on matters of faculty appointment, reappointment, promotion, and post-tenure review of faculty members within professorial ranks.

2. **Duties and Responsibilities:**
   a) Appoint two committee members to conduct a pre-review of each candidate’s RTP application and provide feedback to candidate at least one month prior to application submission date.
   b) Review final RTP applications of faculty seeking reappointment, promotion, and tenure and advise the SON Director, as follows:
      i. Meet to review, discuss and vote on each application. Voting will be anonymous and tallied by the Director.
ii. Make recommendations based on the qualifications provided in the application and the SON and UNCW RTP criteria for tenure and/or the rank for which the faculty member is applying.

c) Reviews post-tenure review applications of candidates at a lower rank
d) Recommends appointments of new faculty candidates to the appropriate rank.
e) Serves as a resource to SON faculty regarding the interpretation of reappointment, tenure, promotion, and post-tenure review criteria and guidelines.
f) Provides recommendations to the SON Director and Faculty Affairs Committee on activities to promote faculty career development.

3. Membership:
   a) The Committee shall consist of all faculty members holding the rank of tenured associate or full professor.
   b) The SON Director will serve as an ex-officio, non-voting member.
   c) The Chair will be elected by the committee and serve a two-year term. The Chair may serve consecutive terms.
   d) The SON Director and Associate Directors may not serve as Chair.
   e) Members can review and vote on candidates at equal or lower rank(s), such that full professors review all applicants, tenured associate professors review RTP applications of assistant professors and post-tenure review packets of associate professors.
   f) Full professors will meet in special session for any candidate under review for full professor.

4. Meetings: At least one per semester

B) Graduate Council

1) Purpose: To oversee the planning, implementation, and evaluation of the SON graduate programs. The Graduate Council reports to the SON Faculty Council for information sharing purposes only.

2) Duties and Responsibilities:
   a) Ensure consistency between the graduate curriculum overall and the SON’s stated mission and vision, student learning outcomes,
and conceptual framework, SON, CHHS, and university policies and procedures, and national accreditation standards.

b) Review and approve all proposals for curricular matters such as new graduate courses, major changes in course objectives, and changes in course titles, credits or other programmatic issues for the graduate programs.

c) Review and approve all policies and procedures related to graduate student admission, progression, and eligibility for graduation.

d) Coordinate with the SON Program Assessment and Evaluation Committee to monitor and complete ongoing program evaluation for quality improvement within the graduate programs.

e) Provide recommendations to the SON Director and Associate Director of Graduate Programs and other SON organizational groups, as appropriate, with regard to resources needed to support the graduate programs.

f) Submit annual Council report to Faculty Council.

3) Membership

a) Voting members will consist of all full-time faculty with graduate faculty status.

b) The Chair of the Graduate Council will be elected by the membership for a two-year term. The chair may serve consecutive terms.

c) The SON Director and Associate Directors will serve as ex-officio, non-voting members.

d) Representatives to the UNCW Graduate Council are elected by UNCW graduate faculty. Please see the UNCW Graduate Council bylaws for more information. [http://www.uncw.edu/gradschool/council/bylaws.html](http://www.uncw.edu/gradschool/council/bylaws.html)

4) Meetings: Minimum of one per semester.

5) Graduate Program Committees

a) Purpose: To plan, implement, and evaluate each SON graduate program and make recommendations to the Graduate Council.

b) Responsibilities and Duties

i) Ensure consistency among policies, procedures, and curriculum of the relevant Graduate Program with the stated mission and vision, student learning outcomes, and conceptual framework of the SON, the policies and procedures of the college and university, and national accreditation standards.
ii) Develop, revise, and recommend all proposals for curricular matters such as new program courses, major changes in course objectives, and other changes in course titles, credits or other programmatic issues for the program. Submit revisions and recommendations to the Graduate Council for review and approval.

iii) Develop, revise, and recommend to Graduate Council program policies and procedures related to student admission, progression, and eligibility for graduation.

iv) Implement approved program policies, procedures, and curricular changes.

v) Review and update program policies and procedures in the SON Student Handbook.

vi) Perform program testing review as needed.

vii) Implement a plan for systematic program evaluation including evaluation of program effectiveness.

viii) Submit Annual Program Committee report to Graduate Council and the SON Program Assessment and Evaluation Committee for review.

ix) Appoint appropriate Graduate Program sub-committees as needed to address program needs.

c) Membership

i) Voting members will include the Program Coordinator and faculty members with primary teaching responsibilities in the program.

ii) A list of voting members will be developed at the beginning of each academic year in consultation with the Graduate Council Chair, Associate Director for Graduate Programs, Program Coordinator, and the faculty teaching in the program.

iii) Each program committee will have one non-voting graduate student representative

iv) The SON Director and Associate Directors will serve as ex-officio, non-voting members.

v) A representative from the Student Success Center will serve as an ex-officio, non-voting member, as needed.

vi) The Program Coordinator will serve as the chair.

d) Meetings: Minimum of one per semester.
C) Undergraduate Council

1) Purpose: To oversee the planning, implementation, and evaluation, of SON undergraduate programs. The Undergraduate Council reports to the SON Faculty Council for information sharing purposes only.

2) Responsibilities and Duties:
   a) Ensure consistency between the undergraduate curriculum overall and the SON’s stated mission and vision, student learning outcomes and conceptual framework, and the SON, CHHS and university policies and procedures, and national accreditation standards.
   b) Review and approve all proposals for curricular matters such as new undergraduate courses, major changes in course objectives, and other changes in course titles, credits or other programmatic issues for the undergraduate programs.
   c) Review and approve all policies and procedures related to undergraduate student admission, progression, and eligibility for graduation.
   d) Coordinate with the SON Program Assessment and Evaluation Committee to monitor and complete ongoing program evaluation for quality improvement with the undergraduate programs.
   e) Provide recommendations to the SON Director and Associate Director of Undergraduate Programs and other SON organizational groups, as appropriate, with regard to resources needed to support the undergraduate programs.
   f) Submit annual Council report to Faculty Council.

3) Membership
   a) Voting members will consist of all full-time faculty with undergraduate teaching assignments or responsibilities within the respective academic year.
   b) The Chair of the Undergraduate Council will be elected by the membership for a two-year term. The Chair may serve consecutive terms.
   c) The Associate Director of Undergraduate Programs will serve as ex-officio, non-voting members.

4) Meetings: Minimum of one per semester.

5) Undergraduate Program Committees
   a) Purpose: The Undergraduate Program Committees are charged with responsibility for planning, implementing and evaluating each undergraduate program. The Undergraduate Program Committees
will report to the Undergraduate Council. The following are the current

b) Responsibilities and Duties
i) Ensure consistency among the policies, procedures, and curriculum of each relevant undergraduate program with the stated Mission and Vision, student learning outcomes, and conceptual framework of the SON, the policies and procedures of the college and university, and national accreditation standards.

ii) Review and recommend all proposals for curricular matters such as new program courses, major changes in course objectives, and other changes in course titles, credits or other programmatic issues for the program. Submit revisions and recommendations to the Undergraduate Council for review and approval.

iii) Develop, revise, and recommend program policies and procedures related to student admission, progression, and eligibility for graduation.

iv) Review and update program policies and procedures in the SON Student Handbook.

v) Perform annual program testing review as needed.

vi) Implement a plan for systematic program evaluation including evaluation of program effectiveness.

vii) Submit Annual Program Committee report to Undergraduate Council and the SON Program Assessment and Evaluation Committee for review.

viii) Appoint appropriate undergraduate program sub-committees as needed to address program needs.

c) Membership
i) Members will include the Program Coordinator and faculty members with primary teaching responsibilities in the program

ii) A list of voting members will be developed at the beginning of each academic year in consultation with the Undergraduate Council Chair, Associate Director for Undergraduate Programs, Program Coordinator, and the faculty teaching in the program.

iii) Each program committee will have at least one non-voting undergraduate student representative.
iv) The Associate Director of Undergraduate Programs will serve as an ex-officio, non-voting member.

v) A representative from the Student Success Center will serve as an ex-officio, non-voting member, as needed.

vi) The Program Coordinator will serve as chair.

d) Meetings: Minimum of one per semester.

Section 3. ORGANIZATIONAL GOVERNANCE

A) Director’s Leadership Council
1) Purpose: The Director’s Leadership Council is charged with advising the SON Director on all matters relevant to the SON.

2) Responsibilities and Duties
   a) Advise the Director on matters relevant to the governance and strategic planning of the SON.
   b) Provide advice and counsel on emerging faculty/student issues within the SON.
   c) Provide recommendations on program changes and future directions for the SON.
   d) Provide information regarding broader campus issues impacting the SON.

3) Membership
   a) Director, Associate Directors; Faculty Council Chair and Chair-Elect, Undergraduate Council Chair, Graduate Council Chair, Program Coordinators, and Distinguished Professors.
   b) SON Director will serve as the Chair.
   c) Others may be invited for specific consultation

4) Meetings will be held at least once per semester.

B) SON Executive Leadership
1) Purpose: Provide advice and counsel to the Director on emerging faculty/student issues within the SON.

2) Duties and Responsibilities
   a) Provide recommendations on program changes and future directions for the SON.
   b) Discuss personnel and resource issues.
   c) Discuss broader campus issues impacting the SON.

3) Membership: SON Director and Associate Directors

4) Meetings: At the discretion of the Director.

5) Standing Committees of the Executive Leadership
a) Program Assessment and Evaluation Committee (PAEC)
1. Purpose: Develop and maintain the comprehensive plan for systematic program assessment and evaluation of programs within the SON.
2. Duties and Responsibilities
   i) Manage ongoing program assessment, evaluation and development by collecting and analyzing data related to overall program effectiveness.
   ii) Receive faculty input on the program assessment, evaluation, and development plan.
   iii) Disseminate appropriate program assessment and evaluation findings and trends to respective Program Committees and Councils for discussion, identification of changes needed based on findings, and development and implementation of performance improvement plans as needed.
   iv) Collaborate with Director’s Leadership Council to identify trends in evaluative data and make recommendations at least once per semester.
3. Membership
   i) Membership will consist of the Associate Directors, Program Coordinators within SON Councils, and two at-large faculty members elected by SON faculty. Terms will be staggered.
   ii) The meetings will be co-chaired by the Associate Directors.
   iii) Meetings: Minimum of one per semester.

b) Simulation Learning Committee
1. Purpose: Advocate and support integration and expansion of simulation methodology/pedagogy within the SON curriculum.
2. Duties and Responsibilities
   i) Recommend policies related to Simulation Learning for the SON and CHHS to SON program committees, councils, and executive leadership.
   ii) Recommend projects related to Simulation Learning to the SON program committees, councils, and the executive leadership.
   iii) Review and make recommendations on the Simulation Learning Center Annual Report.
3. Membership
i) Nine members of the SON faculty: Eight lead simulation faculty representing the undergraduate clinical courses, and one member representing the graduate program,

ii) Coordinator of Simulation Learning will chair the committee.

4. Meetings: Minimum of two per semester.

ARTICLE VI: Amendment of Bylaws

The Bylaws may be amended upon approval of two thirds of the voting faculty. Such amendments must be circulated to the voting faculty membership at least two weeks prior to the vote.

The Bylaws were accepted by faculty action on May 9, 1985.

Amended: 8/86; 4/88; 2/89; 12/94; 1/96; 1/97; 5/99; 10/99; 4/00; 5/01; 2/03; 2/06; 11/07; 3/08;

Approved by Faculty Affairs 3/22/2010
Article IV & V (Section a, Faculty Council, Standing Committees, Program Evaluation Committee and Graduate Council, Program Evaluation Committee) were amended and approved – 5/9/16 by electronic vote.
Article V was amended and approved – 5/12/16 by electronic vote.
Bylaws were amended and approved – 11/19/16 by electronic vote.
This revised version of the bylaws was approved by School of Nursing Faculty – 5/2/17 by electronic vote
This revised version of the bylaws was approved by School of Nursing Faculty – 4/30/18 by paper ballot.
4.0 ORGANIZATIONAL CHART

4.10 Organizational Charts, Division of Academic Affairs

https://uncw.edu/aa/documents/OrgCharts/AcademicAffairs.pdf

5.0 FACULTY HIRING PROCESS AND PROMOTION

5.10 Procedure for Hiring New Faculty

The need for new faculty is initiated by the Faculty Affairs Committee and forwarded to the Director for approval. Requests for additional positions must be approved by the Provost and Vice Chancellor for Academic Affairs. The Director then initiates the hiring procedure through Human Resources.

The Director appoints a Search Committee in collaboration with the Faculty Affairs Committee (see UNCW Faculty Handbook), to coordinate the interview process and make recommendations for hiring to the Director. The Director recommends to the CHHS Dean who approves full-time tenure track faculty members and recommends their hire to the Provost. Final approval for full-time, tenure track faculty is that of the UNCW Board of Trustees. The Director recommends to the Dean who approves full-time non-tenure track faculty. All employment recommendations must comply with Human Resources’ guidelines for the EPA, Faculty Search process and state of North Carolina employment policies.

https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf

p. 72

Part-time faculty are reviewed by the faculty affairs committee and a recommendation is made to the Director. Adjunct faculty members are non-salaried faculty members who are appointed because of their expertise and contributions to the SON. The recommendations for appointment are presented to the Dean by the Director and must also be approved by the Board of Trustees.

Employment Affirmative Action Plan:

https://uncw.edu/hr/employment-affirmative.html

Policies of Academic Freedom and Tenure:

https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf

Reviewed: 8/08; 10/10; 7/18
5.20 Procedure for Faculty Orientation

Access to the School of Nursing Faculty Handbook is available on the School of Nursing Website, [http://www.uncw.edu/son](http://www.uncw.edu/son). Access to the University Faculty Handbook is available on the University Website, [http://www.uncw.edu/fac_handbook](http://www.uncw.edu/fac_handbook). University orientation is arranged by the office of Academic Affairs. The School of Nursing orientation is facilitated by the Faculty Affairs Committee.

For Online Instruction Orientation, email elearning@uncw.edu to request an appointment with “New OAP instructor” in the Subject line. E-Learning will work with faculty to set a 30-45 minute meeting to provide faculty an overview of how the OAP program works.

5.30 Procedure for Annual Faculty Evaluation

The School of Nursing Director in collaboration with the Associate Directors evaluates each faculty member in writing at the end of each academic year based on faculty submitted School of Nursing annual profiles. Faculty candidates are responsible for summarizing their achievements and gathering documentation annually to support their RPT portfolio. Faculty has an opportunity to comment on their evaluation and receive a copy of the evaluation. The original is placed in the faculty file in the Office of the Director.

SON Annual Faculty Performance Evaluation
Lecturer [https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FLecturer](https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FLecturer)

Assistant Professor [https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FAssistant%20Professor](https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FAssistant%20Professor)

Associate Professor [https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FAssociate%20Professor](https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FAssociate%20Professor)

Professor [https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FProfessor](https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FAnnual%20Faculty%20Evaluation%2FProfessor)

University Guidelines for Annual Faculty Evaluation: [http://www.uncw.edu/fac_handbook](http://www.uncw.edu/fac_handbook) p. 98
5.40 Procedure for Reappointment, Promotion, and Tenure

The School of Nursing procedure for reappointment, promotion, and tenure complies with the University RPT process located at:

Reappointment, Promotion, and Award of Tenure
https://uncw.edu/aa/RPT/RTP%20Information%20Page.html

SON RTP Guidelines

https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/RPT%20Process%2020.20%20revised%20Sept%202013.doc

Computer crash when try to open

SON Post Tenure Review

https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/SON%20Post%20Tenure%20Review%20Policy.doc

5.50 Other Resources

Policies of Academic Freedom and Tenure

https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
p. 47

Policies for Post-Tenure Review

https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
p. 102

August 1990, Revised: 8/01; 8/05; 5/07; 2/08; 7/08; 10/10; 7/18

6.0 FACULTY POLICIES AND GUIDELINES

6.10 Faculty Credentials

1. A transcript of all college studies completed is to be filed in the Office of the Director. It is the responsibility of the faculty to keep transcripts current, reflecting coursework and degrees completed.

2. An updated Curriculum Vita is also required for the NCBON and accreditation reviews, grants, and other university-related reports and documents.

3. North Carolina nursing license and renewal numbers, as well as the expiration date, will be maintained in the Office of the Director. Faculty who do not have current licenses will not be permitted to teach in classroom or clinical courses, and in
compliance with SON employment advertisement and position descriptions under North Carolina law, cannot be employed.

4. Faculty members should maintain appropriate UNCW identification cards. These are obtained through Auxiliary Services with proof of employment.

5. Nursing faculty members are advised to carry professional nursing liability insurance in addition to the coverage for teaching activities provided in the university/SON Liability Insurance Policy. Minimum coverage is $2,000,000 incident and $4,000,000 aggregate. A copy of the group policy is maintained in the Office of the Director.

6. Immunizations for clinical faculty need to be consistent with the policies of clinical agencies. However, the TB Skin Test or physician verification of Chest X-Ray timeline should be updated yearly/by X-ray timeline and CPR credentials updated according to AHA guidelines.

7. Other credentials as required by the university and/or professional practice agencies will be identified with an expectation of compliance.

Reviewed 7/18
6.20 School of Nursing Strategic Planning (Note: a new strategic plan was created during the 2017-2018 academic year. The time gap between the old and new strategic plans is due to organizational and/or leadership changes at the university, college, and SON levels and the development of strategic plans at the university and college levels. The new SON strategic plan will be implemented Fall 2018.)
# University of North Carolina Wilmington

School of Nursing

Strategic Action Plan 2010-2015

Table of Contents

I. INTRODUCTION .................................................................................................................. 3
   TRENDS IN NURSING........................................................................................................... 3
   ACCREDITATION AND APPROVAL AGENCIES .............................................................. 4
   AGENCY MEMBERSHIP ....................................................................................................... 4
   FACULTY ORGANIZATION ................................................................................................ 5
   STRATEGIC PLANNING PROCESS .................................................................................. 5

II. MISSION STATEMENT ......................................................................................................... 8

III. VISION STATEMENT .......................................................................................................... 8

IV. VALUES .................................................................................................................................. 8

V. UNCW STRATEGIC GOALS ............................................................................................... 9

VI. SCHOOL OF NURSING GOALS AND OBJECTIVES ..................................................... 9

VII. SCHOOL OF NURSING OBJECTIVES AND STRATEGIES .............................. 12
Introduction

The School of Nursing (SON) at the University of North Carolina Wilmington (UNCW) is a community of health care professionals dedicated to excellence in teaching, scholarship, practice, and professional service. Nursing education is a unique practice discipline with its own national accrediting standards and state legislated licensure requirements (GS Article 9, Chapter 90). Requirements and continuing employment of nurse faculty are guided by North Carolina (NC) Chapter 36 - Board of Nursing (BON) Rules. By law, all nursing faculty are required to have a license to practice nursing in North Carolina. In order to teach in university nursing programs, faculty must have a minimum of a master’s degree. Prior to or within three years of the hiring date, nurse faculty must have preparation in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation appropriate to assignment (NC BON, 21 NCAC 36.0318). Effective July 1, 2008, all nursing faculty must also demonstrate continuing competence in nursing upon application for license renewal or reinstatement through one of eight specified learning activities (NC BON, 21 NCAC 36.0232).

Trends in Nursing

The National Center for Health Workforce Analysis (Health Resources and Services Administration [HRSA], 2009) projected a 12% shortage of registered nurses by 2010 and a 20% shortage by the year 2020. Registered nurse shortages are expected due to the proposed increase in demand with a relatively stable nursing supply. The average age of registered nurses is 48.6 years, the highest average age reported since 1980. Only
8% of registered nurses are under the age of 30 (http://bhpr.hrsa.gov/healthworkforce/nursingshortage/tech_report/default.htm).

When compared to the nation, North Carolina has similar age, race, gender, and educational characteristics of practicing full and part-time registered nurses. North Carolina had 81,308 RNs in the workforce (full or part-time) in 2006. The average age within the national workforce was 45.4 years compared to 43.8 years for North Carolina in 2006. The average age rose steadily in North Carolina for 19 years before leveling off slightly in 2006. Of particular note is that 27.2% of the RN workforce is over the age of 50 years, with more nurses expecting to remain in the workforce at older ages. This has a potential impact on long-range planning for health care institutions, especially as large numbers of nurses retire after the current economic crisis subsides (Lacey & McNoldy, 2006). The School of Nursing faculty and administrators completed the 2010–2015 Strategic Plan to meet the vision of increasing the quantity and quality of professional nurses and clinical researchers in the State of North Carolina, the nation, and beyond.

Accreditation and Approval Agencies

Along with dynamic changes and trends in the health care system, national accreditation standards and state regulations define UNCW SON’s existence. UNCW’s School of Nursing is approved by the North Carolina Board of Nursing (NCBON) and accredited by the National League for Nursing Accrediting Commission (NLNAC) and Commission on Collegiate Nursing Education (CCNE). NCBON reviews the program every five years and is the state agency that grants the license to practice nursing in North Carolina. In 2002, the BS Program was granted full continuing approval by the NCBON. NLNAC reviews the nursing programs every eight years and in 2004 was granted full
accreditation for the maximum 10 years. CCNE assessed the programs for the first time on October 2003; initial accreditation was granted for the maximum five years. CCNE reviewed UNCW SON again in 2008 and the nursing program was reaccredited for the maximum of eight years. National goals and accomplishments are reviewed annually and reported to both accrediting bodies.

The SON has a strong evaluation plan for both the undergraduate and graduate degree programs. The SON completes process and outcome evaluations annually through a number of means, including: (1) The Educational Benchmarking (EBI) Inc., survey; (2) Annual Student Perspective of Teaching (SPOT); (3) faculty and student course evaluations; (4) HESI end of course and end of program exams; (5) NCLEX and Nurse Certification Exams.

Agency Membership

The School of Nursing holds agency membership in National League of Nursing (NLN) Department of Baccalaureate and Higher Degree Programs (BHD), Southern Regional Education Board Council on Collegiate Education for Nursing (SREB CCEN), and the American Association for Colleges of Nursing (AACN). The NLN BHD is the national voice of the agenda for nursing education. SREB CCEN embodies associate degree and baccalaureate and higher degree programs in 16 southern states and the District of Columbia. AACN represents 576 undergraduate, graduate, and post-graduate programs across America.
Faculty Organization

The UNCW School of Nursing is organized with a mission statement, vision statement, and bylaws ratified by the faculty. The SON Faculty Council functions under faculty-developed by-laws that allow for shared governance. The entire faculty meets monthly with an elected chair of the faculty and administrative presence. Faculty committees meet regularly to follow up on progress toward goal accomplishments. Faculty values are reflected in the mission and vision statements.

Strategic Planning Process

Dr. James McCann, Director of the School of Nursing, formed the Strategic Planning Task Force in September 2009 with the goal of formalizing a strategic plan for 2010 to 2015. Dr. Janie Canty-Mitchell was appointed chair of the task force. Members of the task force included: Jane Fox, Soo Kim-Godwin, Jeannie Kemppainen, RuthAnne Kuiper, Stephanie Smith, Kris Walters, and Anne Zabriskie. Linda Ferrell provided staff support to the task force. The following steps were taken by the task force:

- Reviewed the current UNCW and the SON strategic plans, the UNC Tomorrow goals, and notes from the SON faculty visioning workshop in April 2009.

- Engaged in a visioning exercise, reviewed the current vision and mission statements, and determined how to organize the work of the team. Based on this preliminary work, the task force developed SON values and revised the mission and vision statements.
• Developed an online faculty survey to gather information on faculty insights, thoughts, and opinions on the revised mission and vision statements, SON values, and proposed goals for the SON.

• Survey responses were collated and reviewed by the task force. Based on the task force recommendations and faculty/staff online survey responses, the statement of vision, mission, and values were presented in the November 9, 2009 and again in the January 11, 2010 Faculty Council meetings.

• Formulated specific goals and objectives, based on the: UNCW seven strategic initiatives, UNC Tomorrow goals, faculty/staff survey responses, national nursing priorities, accreditation standards, and discussions with the coordinators of the RN-BS, Prelicensure, and Graduate Council representatives.

• Presented goals and objectives to the SON Faculty Council at the February 8, 2010 Faculty Council Meeting, along with a motion to pass the revised mission and vision statements. Faculty members voted for the revised mission statement and against the revised vision statement. Faculty provided input on the goals and objectives and through consensus provided input for the task force to continue developing specific strategies to accomplish each of the identified goals and objectives.

• Assigned specific goals and related objectives to committee members with expertise in the area, e.g. the RN-BS Council Coordinator was in charge of
identifying specific strategies, timelines, and resources to meet the RN-BS educational goals and objectives.

• Placed a draft of all goals, objectives and timelines were placed on SharePoint and sent by email for faculty and staff to review.

• Presented the second draft of the goals, objectives, and newly developed strategies at the end-of-year faculty/staff retreat held on April 28, 2010. The faculty/staff commented on the values and these were updated as requested.

• Solicited additional feedback from faculty after the retreat through May 24, 2010.

• Presented Strategic Plan to Dr. McCann on June 9, 2010.

• Incorporated additional feedback into strategic plan through June 11, 2010.

• Faculty discussions of strategic plan on August 23, 2010.

• Faculty voted on the 2010-2015 Strategic Plan.

• Strategic plan disseminated and published on SON website.

• Implementation of 2010-2015 Strategic Plan.
School of Nursing Mission Statement

The mission of the UNCW School of Nursing is to educate nursing and clinical research professionals through excellence in teaching, scholarship, service, and community engagement. Emphasis is placed on educating individuals to improve health outcomes and quality of life in diverse populations.

School of Nursing Vision Statement

The UNCW School of Nursing will be recognized as a center of excellence in education, practice, and research that prepares professionals to shape a dynamic healthcare environment and serve a diverse community.

School of Nursing Values

1. Teaching and Learning
2. Quality and Safety
3. Integrity
4. Diversity
5. Competence
6. Community Service
7. Collaboration
8. Caring
University of North Carolina Wilmington Goals

Goal 1: Create the most powerful learning experience possible for students.

Goal 2: Recruit, retain and develop quality faculty, administration and staff in appropriate numbers.

Goal 3: Embrace and enhance diversity throughout the university’s constituencies, culture, curriculum and outreach activities.

Goal 4: Create an educational environment that prepares our students to be global citizens.

Goal 5: Strengthen the university’s regional engagement and outreach activities.

Goal 6: Enhance the quality of UNCW’s environment and provide a campus that is attractive, functional and, above all, safe.

Goal 7: Ensure adequate resources to achieve university goals by increasing public financial support and private giving.

School of Nursing Goals and Objectives

Goal 1: Increase admission, retention, and graduation rates for undergraduate students.

Objective A: Implement and evaluate revised undergraduate Prelicensure curriculum.

Objective B: Maintain a retention rate for the Prelicensure program of greater than or equal to 90% yearly.

Objective C: Maintain NCLEX pass rates of greater than or equal to 90% yearly.

Objective D: Implement Accelerated Option Program at Extension Campus in Onslow County.

Objective E: Develop a seamless admission process for RN-BS students.
Objective F: Increase RN-BS enrollment to 90 students by 2015. Increase retention rates to 85% for full-time students and 90% for part-time students.

Objective G: Increase the number of undergraduate students who graduate from the RN-BS program by 25%.

Objective H: Secure additional resources to expand the undergraduate program in Clinical Research.

Objective I: Revise the Clinical Research undergraduate curriculum to reflect changes in the university studies requirements.

Objective J: Expand student services support and programs for undergraduate nursing and clinical research students to promote recruitment, retention, and graduation rates.

Goal 2: Develop, implement, and evaluate simulation experiences for undergraduate students.

Objective A: Develop and implement simulation experiences for each Prelicensure course with a clinical component.

Objective B: Evaluate simulation experiences for each Prelicensure course with a clinical component.

Objective C: Enhance educational technology delivery.

Goal 3: Increase admissions, retention, and graduation rates for graduate students.

Objective A: Increase the number of MSN graduates by 20%.

Objective B: Maintain pass rates on FNP certification exams of greater than or equal to 90%.

Objective C: Expand advanced practice educational offerings.

Objective D: Explore the implementation of the post-baccalaureate nurse administrator (leader) certificate program in collaboration with
clinical agencies, School of Business, and Department of Public Administration.

Objective E: Implement the Master in Science in Clinical Research and Product Development

Objective F: Enroll 50 students in M.S. in Clinical Research and Product Development by year 2015.

Goal 4: Recruit, retain, and develop undergraduate and graduate faculty for nursing and clinical research programs.

Objective A: Increase the percentage of tenure-earning and tenured faculty.
Objective B: Hire and retain two endowed nursing professors.
Objective C: Create a structured faculty development program to foster excellence in teaching and research for new and continuing faculty.

Goal 5: Promote diversity in teaching, research, and service among students, faculty, and staff.

Objective A: Increase the percentage of minority students who complete the undergraduate nursing program.
Objective B: Increase the number of minority students in the graduate program by 50%.
Objective C: Incorporate standardized evidence-based cultural competencies in the undergraduate and graduate programs.
Objective D: Develop, implement, and evaluate evidence-based cultural competency training for all faculty.

Goal 6: Promote international programs and cultural immersion experiences among students and faculty.

Objective A: Develop a uniform and streamlined application process for students seeking international health experiences.
Objective B: Increase the percentage of all students who have cultural immersion and/or international health experiences prior to graduation.
Objective C: Increase the percentage of faculty that have international and/or cultural immersion teaching, research, or service experiences.
Objective D: Procure funding for international programs and/or cultural immersion experiences for faculty and students.

Objective E: Develop promotional plan to recruit global students for Clinical Research Program.

Objective F: Develop global placements for Senior Internships in clinical research for those students interested in pursuing internship experiences in different countries.

Goal 7: Increase community partnerships and outreach activities that support the teaching, research, clinical practice, and public service mission.

Objective A: Develop and implement a Nursing and Health Academy for Children and Youth that serves the southeastern NC region.

Objective B: Increase continuing education offerings for nurse leaders, nurse educators, and advanced practice nurses working in higher education through collaborations and partnerships with New Hanover Regional Medical Center, Southeastern Area Health Education Center, Sigma Theta Tau International, North Carolina Nursing Association, and other associations and agencies.

Objective C: Complete a business plan to determine the feasibility of implementing a Center or Institute for Rural Health and Vulnerable Populations (including elderly, children/youth/families, chronic illnesses, migrant/seasonal farm workers, ethnic/minorities, and low-income populations).

Goal 8: Generate external funds through grants, contracts, and donations to promote the teaching, research, clinical practice, and public service mission.

Objective A: Increase the percentage of nursing and clinical research faculty who receive external funding to support the research, teaching, and service mission.

Objective B: Increase merit-based, diversity, and unrestricted scholarships and grants for nursing and clinical research students in the undergraduate and graduate programs.
**SON Goal 1:** Increase admission, retention, and graduation rates for undergraduate students.

**UNCW Goal 1:** Create the most powerful learning experience possible for our students

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities and Strategies</th>
<th>Responsible Persons</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| A. Implement and evaluate revised undergraduate Prelicensure curriculum. | 1. Submit revised curriculum plan and course changes to University Curriculum Committee.  
2. Incorporate major content threads into new and revised nursing courses.  
3. Complete syllabi, content outlines, and learning outcomes for new and revised courses.  
4. Develop revised progression plan for new curriculum.  
5. Present revised curriculum to entire faculty.  
6. Implement revised curriculum.  
7. Evaluate revised curriculum. | Prelicensure Coordinator  
Prelicensure Committee  
Faculty                               | September 2010  
September 2010-May 2011  
August 2010-May 2011 |
| B. Maintain a retention rate for the Prelicensure program of greater than or equal to 90% yearly. |
|---|---|
| 1. Implement the 2.7 GPA requirements in the major. |
| 2. Develop a plan for identification and advising of high-risk students prior to and after admission. |
| 3. Implement a program for high-risk students admitted to the nursing major. |
| 4. Calculate and analyze retention rates. |

<table>
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<tr>
<th>Faculty</th>
<th>August 2010-May 2011</th>
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<tr>
<td>August 2011</td>
<td></td>
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<tr>
<td>May 2012 and yearly</td>
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| Student Affairs Committee |
|---|---|
| August 2010 |
| August - December 2010 |
| May 2011 and ongoing |
| May 2011 and yearly |
| C. Maintain NCLEX pass rates of greater than or equal to 90% yearly. | 1. Monitor NCLEX pass rate and HESI exam scores.  
2. Evaluate established strategies for NCLEX success. | Prelicensure Coordinator | Each semester and yearly |
|---|---|---|---|
| D. Implement Accelerated Option Program at Extension Campus in Onslow County.  
1. Admit 20 students yearly  
2. Retain equal to or greater than 90% of all enrolled students.  
3. Graduate 18 students. | 1. Submit HRSA Grant for program implementation.  
2. Explore sources of grant funding on an ongoing basis.  
3. Contingent on resources and funding:  
   a. Appoint Accelerated Option Program Coordinator.  
   b. Admit first cohort of students. | Prelicensure Coordinator  
Associate Director of Research and Sponsored Programs | December yearly  
August-November yearly  
August 2010  
2010-11 academic year |
| E. Develop a seamless admission process for RN-BS students. | 1. Plan for strategies to reduce admission barriers; revisit admission criteria related to prerequisite course requirements.  
2. Work with the UNCW Admissions Office and the Registrar’s Office to explore/develop a seamless admission process for RN-BS students. | RN-BS Coordinator | Admission target  
• Fall 2011: 40  
• Fall 2012: 50  
• Fall 2013: 50  
• Fall 2014: 50  
• Fall 2015: 50 |
| F. Increase RN-BS enrollment to 90 students by 2015. | Recruitment and Enrollment | RN-BS Coordinator | Enrollment /retention target: |
Increase **retention** rates to 85% for full-time students and 90% for part-time students.

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<td>1.</td>
<td>Strengthen the existing partnership and explore potential contact sites (i.e., preparation of articulation agreement).</td>
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<td>2.</td>
<td>Explore opportunity to work with CFCC on Regionally Increasing Baccalaureate Nursing (RIBN) project.</td>
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<td>3.</td>
<td>Develop and implement a systematic recruitment plan.</td>
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<td>4.</td>
<td>Offer onsite information sessions at local hospitals and community colleges on a regular basis.</td>
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<td>5.</td>
<td>Continue to work with a RN Advisor.</td>
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Retention

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<tr>
<td>1.</td>
<td>Implement faculty-student mentor program.</td>
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<td>2.</td>
<td>Explore scholarship opportunities for RN-BS students.</td>
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<td>3.</td>
<td>Create online learning community for RN-BS students.</td>
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<td>4.</td>
<td>Work with advancement for potential funding opportunities (i.e., Grants/Funding) for RN-BS program.</td>
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**G.** Increase the number of undergraduate students who graduate from the RN-BS program by 25%.

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<tbody>
<tr>
<td>1.</td>
<td>Implement faculty-student mentor program.</td>
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<td>2.</td>
<td>Revise/modify the RN-BS curriculum to align with the Prelicensure curriculum.</td>
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<td>3.</td>
<td>Review of progress toward graduation and enrollment annually.</td>
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<tr>
<td>By May 2011: 50</td>
<td>RN-BS Coordinator</td>
<td>Graduation target (numbers)</td>
</tr>
<tr>
<td>By May 2012: 60</td>
<td>**   **</td>
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<tr>
<td>By May 2013: 70</td>
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<tr>
<td>By May 2014: 80</td>
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<tr>
<td>By May 2015: 90</td>
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- May 2011: 14
- May 2012: 17
4. Maintain 100% online course and offer quality online courses for RN students’ optimal learning.

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</table>
J. Expand student services support and programs for undergraduate nursing and clinical research students to promote recruitment, retention, and graduation rates.

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<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Responsible Persons</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>A. Develop and implement simulation experiences for each Prelicensure course with a clinical component.</td>
<td>1. Plan for and implement a minimum of one simulation activity per semester for each Prelicensure course with a clinical component. 2. Develop and implement a plan for the scaffolding of specific high fidelity simulations in each Prelicensure course with a clinical component in the revised curriculum.</td>
<td>Simulation Learning Committee</td>
<td>Fall 2011 and ongoing</td>
</tr>
</tbody>
</table>

**SON Goal 2:** Develop, implement, and evaluate simulation experiences for undergraduate students.

**UNCW Goal 1:** Create the most powerful learning experience possible for our students.
| B. Evaluate simulation experiences for each Prelicensure course with a clinical component. | 1. Implement and reassess simulation evaluation tools for use by all students participating in Simulation Lab activities each semester.  
2. Report simulation evaluation findings to the SON Evaluation Committee.  
3. Develop and evaluate rubrics for each simulation activity that incorporates Quality, Safety, Education in Nursing (QSEN) and other nursing concepts. | Course Coordinators | Fall 2010 and ongoing |
| | | Prelicensure Coordinator | |
| | | Simulation Learning Committee | Fall 2010 and ongoing |
| | | Course Coordinators | Fall 2011 |
C. Enhance educational technology delivery.

1. Establish an Educational Technology Team.
2. Develop implement and evaluate educational technology tools for teaching and learning.

Educational Technology Team

Fall 2011 and ongoing

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SON Goal 3: Increase admissions, retention, and graduation rates for graduate students.

UNCW Goal 1: Create the most powerful learning experience possible for our students.

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<th>Timeline</th>
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</table>
| A. Increase the number of MSN graduates by 20% | 1. Increase graduate FNP students as clinical site availability allows.  
2. Increase the number of NE students by 20% over the next 3 years.  
3. Submit grant applications to increase grant aid to FNP students.  | Graduate Coordinator  
Graduate Council | Fall 2011 and ongoing |
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| 4. | Work with Student Services to identify possible scholarship and grant opportunities for graduate nursing students.  
5. | Hire a person to identify and foster additional clinical sites and preceptors for FNP program. | Student Services Coordinator |
| 6. | Hire a person to identify and foster additional clinical sites and preceptors for FNP program. |   |
| B. | Maintain pass rates on FNP certification exams of greater than or equal to 90%.  
1. | Faculty will continue to offer multiple choice timed exams in clinical courses as preparation for the FNP certification exam.  
2. | Require students to complete and pass a comprehensive exam prior to graduation.  
3. | Encourage students to take a certification review course either in person or online to prepare for the certification exam. | Graduate Council  
Graduate Faculty | Fall 2010 and ongoing |
| C. | Expand advanced practice educational offerings.  
1. | Explore offering the DNP in 2015.  
2. | Apply for a HRSA grant to help fund the DNP program | Graduate Council  
Graduate Faculty | Fall 2012  
Fall 2014 |
| D. | Explore implementing a post-baccalaureate nurse administrator (leader) certificate program in collaboration with clinical  
1. | Conduct needs assessment.  
2. | Develop plan and courses.  
3. | Recruit and admit students.  
4. | Implement & evaluate program. | Faculty | Develop – Fall 2011  
Implement – Fall 2012 |
| agencies, School of Business, and Department of Public Administration. | E. Implement the Master in Science in Clinical Research and Product Development | \begin{itemize} 
  
  \item Perform all preparatory work by working with Graduate School and Registrar for application to program and catalog listings.
  
  \item Work with Registrar for degree audit and Banner preparations
  
  \item Work with university for degree program announcement and website development.
  
  \item Manage course instruction assignments
  
  \item Develop M.S. in Clinical Research and Product Development online orientation session
  
  \item Accept applications and implement program
\end{itemize} | \begin{itemize} 
  
  \item Clinical Research Director
  
  \item Clinical Research Faculty
  
  \item Graduate School
\end{itemize} | \begin{itemize} 
  
  \item Evaluate – 2013 and ongoing
\end{itemize} |
F. Enroll 50 students in M.S. in Clinical Research and Product Development by year 2015.

<table>
<thead>
<tr>
<th>Recruitment and Enrollment</th>
<th>Clinical Research Director</th>
<th>By May 2012</th>
<th>By May 2013</th>
<th>By May 2014</th>
<th>By May 2015</th>
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</thead>
<tbody>
<tr>
<td>1. Develop and implement a systematic recruitment plan.</td>
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<td>2. Offer onsite information sessions at local agencies on a regular basis.</td>
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</table>

Retention

1. Implement faculty-student mentor program.
2. Explore the possible scholarship opportunity for Clinical Research students.
3. Create online learning community for Clinical Research students.
5. Hire two Clinical Research full-time faculty.

SON Goal 4: Recruit, retain, and develop undergraduate and graduate faculty for nursing and clinical research programs.

UNCW Goal 2: Recruit, retain, and develop quality faculty, administration, and staff in appropriate numbers.
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<th>Objectives</th>
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<th>Responsible Persons</th>
<th>Timeline</th>
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</table>
| A. Increase the percentage of tenure-earning and tenured faculty.         | 1. Implement and evaluate revised SON reappointment, tenure, and promotion policies.  
2. Recruit and hire faculty with doctoral preparation to fill vacant positions.  
4. Develop internal and external mentoring program for all new and tenure-earning faculty.  
5. Support research and scholarship of new tenure-earning faculty with SON research funds. | Department Chairs  
Faculty Affairs Committee  
Associate Director of Research & Sponsored Programs | Fall 2010 and ongoing |
| B. Hire and retain two endowed nursing professors.                       | 1. Search Committee.  
2. Advertise in print and online sources.  
3. Develop fliers to take to conferences.  
4. Mail advertisements to UNC and southeastern US region universities.  
5. Screen, interview, hire applicants. | Search Committee | 2010-2012 |
C. Create a structured faculty development program to foster excellence in teaching and research for new and continuing faculty.

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<tr>
<td>1.</td>
<td>Research evidence-based faculty development programs in the educational and nursing literature.</td>
<td>Department Chairs</td>
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<td>2.</td>
<td>Identify key areas for teaching and research development for all new and continuing faculty.</td>
<td>Faculty Affairs Committee</td>
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<td>3.</td>
<td>Establish a formalized mentoring system for all faculty.</td>
<td>Associate Director of Research &amp; Sponsored Programs</td>
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</table>

SON Goal 5: Promote diversity in teaching, research, and service among students, faculty, and staff.

UNCW Goal 3: Embrace and enhance diversity throughout the university’s constituencies, culture, curriculum, and outreach activities.
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<th>Objectives</th>
<th>Strategies</th>
<th>Responsible Persons</th>
<th>Timeline</th>
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</table>
| A. Increase the percentage of minority students who complete the undergraduate nursing program by 2015: | 1. Develop marketing plan including recruitment brochures and other strategies to encourage minority high school, transfer, RN-BS, and Accelerated students to apply to UNCW.  
2. Develop plan for participation in career day or other speaking engagements for high school and community college students in the southeastern and eastern NC region.  
3. Solicit funds for student services staff to travel to area high schools, community colleges, area hospitals, and military installations to market SON programs.  
4. Solicit scholarship funds for minority nursing students. | Program Coordinators  
Department Chairs  
Student Services Coordinator  
SON Director | 2010 and ongoing |
| 1. 12% graduates from the Prelicensure Program.  
2. 12% graduates from the RN-BS program.  
3. 20% graduates from the Accelerated Option. | 1. Develop marketing plan including recruitment brochures and other strategies to encourage minority high school, transfer, RN-BS, and Accelerated students to apply to UNCW.  
2. Develop plan for participation in career day or other speaking engagements for high school and community college students in the southeastern and eastern NC region.  
3. Solicit funds for student services staff to travel to area high schools, community colleges, area hospitals, and military installations to market SON programs.  
4. Solicit scholarship funds for minority nursing students. | Program Coordinators  
Department Chairs  
Student Services Coordinator  
SON Director | 2010 and ongoing |
| B. Increase to 12% the minority students who graduate from the MSN program. | 1. Complete analysis of minority students enrolled and graduated yearly.  
2. Conduct focus group or online survey of minority enrollees to determine strategies for recruiting students.  
3. Develop diverse recruitment brochures. | Program Coordinators | 2010 and ongoing |
| C. Incorporate standardized evidence-based cultural competencies in the undergraduate and graduate programs. | 1. Implement faculty development program on cultural competence in nursing education.  
2. Integrate student learning outcomes for cultural competence across the content outlines of the Prelicensure and graduate curriculums. | Faculty | December 2010 and ongoing  
August 2011 and going |
|---|---|---|---|
| D. Develop, implement, and evaluate evidence-based cultural competency training for all faculty. | 1. Develop cultural competency online resources.  
2. Offer a cultural competency program to all nursing and clinical research faculty. | Faculty Affairs Committee | 2010 and yearly |
**SON Goal 6:** Promote international programs and cultural immersion experiences among students and faculty.

**UNCW Goal 4:** Create an educational environment that prepares our students to be global citizens.

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<tbody>
<tr>
<td>A. Develop a uniform and streamlined application process for students</td>
<td>1. Collaborate with OIP to develop a uniform and streamlined application process for all students seeking an international experience.</td>
<td>SON International Committee</td>
<td>2011 and ongoing</td>
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<td>seeking international health experiences.</td>
<td>2. Develop interview guidelines for all students planning to participate in an international experience.</td>
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<td>B. Increase the percentage of all students who have cultural immersion and/or international health experiences prior to graduation.</td>
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<td>1. Encourage faculty to promote experiences for students with people from various cultures.</td>
<td>SON International Committee</td>
<td>2011 and ongoing</td>
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<tr>
<td></td>
<td>2. Explore opportunities for students to experience different cultures in our local community.</td>
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<td></td>
<td>3. Offer faculty/students opportunities to work with the Latino population in Wilmington or other neighboring areas in NC.</td>
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<td></td>
<td>4. Consider volunteer opportunities with various agencies offering health care to people of various backgrounds such as Remote Access.</td>
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</tbody>
</table>
| C. Increase the percentage of faculty with international and/or cultural immersion teaching, research, or service experiences. | 1. Encourage faculty to participate in international experiences.  
2. Make funding available to faculty to participate in international opportunities.  
3. Formalize faculty mentoring process to encourage participation in international programs. | SON International Committee | 2011 and ongoing |
| D. Procure funding for international programs and/or cultural immersion experiences for faculty and students. | 1. Develop a list of internal and external funding sources for international programs and/or cultural immersion educational experiences.  
2. Solicit additional funds from private donors to support international experiences for faculty and students.  
3. Apply for support for international health and nursing experiences from external sources.  
4. Develop a website to showcase student and faculty international experiences. | SON International Committee  
Associate Director for Research  
SON Director | August 2010 to July 2011  
August 2010 and ongoing  
July 2011 and ongoing |
| E. Develop promotional plan to recruit global students for Clinical Research Program. | 1. Collaborate with Academic Affairs and International Programs to post to UNCW Online for M.S. in Clinical Research and Product Development degree. | Clinical Research Director | 2011-2012 and ongoing |
2. Work with SON Student Services to identify recruitment events for international students.

F. Develop global placements for Senior Internships in clinical research for those students interested in pursuing internship experiences in different countries.

1. Collaborate with UNCW International Programs, as well as biopharmaceutical companies, to develop international internship placements for students.

Clinical Research Director
Fall 2011 and ongoing

**SON Goal 7:** Increase community partnerships and outreach activities that support the teaching, research, clinical practice, and public service mission.

**UNCW Goal 5:** Strengthen the university’s regional engagement and outreach activities
**A. Develop and implement a Nursing and Health Academy for Children and Youth that serves the southeastern NC region.**

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<tbody>
<tr>
<td>1.</td>
<td>Conduct needs assessment including evaluation of current Camp BONES Academy.</td>
</tr>
<tr>
<td>2.</td>
<td>Create business plan for Nursing and Health Academy.</td>
</tr>
<tr>
<td>3.</td>
<td>Develop and implement a plan for securing funds for Academy in partnership with Advancement Services.</td>
</tr>
<tr>
<td>4.</td>
<td>Apply for funding from philanthropic organizations to provide infrastructure support of the Nursing Academy.</td>
</tr>
<tr>
<td>5.</td>
<td>Partner with professional groups, sororities, fraternities, nursing organizations, schools, etc., to advance the Nursing and Health Academy.</td>
</tr>
<tr>
<td>6.</td>
<td>Create a website and other marketing materials to highlight the programs and services of the Academy.</td>
</tr>
<tr>
<td>7.</td>
<td>Hire full-time program director to manage Academy.</td>
</tr>
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<td>8.</td>
<td>Evaluate program activities yearly.</td>
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<tr>
<th></th>
<th>Coordinator of Nursing and Health Academy</th>
<th>July-Dec 2010</th>
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<td></td>
<td>Associate Director of Research &amp; Sponsored Programs</td>
<td>Jan-Dec yearly and ongoing</td>
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**B. Increase continuing education offerings for nurse leaders, nurse educators, and advanced practice nurses working in**

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<tbody>
<tr>
<td>1.</td>
<td>Conduct needs assessment.</td>
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<td>2.</td>
<td>Develop plan and courses.</td>
</tr>
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<td>3.</td>
<td>Recruit and admit students.</td>
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<td>4.</td>
<td>Implement &amp; evaluate program.</td>
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<th>External Programs Director</th>
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<td>2010 and ongoing</td>
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<td>Jan 2011</td>
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<td>Jan 2012</td>
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<td>Yearly and ongoing</td>
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</table>
higher education through collaborations and partnerships with NHRMC, SEAHEC, STTI, NCNA, and other associations and agencies.

| C. Complete a business plan to determine the feasibility of implementing a Center or Institute for Rural Health and Vulnerable Populations (including elderly, children/youth/families, chronic illnesses, migrant/seasonal farm workers, minorities, and low-income populations). | 1. Develop an interdisciplinary planning committee.  
2. Partner with the North Carolina Office of Rural Health, The Sheps Center for Health Services Research, and other national rural health centers.  
3. Identify a unique area of specialization related to health for southeastern North Carolina.  
4. Identify a theoretical framework.  
5. Conduct an assessment of rural health needs unique to southeastern North Carolina.  
6. Assess faculty resources at UNCW.  
7. Apply for funding for planning. |
| Course Faculty  
2011-2012  
2012 and ongoing |

Rural Health and Vulnerable Populations Planning Committee  
Associate Director of Research and Sponsored Programs  
2011 and ongoing
**SON Goal 8:** Generate external funds through grants, contracts, and donations to promote the teaching, research, clinical practice, and public service mission.

**UNCW Goal 7:** Ensure adequate resources to achieve university goals by increasing public financial support and private giving.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Responsible Persons</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| A. Increase the percentage of nursing and clinical research faculty who receive external funding to support the research, teaching, and service mission. | 1. Promote research with interdisciplinary health teams.  
2. Mentor tenure-earning faculty in developing external proposals.  
3. Work with SON part-time research consultant and statistician to create synergy groups around major research themes.  
4. Create web resources and tutorials on grant and proposal writing. | Associate Director for Research & Sponsored Programs  
Faculty Affairs Committee | 2010 and ongoing |
| B. Increase merit-based, diversity, and unrestricted scholarships and grants for nursing and clinical research students in the | 1. Consult with advancement on potential donors to establish scholarships for RN-BS, Accelerated, Clinical Research, and Advanced Practice Nursing students. | Associate Director for Research & Sponsored Programs | 2011 and ongoing |
| Undergraduate and Graduate Programs | 2. Develop online resources and information from philanthropic, governmental, and state funding sources to support undergraduate and graduate programs.  
3. Apply for Nurse-Trainee grants to fund students in FNP and NE programs.  
4. Apply for grants to finance students in the RN-BS and Accelerated undergraduate programs. | Sponsored Programs  
Department Chairs and Faculty Affairs Committee |
6.30 Faculty Office Hours
Faculty office hours are in accordance with UNCW faculty handbook
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
pp. 131, 142

6.40 Faculty Schedules
Faculty teaching assignments are made in collaboration with faculty, program coordinators, Associate Directors and Director. The faculty workload guidelines can be accessed in the Faculty Handbook, section 6.180. A copy of the schedule and any changes are filed in the Office of the Director.
Faculty are expected to meet their regularly scheduled class/clinical at the appointed time. Unexpected changes in the schedule due to faculty absence or agency conflicts are to be coordinated with the clinical agency and the Course Coordinator. In the event of a necessary absence, it is the responsibility of the faculty member to provide for alternative learning experiences and notify the Course Coordinator, Program Coordinator, Associate Director and/or Director.

6.50 Posting of Student Grades
Student grades are posted only on-line (within the grading component of the online course in Blackboard) and in SeaNet. Office Assistants are not responsible and should not be asked or expected to give grades to students or for return student papers.
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
p. 126

6.60 Academic Progression
Faculty is expected to provide timely feedback to students for assignments and evaluations. Course faculty has a responsibility to identify students at risk early in the semester and notify the student, Course Coordinator, Academic Advisor, Program Coordinator, and Associate Director in writing, whenever possible.

6.70 Release of Student Information
Faculty cannot release any information about student academic performance without their written permission.
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf

Chapter 7 Buckley Amendment p. 179

A request for release of academic information to anyone other than student should be directed to the Assistant Dean of the Office of Student Success and the SON Director.
6.80 Faculty Use of Student Assignments
Examples of student assignments can be made available to other students and faculty only with written consent from the student.

6.90 Role as Committee Chair and/or Program Coordinators
The Committee Chair and/or Program Coordinator will convene all meetings and assure that meeting minutes are recorded. Meetings should be called and activities conducted as directed in the Faculty Bylaws (section 4.0). Annual reports are filed with committee minutes at the end of the academic year. The master original of all official School of Nursing committee minutes and reports are to be forwarded to the Office of the Director for appropriate filing.

6.100 Academic Advising and Counseling
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
p.137
Faculty are allocated advisees according to program needs. New faculty will be provided with advising materials and an advising workshop.

6.110 Faculty Access to Student Files
Nursing faculty members have access to official School of Nursing electronic student files in accordance with the Office of Student Success Policies. Students can review their files with the appropriate school officials, who have legitimate educational interest or only after completing the appropriate FERPA form.

6.120 Verifying Class Lists
An official class list is provided by the Registrar on SeaNet. Class lists are to be checked for accuracy at the beginning of the semester. Errors are communicated directly to the Registrar's office. Students who are not properly registered are not allowed to remain in a class.

6.130 Final Examination Policy
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
p.129
Final exams in the School of Nursing are scheduled by the Course Coordinators with the Program Coordinator. Students are notified when there are changes in the published exam schedule.

6.140 External Professional Activities
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf
p. 166
The External Professional Activities links and forms are available from the UNCW Faculty Handbook and are completed at the beginning of each academic year. 10% work effort per
semester are awarded to full-time tenure-track faculty which can be used for scholarship or practice. Release time for external professional activities is negotiated with the School of Nursing Administration.

6.150 Faculty Scholarship
Faculty scholarship time is limited to 10% effort per semester for full-time tenure track faculty. However, additional release time for funded research will be granted based on faculty research needs and SON program needs. Release time for research activities are negotiated with the School of Nursing Administration.

6.160 Retention of Examinations and other Graded Material
https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf p. 130

6.170 Records Retention and Disposition Schedule
https://uncw.edu/ITSD/documents/nc_data_retention.pdf

6.180 Faculty Workload Policy
Faculty workload in the School of Nursing consists of teaching and instruction-related activities, practice and scholarship, and service. A full workload for a faculty member in the school consists of a workload assignment of 100% effort per year: teaching; advising of students; participating in scholarly and professional development activities; and routine service on departmental and university committees.
This policy and associated procedure was established to adhere to the College of Health and Human Services (CHHS) Workload Policy. The School of Nursing Workload Allocation for Full-Time Faculty aims to build upon CHHS Workload Policy to address the unique needs of the School of Nursing (SON) and provide guidance to faculty and administrators when assigning workload for full-time faculty members within the SON. Within the SON are the following 6 academic programs that are diverse in goals, outcomes, content, and delivery methods:
SON Workload
https://share.uncw.edu/sites/aa/chhs/son/academic/Faculty%20Resources/Forms/AllItems.aspx?RootFolder=%2Fsites%2Faa%2Fchhs%2Fson%2Facademic%2FFaculty%20Resources%2FFSON%20Workload&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence

6.190 Disability Benefits for Faculty
Faculty policies for serious illness and/or disability leave can be found at the following website.
http://www.uncw.edu/hr/benefits-disability.html

Reviewed: 4/08; 7/08; 10/10; 7/18
6.200 Reappointment, Tenure and Promotion Process

This document describes the process and criteria for reappointment, tenure and promotion in the School of Nursing (SON). It was approved by the senior faculty and reviewed by Faculty Council for feedback. These criteria will be used to evaluate RTP applications and determine recommendations in the School of Nursing. The RTP process is based on the process of peer review which includes colleagues from within the school and may include national, international and/or practice communities to assist with making decisions for academic advancement.

Tenure: is the process by which a faculty member is awarded a permanent position in the academic unit and the university; therefore, it is an investment in the University's future. A faculty member must demonstrate excellence in teaching and a focused program of scholarship, research/artistic achievement; and service. The School of Nursing adheres to the UNCW policies for RTP as published in the UNCW Handbook https://uncw.edu/facsen/documents/Faculty_Handbook.pdf (pages 79-80)

1. The RTP Committee in the SON will consist of the following members:
   A. Senior Faculty

   The definition of "senior faculty" in the School of Nursing are those faculty members who are tenured with the rank of Associate Professor or Professor. These faculty members comprise the group of individuals who participate on the RTP Review Committee and are apprised of pending junior-faculty review-actions by the SON Director. Senior faculty members also serve as mentors and provide guidance to junior faculty members in the areas of teaching, scholarship and service.

   B. External reviews of candidates for tenure and/or promotion

   The School of Nursing RTP Committee may require external reviews of candidates for tenure and/or promotion. External reviews may be solicited by the RTP committee from experts in the field, anonymous to the candidate, and be from a similar type university. Assessments of candidates, solicited by the department from reviewers who are external to UNCW, are a valuable resource to the academic unit's senior faculty and others as they make their recommendations. External reviews will be especially useful in cases where candidates have teaching and research interests that are not within the range of expertise of the senior faculty in the department. External reviewers known to the candidate may be suggested by the candidate and be solicited to comment on teaching innovations and program patterns of research. In its deliberations, the senior faculty shall consider such reviews as one of the forms of documentation providing information on the candidate's abilities. The number of reviews to be sought shall be no more than three.
Guidelines for the solicitation and use of external reviews and/or reviewers include the following:

1. Potential reviewers for external reviews will be determined by the Director.
2. Potential external reviewers may be provided by the candidate to verify a history of professional growth.
3. The RTP information and guidelines are to be provided to the reviewers.
4. The role of external reviews and candidate chosen external reviewers in the overall decision process is to evaluate the candidate's portfolio and make a recommendation in support of promotion and/or tenure.

External reviews shall be determined and solicited by the School of Nursing Director. The anonymity of reviewers is essential in assuring candid reviews. Therefore, the reviewers will be asked to submit a cover letter identifying themselves, their affiliation, a copy of their curriculum vitae, and any personal or professional connection to the candidate. Reviews are to be submitted as attachments to the cover letter. Senior faculty and others making decisions on the candidacy shall have access to both the reviewers' identities and evaluations, but only the content of the reviews shall be made available to the candidate.

2. The RTP process will follow the University timetable as listed in the Faculty Handbook. [Link](https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=95).

3. The RTP Criteria for the School of Nursing Faculty Ranks are as follows:

1. **Full Professor**: Candidate must have a terminal degree and show evidence of an established and distinguished reputation in the field of nursing or clinical research and demonstrated record of excellence in teaching, scholarship and service. Makes significant contributions to the University mission and mentors other faculty members. Is recognized as a scholar and has made significant and sustained achievement throughout the academic career. The candidate should have a reputation as a master excellent teacher and be recognized as a scholar in her/his professional field. The candidate demonstrates collegiality and professional integrity in teaching, scholarship/research, and service.

2. **Associate Professor**: Candidate must have a terminal degree and show evidence of being an effective teacher, a continuing record of scholarship, and evidence of engagement in professional service in nursing or clinical research. The candidate uses scholarly approaches in the discipline and in service endeavor. Scholarship informs both teaching and practice with contributions at the state and national levels. The candidate demonstrates collegiality and professional integrity in teaching, scholarship/research, and service.

3. **Assistant Professor**: Candidate must have a terminal degree and show promise as an effective teacher in nursing or clinical research. The candidate demonstrates the ability and desire to achieve excellence in teaching, scholarship and service activities. Shows the ability to integrate these areas to benefit students and practice in the discipline. The candidate
demonstrates collegiality and professional integrity in teaching, scholarship/research, and service.

Criteria for Appointment and Promotion

Standards for Evaluating Teaching, Scholarship/Research, and Service

1. Teaching

Teaching effectiveness is the primary criterion for reappointment, tenure, and promotion. Faculty must be knowledgeable, skillful, and enthusiastic presenters of knowledge and embody the life of scholarship. Teaching involves not only the transmission of knowledge, but the development of the students' desire for knowledge, of skills for acquiring knowledge and for critical evaluation, and the factors that enable the student to assume a responsible position in society. Teaching performance will be demonstrated by:

1. the courses taught by the faculty member and the number of enrolled students
2. the number of undergraduate and master's students advised academically or supervised clinically (honors and master's projects)
3. scope of teaching activities, such as size and level of teaching load
4. evaluations by students and peers; activities in curriculum and program development
5. evidence of innovation in teaching methods, course content, and other learning experiences
6. scholarly publications of teaching products (can be included in the number of products for scholarship)

The faculty should commit to and show a competence in teaching by disseminating knowledge, developing self-knowledge, developing leadership, and collaborating with colleagues and students on a local, national and international level. The following examples serve as a guide to show the difference between ranks.
| Assistant Professor  
(2 ½ year reappointment) | Associate Professor | Professor |
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<tr>
<td>1. Participates in internally funded projects related to teaching.</td>
<td>1. Obtains internal funding to support scholarship of teaching.</td>
<td>1. Obtains external funding to support educational programs.</td>
</tr>
<tr>
<td>2. Participates in continuing education programs related to area of expertise in teaching.</td>
<td>2. Leads faculty team to develop, revise or evaluate an aspect of teaching scholarship.</td>
<td>2. Presents teaching/learning innovations at professional meetings at national and/or international levels.</td>
</tr>
<tr>
<td>3. Participates in faculty team to develop, revise or evaluate an aspect of teaching scholarship.</td>
<td>3. Integrates research utilization/integration related to teaching into course offerings.</td>
<td>3. Serves as chairperson of curriculum or other teaching SON committees.</td>
</tr>
<tr>
<td>4. Uses evidence-based resources for course offerings.</td>
<td>4. Presents at regional/state teaching conferences and/or workshops.</td>
<td>4. Receives university, national or international awards or recognitions for teaching excellence.</td>
</tr>
<tr>
<td>5. Serves as a resource in area of expertise.</td>
<td>5. Receives a department award or has been recognized for excellence in teaching.</td>
<td>5. Serves as an external reviewer for the RTP process on or off campus.</td>
</tr>
<tr>
<td>6. Uses educational theories and principles in instructional delivery.</td>
<td>6. Consults with SON faculty regarding teaching/learning practices.</td>
<td>6. Directs special student experiences at the national and/or international level (teaching, service-learning).</td>
</tr>
<tr>
<td>7. Participates in mentored experiences to develop as a teacher.</td>
<td>7. Obtains 1 peer evaluation per year, by faculty of similar or higher rank assigned by the Director.</td>
<td>7. Assumes national leadership roles related to teaching.</td>
</tr>
<tr>
<td>8. Seeks peer evaluations and responds to feedback.</td>
<td>8. Independently plan, implement and evaluate program offerings.</td>
<td>8. Reviewer or editor for professional publications related to education.</td>
</tr>
<tr>
<td>9. Serves as a student advisor with honors and/or masters projects.</td>
<td>9. Sought as a classroom guest speaker.</td>
<td>9. Reviewer for state and/or federal agency training grants.</td>
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<tr>
<td>10. Responds to student evaluations regarding teaching performance.</td>
<td>10. Assumes leadership role in the department related to teaching and curricular development.</td>
<td>10. Serves as site visitor for national accrediting agencies.</td>
</tr>
<tr>
<td>11. Obtains 2 peer evaluations per year, by tenured faculty assigned by the Director.</td>
<td>11. Sought as an external consultant for teaching related activities.</td>
<td>11. Mentors SON faculty regarding teaching/learning practices.</td>
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<tr>
<td>12. Identifies and evaluates yearly teaching/learning goals.</td>
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</table>
### Assistant Professor (2 ½ year reappointment)

13. Develops, revises, and presents courses according to acceptable teaching/learning principles.

14. Meets one of the NCBON requirement options for demonstrating preparation in teaching and learning principles for adult education prior to appointment or within the first three years of employment (NCBON, Chapter 36, 21 NCAC 36.0318).

<table>
<thead>
<tr>
<th>Assistant Professor (2 ½ year reappointment)</th>
<th>Associate Professor</th>
<th>Professor</th>
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<td>12. Leads faculty development workshops.</td>
<td>13. Obtains 2 peer evaluations in 5 years, prior to post tenure review.</td>
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<tr>
<td>13. Meets one of the NCBON requirement options for demonstrating preparation in teaching and learning principles for adult education prior to appointment or within the first three years of employment (NCBON, Chapter 36, 21 NCAC 36.0318).</td>
<td>13. Meets one of the NCBON requirement options for demonstrating preparation in teaching and learning principles for adult education prior to appointment or within the first three years of employment (NCBON, Chapter 36, 21 NCAC 36.0318).</td>
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### 2. Scholarship/Research

According to the university RTP scholarship guidelines:

Scholarship involves investigating significant clinical and/or educational issues. It necessitates staying abreast of the relevant literature and includes the ability and insight to organize, synthesize, and evaluate effectively the work of others. It is a major characteristic of a good teacher and a necessary ingredient in conducting meaningful research and the presentation of research results.

[https://uncw.edu/facsen/documents/Faculty_Handbook.pdf](https://uncw.edu/facsen/documents/Faculty_Handbook.pdf) (pages 79-80)

Research, understood as original investigation, is an important function of higher education. Faculty must demonstrate a continuing and evolving pattern of focused scholarship/research to enrich the profession and society at large while contributing greatly to vitality and depth in teaching. The university therefore encourages faculty members to engage in scholarly research as demonstrated by a focused program of research.

[https://uncw.edu/facsen/documents/Faculty_Handbook.pdf](https://uncw.edu/facsen/documents/Faculty_Handbook.pdf) (pages 79-80)
Scholarship/Research performance will be demonstrated by:

1. peer-reviewed scholarly publications depending on rank.
2. Presentations of original research or teaching innovations at conferences
3. participating in honor’s or master’s research projects as chair or member of committee
4. developing applied or basic research grants/projects
5. focused program of research/scholarship

The faculty should commit to, and show competence in, a program of scholarship/research by disseminating knowledge, developing self-knowledge, developing leadership, and collaborating with colleagues and students on a local, national, and international level. The following examples serve as a guide to show the differences between ranks.
| Assistant Professor  
(2 ½ year reappointment) | Associate Professor | Professor |
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<tr>
<td>1. 1-2 research/scholarly publications prior to reappointment (primary authorship preferred)</td>
<td>1. 1-2 research/scholarly publications per year prior for tenure application (peer reviewed journals or book chapters) (first author preferred)</td>
<td>1. Continuing pattern of 1-2 research/scholarly publications per year prior to promotion or post tenure review.</td>
</tr>
<tr>
<td>2. Demonstrates a focused pattern of scholarship.</td>
<td>2. Presents research findings yearly at national/scholarly conferences.</td>
<td>2. Publications have been widely cited by other researchers in area of scholarship.</td>
</tr>
<tr>
<td>3. Presents research findings or scholarly papers yearly at regional or local conferences.</td>
<td>3. Continues an established pattern of scholarly research.</td>
<td>3. Consistently presents research findings at national research scholarly conferences.</td>
</tr>
<tr>
<td>4. Participates as a team member on larger research projects.</td>
<td>4. Serves as a principal investigator for a research project.</td>
<td>4. Expands the program of scholarship to include a national audience.</td>
</tr>
<tr>
<td>5. Actively seeks guidance in mentored learning experiences to enhance scholarship.</td>
<td>5. Serves as a committee chair of undergraduate and/or graduate research projects.</td>
<td>5. Serves as a member of a research team for a federally funded research project relevant to research program.</td>
</tr>
<tr>
<td>6. Serves as a committee member or co-chair of undergraduate and/or graduate research projects.</td>
<td>6. Serves as a co-investigator, sub-investigator, or collaborator on externally funded research project related to research program.</td>
<td>6. Serves as principal investigator on a funded internal research program.</td>
</tr>
<tr>
<td>7. Serves as a consultant or evaluator at local/regional level for other scientists in area of research focus.</td>
<td>7. Obtains funding to support program of research.</td>
<td>7. Serves in leadership positions at national level in professional organizations.</td>
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<td></td>
<td>8. Coordinates invited or peer-reviewed symposium at national conference related to research focus.</td>
<td>8. Receives awards for research excellence at national level.</td>
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<tr>
<td></td>
<td>9. Serves as an external reviewer for grants and/or programs.</td>
<td>9. Serves on advisory boards for public/private agencies concerned with research area.</td>
</tr>
<tr>
<td></td>
<td>10. Receives an award for excellence in research/scholarship at national level.</td>
<td>10. Serves as a consultant to organizations and established researchers at national and international levels.</td>
</tr>
</tbody>
</table>
| Assistant Professor  
(2 ¹/₂ year reappointment) | Associate Professor | Professor |
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<tbody>
<tr>
<td>11. Provides consultation to junior faculty members for development of their research.</td>
<td>11. Mentors faculty and/or student interest groups in area of research interests.</td>
<td></td>
</tr>
<tr>
<td>12. Serves as a member of a multidisciplinary research team.</td>
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</tr>
<tr>
<td>13. Facilitates development of honor students and/or graduate students through co-authoring data-based articles or sponsoring student research presentations.</td>
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</tbody>
</table>
Service

Service within the university is expected of all faculty members and normally includes participation on departmental, school or college, and university-wide committees, and willing assistance in supporting the functions and purposes of the university. These activities may include but not be limited to applying talents and abilities in service to the university, to community, scholarly and professional organizations, practice settings, and/or serve in an educational advisory or informational capacity at the local, regional, state, national, and international levels.

The faculty should commit to and show competence in service to the university, the SON, and the profession by disseminating knowledge, developing self-knowledge, developing leadership, and collaborating with colleagues and students on a local, national and international level. A component of service of faculty in the SON also includes the extent to which members demonstrate cooperation with colleagues and a commitment to programs and students in the SON. This component of service will be demonstrated by:

1. The extent that faculty assume equal share of departmental duties commensurate with rank
2. Interest demonstrated to improve the school and university programs
3. A commitment to students as course instructor and advisor
4. An active role in discussions of school and university policies
5. Support of peers to promote programmatic needs

The following examples serve as a guide to show the differences between ranks.
<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotes campus/university academic and administrative goals through successful membership in selected committees and work groups consistent with personal and professional goals.</td>
<td>1. Serves in leadership roles in committees on university, school and state/regional professional organizations.</td>
<td>1. Serves as leader on committees on university, school and state/regional professional organizations.</td>
</tr>
<tr>
<td>2. Provides professional services to meet community identified needs or concerns.</td>
<td>2. Provides evidence of effective participation in school and university committees.</td>
<td>2. Provides evidence of participation and contribution in national or international committees.</td>
</tr>
<tr>
<td>3. Actively participates in professional organizations.</td>
<td>3. Provides direct-care services for health programs to individuals, groups, and/or communities.</td>
<td>3. Serves as an expert invited speaker or representative for professional issues.</td>
</tr>
<tr>
<td>4. Represents the SON on formal occasions such as commencement and other public university/school functions.</td>
<td>4. Consults with other faculty regarding service contributions.</td>
<td>4. Receives national or international recognition for service contributions.</td>
</tr>
<tr>
<td>5. Provides evidence of participation on committees, task forces, and other work groups.</td>
<td>5. Directs and mentors students with service projects.</td>
<td>5. Serves as committee chair on external boards of directors or advisory boards.</td>
</tr>
<tr>
<td>6. Provides a climate that supports cultural and ethnic diversity on the campus.</td>
<td>6. Serves as an editor/reviewer for a scholarly journal or book of research interest.</td>
<td>6. Consults for national or international continuing in field education programs.</td>
</tr>
<tr>
<td>7. Effectively advises students.</td>
<td>7. Effectively advises students.</td>
<td>7. Represents SON and university at national or international levels.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Serves as a reviewer in area of research at the national level for journal, book chapters, grants, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Effectively advises students.</td>
</tr>
</tbody>
</table>

11/10; 9/13; 7/18
7.00 STUDENT POLICIES AND GUIDELINES

For student policies, see School of Nursing Student Handbooks


MSN Handbook

MSN FNP Clinical Placement Handbook

DNP Student Handbook

7.10 Academic Advisement

It is essential that each student, either graduate or undergraduate, obtain advisement throughout his/her course of study in order to progress smoothly through the sequence of courses and the relevant curriculum. The following policies and procedures are designed to facilitate the student’s progression throughout the nursing programs:

1. Upon enrollment in the School of Nursing, each student will be assigned an academic advisor.

2. The student must meet with his/her major academic advisor at least once each semester prior to the pre-registration period to discuss and update the student’s program of study.

3. To change a major academic advisor, the student must submit a written request for approval to the Student Success Center. This needs to be sent to Sheri Shaw, Associate Dean for Student Success (shaws@uncw.edu). When approved, the change will be communicated to the previous academic advisor, the new advisor, program coordinator, associate director, and the student.

4. Document all meetings with the advisee.

The advisor is the student’s resource for the most accurate source of information about the School of Nursing and the University. The advisor makes sure that the advisee receives relevant notices, is available on a regular basis for questions or consultation, helps the student manage problems that impede educational progress, and checks that the students meet requirements for graduation. Should any issues come up in between official advising meetings, it is the student’s responsibility to schedule an appointment with the advisor to discuss those matters.

How an Advisor is assigned:

Prelicensure Program – Students will be assigned a nursing faculty advisor once admitted into the Prelicensure Nursing Program
RN BSN Program – All students will be assigned an advisor in the Office of Student Success

MSN FNP Program – All students will be assigned a nursing faculty advisor once admitted into the MSN FNP program

MSN Nurse Educator Program – All students will be assigned an advisor in the Office of Student Success on admission into the MSN NE Program

DNP Program – All students will be assigned a nursing faculty advisor once admitted into the DNP program

**How to Change Advisors:**

Students may request a change in advisor at any time after first consulting with the Student Success Center. When approved, the change will be communicated to the previous academic advisor, the new advisor, the Program Coordinator, Associate Director, and the student. Advisors are consistent throughout a student’s program, unless the student requests a change or the advisor retires/resigns.

Faculty Advising Responsibilities   UNCW Faculty Handbook

[https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf](https://www.uncw.edu/facsen/documents/Faculty_Handbook.pdf)

**How to Develop a Plan of Study:**

Prior to initial registration, a meeting will be held between the advisor and student to develop an initial plan of study.

To assist in planning the course of study, the advisor will explore with the student both long-and short-term goals, as well as any aids the student perceives s/he will need to complete the program. Knowledge of the student’s goals will help the advisor in the recommendation of electives or courses that will support the student’s goals. The advisor can link the student with campus resources that might be of assistance to the student. The advisor will inform the student how s/he handles advisement appointments and provide the student with information about the advisor’s availability and ways s/he can be contacted.

**Pre-registration for Classes:**

SeaNet is UNCW’s registration portal. [www.uncw.edu](http://www.uncw.edu). Click on Student information, and click on SeaNet. Students may register for classes, drop/add classes, and have access to data using the SeaNet system. Text is written around the various options instructing on how to use SeaNet. SeaNet will require that they enter a 4-digit ALT PIN to access the registration screens. The Alt Pin is different each semester requiring undergraduate students to first meet with their advisors for pre-registration advisement to obtain the Alt Pin. Graduate student PIN numbers remain the same throughout their program of study.

**Locating the Advisor:**
Students must check when the advisor has scheduled office hours; if no hours are posted, the student contacts the advisor via e-mail or telephone to set an appointment. If the faculty advisor is unavailable/away, the student contacts the Student Success Center to provide alternative assistance with advising.

https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Degree Audit Review:

Although the student will meet with his/her advisor throughout the course of the enrollment period, the responsibility to ensure that all courses have been completed and all hours toward graduation have been met rests with the individual student. The student must work closely with his/her advisor to ensure that all academic requirements for graduation have been met.

7.20 Student Access to Official Files in the School Nursing

In addition to the educational records kept by the University, the School of Nursing will maintain files on each student’s admission and progress through graduation. A student may, upon completion of the appropriate FERPA forms, have access to his/her official files housed in the School of Nursing, except for those items to which the student has waived access for review. The student is to contact their advisor Student Access to Official Record Form, which will be placed in the file. The student must review the file in the presence of the Student Services Coordinator or a UNCW nursing faculty member. No items may be removed from the file; however, items from the file may be duplicated upon request. If the student wishes to have items added to the file, these should be processed through the appropriate faculty member or the student’s Advisor and the School of Nursing Director. An inventory of file contents will be made by the secretary prior to releasing the file and following review by the student.

http://www.uncw.edu/reg/records.htm

7.30 Contents of Official Student Files - School of Nursing

Items to be placed in the student file are scanned in and stored electronically in password protected system should be given to the Student Services Office staff for approval and filing.

The following items may be included in the official files of the students in the School of Nursing:

1. UNCW grade reports
2. College and other transcripts of coursework
3. Clinical Performance Evaluation
4. References
5. Medical forms
6. Incident reports
7. Letters of admission, warning, probation
8. Standardized exam scores
9. Student advisement forms
10. Other
7.40 Student Injuries on and off campus

Students have the option of seeing his/her private physician or Student Health and Wellness Center staff at the University. The faculty member and student are responsible for completing the appropriate incident form of the clinical agency and the incident form for the School of Nursing. A copy of both forms should be forwarded through the appropriate Course Coordinator to the Office of the Director for processing. Serious injuries should be reported to the SON Director as soon as possible.

7.50 Transfer Credit

Undergraduate students may earn up to 64 semester hours (96 quarter hours) of credit toward graduation at a two-year college or 93 semester hours (141 quarter hours) of credit toward graduation from an accredited four-year college. All exam and military credit will be counted toward this total. http://www.uncw.edu/reg/transfercredit.htm

7.60 Substitutions and Waivers

Course substitutions and waivers are made on a limited basis. All substitutions and waivers are to be approved by the Program Coordinator, Associate Directors, and CHHS Associate Dean. The degree audit program requires that any changes be noted in that system and approved at the appropriate level. Request for Waiver/Substitution of Degree Requirement is available online

Substitution Waiver Form

7.70 Permission for Transient Study

Permission for transient study, or taking courses at other institutions, is required before a student enrolls in the course. It is the responsibility of the student to initiate the process, enroll in the appropriate course, and have the transcript forwarded to the Registrar's Office at UNCW. Permission for transient study must be approved by the SON Director or Student Services Coordinator. http://www.uncw.edu/reg/transfercredit-transStudy.htm

7.80 Change of Concentration (Major)

For students assigned to the University College Advising Center, all requests for a change of major or option, or the declaration of a double major, must be completed in the University College. For students beyond the University College, the change of major or option, or the declaration of a double major, must be completed in the Office of the Registrar. Students are advised to consult with their advisor in the original major before changing majors. http://www.uncw.edu/reg/students-majorChg.htm
7.90   Withdrawal from Courses

The SON complies with the policies/procedures of UNCW.

UNCW Policy for undergraduate students:

Withdrawal Policy for Undergraduate Students

UNCW Policy for graduate students:

https://uncw.edu/gradschool/currentstudents/withdrawal.html

7.100   Withdrawal from the School of Nursing

Bachelor of Science Programs

A student who earns a grade of C- or less in more than one nursing or clinical research (CLR) course will be dismissed from the program and must reapply for consideration for readmission. Readmission is not guaranteed and is contingent upon space available and the evidence detailing the failure of multiple courses. A grade of “C” or above is required for continuation in the Bachelor of Science programs in the School of Nursing. A student who earns a grade of C- in only one nursing or CLR course may repeat the course at the next offering of the course contingent on approval and space availability. The student must submit a letter of “intent to attempt a repeat” to the School of Nursing Director and Program Coordinators. Should the student fail to earn a grade of C or better upon the first repeat, he/she will be dismissed from the program.

If the student receives a grade of C or better in the one failed course, any subsequent failure will result in dismissal from the program. A student must maintain a cumulative GPA of 2.7 in the pre-licensure nursing program. A student must maintain a cumulative GPA of 2.0 in the CLR or RN-BS programs.

Master of Science programs

A student who does not earn a grade of B or better in each master’s course is subject to dismissal. A Master’s student must have a "B" or better in each required course. If a student earns a "C", he/she must repeat the course and must earn a "B" or better to progress. A student will only be allowed to repeat one course. A student must maintain a cumulative GPA of 3.0.

DNP Program

A DNP student must maintain a grade of “B” (3.0)” in each required course in the programs in order to remain in the program. A student who receives less than a “B” (3.0), but no lower than a “C” (2.0), in any course will be allowed to repeat the one (1) course. A student will only be allowed to repeat one (1) course. A student who is unsuccessful on the second attempt in a nursing course or a student who receives a grade of “C” or below in two or more nursing courses will be dismissed from the
program. In accordance with the graduate school progression policy, a student must maintain a cumulative GPA of 3.0 at all times. Further, if a student falls below the required 3.0 GPA at any time, he or she goes on academic probation. The student will be given the opportunity to repeat the course a maximum of one time when the course is offered again.

7.110 Transfer of Undergraduate Nursing Credit and Advanced Placement

If the student has not been admitted to UNCW, he/she must submit a completed application to the University including official copies of all transcripts, to the UNCW Admissions Office. The application to the School of Nursing will not be processed until the applicant has been fully admitted to the University as a degree-seeking student.

Students interested in transfer of nursing credits or advanced placement are to place the request in writing to the Program Coordinator and Associate Director. The request should include the title, course number, and description of the course(s), as well as course syllabus. A copy of the official transcript which includes the course(s) should be sent directly to the Student Success Center. Requests for transfer of credit or advanced placement need to be submitted at least six months prior to the potential date of enrollment in the School of Nursing.

The requests must be submitted to the academic advisor and approved by the Program Director and the Associate Director of Undergraduate programs.

7.120 Transfer Credit for Graduate Program in Nursing

The request must be initiated by the academic advisor and approved by the Program Coordinator, the Associate Director of Graduate programs.

7.130 Standardized Testing Policy

Standardized exams are a part of course completion requirements. Students who fail to take a course-related standardized exam will earn a grade of "incomplete" until the exam is completed. Students who achieve less than the identified benchmark score will be expected to complete a course specific remediation plan.

Revised: 8/01; 8/05; 2/08; 7/08; 10/10; 7/18
8.0 GENERAL POLICIES

8.10 First Aid

Students should report to the UNCW Student Health and Wellness Center for first aid.

Phone: 910.962.3280  
On-Campus Address: DePaolo Hall - Second Floor  
Web: http://www.uncw.edu/stuaff/healthservices/

Faculty and staff should report to their nearest medical provider. Even minor accidents to faculty and staff should also be reported to Environmental Health and Safety (910.962.3057) and Human Resources (910.962.3160).

With regard to first aid kits, New Hanover County has a robust Emergency Medical System (EMS) that has a rapid response time. Therefore, first aid kit contents on campus are limited to items for cuts and scrapes and the tools to sustain life until EMS arrives on the scene. The number of automated external defibrillator units (AEDs) that may restore a heart to its normal rhythm is growing on campus. They are located in all major points of assembly and are added as funds become available in other buildings. Following is a link to the location of the AEDs on campus: https://uncw.edu/ehs/documents/AED_Locations_UNCW.pdf

In case of a serious emergency, the campus police can be contacted by dialing 911 from any telephone extension on campus. One should call 911 and provide information requested including, level of consciousness, the nature of the injury or illness, location (including address and room number) as well as any other pertinent information.

8.20 Photocopying

For students, iPrint machines are located on the first floor of Randall Library in the Learning Commons. There are also iPrint machines at various other locations on campus, listed via the link below:

https://uncw.edu/iprint/locations.html

Within the Randall Library Student Learning Commons, there is one coin-operated copier located by the stairs for $0.15 per copy (location pending ongoing construction). All other copiers require a UNCW One Card or visitor card (obtained at the Circulation Desk). Copying charges are $0.08 per copy when the UNCW One Card is used ($0.15 per copy with visitor card).

Students may deposit money to cards in the library at the Value Transfer Station. UNCW patrons can add money to their UNCW One Card online and can use iPrint money for photocopying.

For assistance with special printing jobs such as wide-format printing, high-volume copying, special paper and/or poster board options, business cards, binding with tape, plastic combs, or coils, or lamination, students should visit the iPrint Business Center, located in the back of Randall Library (near the Technology Assistance Center).
Copy, print, fax, and scan machines for faculty and staff are located in McNeill Hall in the second floor (MC 2057) and third floor (MC 3103) workrooms. Drivers for printing (UW325 and UW345, respectively) are installed on individual faculty and staff computers for printing in these areas, and access to copying, scanning, and faxing functions are accessed via individual or departmental UNCW OneCards. Faculty can also access iPrint locations using their individual UNCW OneCards.

Multiple copies which can be printed through UNCW Printing Services should be forwarded to the School of Nursing Receptionist, as well as special printing jobs such as wide-format printing, special paper and/or poster board options, business cards, binding with tape, plastic combs, or coils, or lamination. Faculty are encouraged to plan in advance for copying in order to decrease duplicating costs.

UNCW students, faculty, and staff are responsible for adhering to the copyright laws.

8.30 Copyright Law

Please refer to the links below for information on copyright for Randall Library, UNCW and for digital media:

**UNCW Policy 01.210; UNCW Copyright Use and Ownership Policy**
https://uncw.edu/policies/documents/01210.copyrightpolicy.pdf

**Office of the General Counsel, Copyright:** [https://uncw.edu/generalcounsel/LTcopyright.html](https://uncw.edu/generalcounsel/LTcopyright.html)
- Classroom Use of Copyrighted Material
- Copyright Essentials for Educators
- Illegal File Sharing and Downloading at UNCW and the DMCA
- Material Performed or Displayed in Class without Copyright Holder Permission
- Scholarly Publishing and Academic Resources Coalition (SPARC)
- When You Need Permission & How To Get It
- UNCW Copyright Ownership Policy Table
- Use of Content: In Classroom or a Blackboard Teaching Environment
- 'Know Your Copy Rights' (Using Copyrighted Works in Academic Settings)

8.40 Telephone Protocol

1. Telephones are for university business and not for routine faculty, staff, or student use.
2. In the case of an emergency, the School of Nursing Receptionist will attempt to locate a faculty or staff member, or student (or the student's advisor or instructor).
3. Messages for faculty and staff can be left with the School of Nursing Receptionist, located in the School of Nursing suit (McNeill Hall 3080) on the third floor of McNeill Hall.
4. When faculty are not at their desk, unavailable, or on another line, phone calls will go to digital voice mail, maintained through Office365 and available for access through Microsoft Outlook.
5. The office telephone numbers of faculty and staff are maintained on an ongoing basis within
Equipment Repair

University Equipment includes any piece of furniture or technology belonging to UNCW and also includes, but is not limited to, Specialty Equipment (equipment provided by a department that requires specific expertise to maintain such as microscopes, mass spectrometers, measurement and testing instrumentation, etc.), facilities and campus infrastructure, fixed equipment, utilities and related infrastructure (fixtures, piping, outside lighting, outside transformers and switches, etc.), grounds, streets and sidewalks, vehicles, and trash and recycling receptacles.

Equipment repair should be requested by contacting the CHHS Business Core Service Team via email (CHHSBusinessServices@uncw.edu), phone (910.962.7999), or in-person visit (McNeill Hall 1055). Repairs require prior approval from the fiscal authority. Fiscal authority approval will be facilitated by the CHHS Business Core Service Team, per the nature of each request.

UNCW Policy 05.121; Maintenance and Service Requests
https://uncw.edu/policies/documents/05_121.pdf

UNCW Policy 05.163; Equipment Maintenance and Repair

Notice of Non-Discrimination

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents -- except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for State funded employee benefit programs.

Conduct Standards are available on the UNCW Policies website:
https://www.uncw.edu/policies/conduct.html

Inclement Weather

In the event of adverse weather conditions, the policies and procedures of the University are the main guide for the School of Nursing. The Chancellor or designee will notify faculty, staff and students of university closing via email as soon as a decision is made. UNCW Environmental Health and Safety policies concerning inclement weather are available at:
https://uncw.edu/ehs/severe_weather.html
1. **Safety**: If the University is open, class, lab and clinical schedules will be followed to the extent possible. Individual faculty, staff and students are in the best position to determine whether they can travel safely to campus or a clinical site. Individual judgments about personal circumstances must be made so that no one jeopardizes their safety and health.

2. **Faculty/Staff Absence**: If the University is officially open, but a faculty member is not able to travel due to adverse weather and must cancel a scheduled class or clinical, the faculty member must notify the School of Nursing Director as well as their students. If Blackboard is used in the course, and the faculty member has access to Blackboard from home, a notice should be placed there as soon as possible. If the faculty member has access to email at home, a notice should be posted to the appropriate student listserv. In addition, Student Services (910-962-3208) should be notified of the cancellation. Finally, faculty are encouraged to place a message on their office voice mail about cancellations. Similarly, if a staff member is unable to travel safely, (s)he must notify their direct supervisor.

3. **Class/Clinical cancellation**: If class or clinical is canceled, essential learning experiences still need to be met. Faculty may do this in a variety of ways such as adding small blocks of time to future classes or developing alternate guided student learning activities. Make-up sessions should not be planned for weekends, holidays or in conflict with other classes and clinical assignments. Students should check course syllabi for any specific requirements related to adverse weather.

4. **Make-up class/clinical**: If class or clinical is held on an adverse weather day and all students are not able to attend, faculty will provide make-up opportunities for any activities including exams that might jeopardize students’ progression in the course. If assignments are due, extensions will be given until either the University is open or all students are able to make it to campus.

Additional policies regarding health, safety, and welfare can be found on the UNCW polices site: [https://www.uncw.edu/policies/healthsafety.html](https://www.uncw.edu/policies/healthsafety.html)

8.80 **Printing Guidelines for Course Material**

For course examinations and other printed documents

1. Examinations are to be submitted to the School of Nursing Receptionist one week prior to the date the examination is to be administered. The School of Nursing Receptionist will process the request through UNCW Printing Services, via email to printingservices@uncw.edu

2. Copies of handouts, etc. for class/clinical should be completed by each individual instructor.

Revised: 8/01; 8/05; 2/08; 10/10; 07/18

9.0 **RANDALL LIBRARY POLICIES AND GUIDELINES**

While all librarians are available to assist nursing students, the School of Nursing has a designated library liaison, the Health and Human Services Librarian.
The Health and Human Services Librarian’s duties include:

9.10 Research and Instruction

Assisting individual nursing students in face-to-face interactions, or via e-mail, chat, or video conferencing.

Teaching bibliographic instruction classes at the request of nursing faculty. Classes can be conducted either in the Randall Library computer lab classrooms or in the regularly scheduled nursing class locations. Nursing professors are encouraged to provide the Health and Human Services Librarian with a copy of their syllabus so that the instruction sessions can be customized for specific subjects or assignments.

Creating electronic resources such as subject guides and video tutorials for asynchronous instruction.

Assisting nursing faculty with research.

Assisting faculty with bibliometric analysis for retention, promotion, and tenure packets.

9.20 Collection Development and Collection Management

The Health and Human Services Librarian reviews the library’s nursing collection on an ongoing basis for currency and relevancy. Resources that are out of date are deselected unless they have value in terms of historic significance or are seminal works in the field.

Faculty, students, and staff may make suggestions for purchase at any time by contacting the library liaison directly or by completing the online Suggest a Purchase form.

In addition to faculty requests, the Health and Human Services Librarian adds to the collection on an ongoing basis by using such publishing industry tools as Doody’s Core Collection and American Journal of Nursing’s Books of the Year.

Libraries in the state of North Carolina have access to a cooperative library service known as NC Live. NC Live allows access to digital content such as ebooks, ejournals, streaming video, and downloadable audiobooks. In addition, individual libraries supplement these shared resources with additional electronic databases. Faculty, staff, and students in the School of Nursing can access these resources using any computer, tablet, or smartphone connected to the UNCW network. Access from off-campus can be obtained with a simple authentication using a UNCW e-mail log-in and password.

Randall Library’s Collections Committee reviews requests for these supplemental subscription resources and purchases them upon committee approval and when the budget permits. Trial
subscriptions are often obtained from vendors and feedback from users is solicited prior to purchase. Faculty, staff, and students are encouraged to submit their suggestions and requests to the Collections Committee directly or through their library liaison.

The Health and Human Services Librarian stays apprised of new publications and other resources in the field through fliers, pamphlets, catalogs, journals, media company representatives, and professional conferences.

Revised 7/18

10.0 EVALUATIONS and FORMS

10.10 Program Evaluation Plan

The UNCW School of Nursing has developed a continuous and systematic plan for Program Evaluation using the CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Education Programs. The evaluation plan is being implemented to collect data and use trends to strengthen the UNCW SON academic programs.

The Program Assessment and Evaluation Committee (PAEC) performs ongoing program evaluation and development by collecting and analyzing data derived from numerous sources. Nursing Program educational effectiveness is also evaluated by student achievement relative to: graduation rates, licensure/certification pass rates; job placement rates; and program satisfaction, defined as graduate, alumni, and employer program satisfaction. Criteria are benchmarked in accordance with Standards I, II, III and IV of CCNE.

At the end of each semester, the PAEC will disseminate to faculty appropriate documents for program evaluation. This data will be collected and analyzed using statistical processes, and at the beginning of each semester, the PAEC will meet with respective Council Coordinators, Administrators and faculty to identify trends derived from the data. Individual Development & Educational Assessment (IDEA) scores will be also be incorporated into the overall report and used to adjust teaching assignments and teaching/learning strategies.

Program Assessment: Skyfactor Inc.

Information for pre-licensure program evaluation can be found at the following website:

http://www.webebi.com/

Reviewed 10/10; 7/18
MASTER PLAN FOR PROGRAM EVALUATION

Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE

Mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

<table>
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<th>Key Elements I-A:</th>
<th>The mission, goals, and expected program outcomes are:</th>
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<td>• Congruent with those of the parent institution; and</td>
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<td>• Consistent with relevant professional nursing practice standards and guidelines for the preparation of nursing professionals.</td>
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<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
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<td>University Mission Statement</td>
<td>University website University Catalogues</td>
<td>Program Assessment and Evaluation Committee Director</td>
<td>Every 3 years -</td>
<td>Review documents</td>
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<td>SON Mission Statement</td>
<td>SON Faculty Handbook SON Student Handbook SON website</td>
<td>Program Assessment and Evaluation Committee Director</td>
<td>Every 3 years August</td>
<td>Review documents</td>
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<td>SON Philosophy</td>
<td>SON Faculty Handbook</td>
<td>Program Assessment and Evaluation Committee Director</td>
<td>Every 3 years - August</td>
<td>Review documents</td>
<td>Information between all documents is accurate and congruent</td>
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<td>SON Vision</td>
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</tr>
<tr>
<td>CHHS Strategic Goals</td>
<td>CHHS website</td>
<td>Program Assessment and Evaluation Committee Director</td>
<td>Every 3 years - August</td>
<td>Review documents</td>
<td>Information between all documents is accurate and congruent</td>
</tr>
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</tr>
<tr>
<td>SON Strategic Plan</td>
<td>SON SharePoint</td>
<td>Program Assessment and Evaluation Committee Director</td>
<td>Every 3 years - August</td>
<td>Review documents</td>
<td>Information between all documents is accurate and congruent</td>
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<tr>
<td>SON Expected Program Student Outcomes</td>
<td>SON Website</td>
<td>Program Coordinators Associate director</td>
<td>Every 3 years - August</td>
<td>Review documents</td>
<td>Information between all documents is accurate and congruent</td>
</tr>
<tr>
<td></td>
<td>UNCW Catalogues</td>
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<tr>
<td>SON Faculty outcomes</td>
<td>SON Faculty Handbook</td>
<td>Program Assessment and Evaluation Committee Associate directors</td>
<td>Every 3 years - August</td>
<td>Review documents</td>
<td>Information between all documents is accurate and congruent</td>
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</tbody>
</table>
**Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE**

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

| Key Element I-B: | The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:  
| | • Professional nursing standards and guidelines; and  
| | • The needs and expectations of the community of interest. |

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
</table>
| Mission, goals, and expected outcomes meet professional standards | Professional accreditation reports  
SACS Reports  
Faculty Handbook  
Student Handbook | Program Assessment and Evaluation Committee | Every 5-10 years or as needed | Review documents:  
• AACN – CCNE Standards  
• NTF Criteria  
• NLN Nurse Educator Competencies | Information between all documents is accurate and congruent |
| Mission, goals and outcomes reflect the needs and expectations of the community of interest | University website  
University Catalogues  
SON Faculty Handbook  
SON Student Handbook  
SON website | Program Assessment and Evaluation Committee | Every 5-10 years or as needed | Review website, catalogues, and handbooks  
Alumni survey  
Nurse Advocate Board minutes  
Graduate needs assessment survey | Needs of COI are reflected in mission, goals and program outcomes |
| Establish and maintain international and local community partnerships | Office of Research and Community Partnerships | SON Director | CHHS Associate dean for research | Annual review | Review | SON Annual Reports | SON Fact Sheet | International and community feedback |
**Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE**

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

<table>
<thead>
<tr>
<th>Key Element I-C</th>
<th>Expected faculty outcomes are clearly identified by the nursing unit, are written, and communicated to the faculty, and are congruent with those of the parent institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td><strong>Documentation Located</strong></td>
</tr>
<tr>
<td>Expected faculty outcomes are defined and shared with faculty</td>
<td>SON Faculty Handbook</td>
</tr>
<tr>
<td>Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission &amp; goals of CHHS and UNCW</td>
<td>SON Faculty Handbook</td>
</tr>
</tbody>
</table>
Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE

Mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest—all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

<table>
<thead>
<tr>
<th>Key Element I-D:</th>
<th>Faculty and students participate in program governance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Process</strong></td>
</tr>
<tr>
<td>Faculty participation in the governance of the program (strategic plan, admissions, program progression, and graduation)</td>
<td>Documentation Located</td>
</tr>
<tr>
<td>Faculty Handbook Faculty Bylaws Council Documents</td>
<td>Faculty Affairs</td>
</tr>
<tr>
<td>Student participation in the governance of the program</td>
<td>SON Student Handbook Faculty Bylaws Council Documents</td>
</tr>
</tbody>
</table>
Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE

Mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest—all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

**Key Element I-E:**

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

| Process                  | Documentation Located                                                                 | Who Has Responsibility                      | Time/  
|--------------------------|---------------------------------------------------------------------------------------|---------------------------------------------|--------
| University and SON      | University website University Catalogues SON Faculty Handbook SON Student Handbook  | Program committee Coordinator Director of | Annual review -
| documents and publications | SON website                                                                           | Services Associate Director                | November |
|                          |                                                                                      |                                             |        |
| University and SON      | University website University Catalogues SON Faculty Handbook SON Student Handbook  | Program Faculty Director/Associate Director | Review of documents |
| documents and publications | SON website                                                                           |                                             |        |
|                          |                                                                                      |                                             |        |
| University and SON      | University website University Catalogues SON Faculty Handbook SON Student Handbook  | Program Faculty Director/Associate Director | Review of documents |
| documents and publications | SON website                                                                           |                                             |        |
|                          |                                                                                      |                                             |        |
| University and SON      | University website University Catalogues SON Faculty Handbook SON Student Handbook  | Program Faculty Director/Associate Director | Review of documents |
| documents and publications | SON website                                                                           |                                             |        |
|                          |                                                                                      |                                             |        |
| University and SON      | University website University Catalogues SON Faculty Handbook SON Student Handbook  | Program Faculty Director/Associate Director | Review of documents |
| documents and publications | SON website                                                                           |                                             |        |
|                          |                                                                                      |                                             |        |

Information between all documents is accurate and congruent

COI is informed in a timely manner of changes
Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Element I-F:

<table>
<thead>
<tr>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>University website</td>
<td>Program committee</td>
<td>Annual Review - November</td>
<td>Review documents</td>
<td>Information between all documents is accurate, congruent, and reflects ongoing improvement</td>
</tr>
<tr>
<td>University Catalogues</td>
<td></td>
<td></td>
<td>• Grievance reports</td>
<td></td>
</tr>
<tr>
<td>SON Faculty Handbook</td>
<td></td>
<td></td>
<td>• Admission reports</td>
<td></td>
</tr>
<tr>
<td>SON Student Handbook</td>
<td></td>
<td></td>
<td>• Recruitment reports</td>
<td></td>
</tr>
<tr>
<td>SON website</td>
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</tbody>
</table>

Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are fair and equitable, published and accessible, and reviewed and revised as necessary to foster program improvement.
Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals and expected programs outcomes.

<table>
<thead>
<tr>
<th>Key Element II-A:</th>
<th>Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation Located</strong></td>
<td>Who Has Responsibility</td>
</tr>
<tr>
<td>Faculty resources Technology Professional Development Research support</td>
<td>Program Assessment and Evaluation Committee Minutes Implementation Document</td>
</tr>
<tr>
<td>Faculty compensation is adequate to recruit and retain qualified faculty</td>
<td>Faculty Search Committee Reports Open Faculty positions</td>
</tr>
<tr>
<td>Staff compensation is adequate to recruit and retain qualified staff</td>
<td>Staff Search Committee reports</td>
</tr>
<tr>
<td>Physical space</td>
<td>Program Evaluation reports</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Resource Adequacy of SON resources is reviewed and modified periodically</td>
<td>Director’s office</td>
</tr>
</tbody>
</table>
Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals and expected program outcomes.

<table>
<thead>
<tr>
<th>Key Element II-B:</th>
<th>Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction Library</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>Sky factor SKY FACTOR Exit Survey Graduate Exit Survey</td>
<td>SKY FACTOR &gt; 5. Completely Satisfied</td>
</tr>
<tr>
<td>Student Satisfaction Technology</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>SKY FACTOR Exit Survey Graduate Exit Survey</td>
<td>SKY FACTOR &gt; 5. Completely Satisfied</td>
</tr>
<tr>
<td>Student Satisfaction Career Services</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>Graduate Exit Survey SKY FACTOR Exit</td>
<td>SKY FACTOR &gt; 5. Completely Satisfied</td>
</tr>
<tr>
<td>Student Satisfaction Registrar Office</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>SKY FACTOR Exit Survey Graduate Exit Survey</td>
<td>SKY FACTOR &gt; 5. Completely Satisfied</td>
</tr>
<tr>
<td>Student Satisfaction</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>Graduate Exit Survey SKY FACTOR Exit</td>
<td>SKY FACTOR &gt; 5 Completely Satisfied</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>SKY FACTOR Exit Survey Graduate Exit Survey</td>
<td>SKY FACTOR &gt; 5 Completely Satisfied</td>
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</tr>
<tr>
<td>Student Satisfaction Learning Center</td>
<td>Implementation Document</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Semester prior to graduation</td>
<td>Graduate Exit Survey SKY FACTOR Exit</td>
<td>SKY FACTOR &gt; 5 Completely Satisfied</td>
</tr>
<tr>
<td>Student Satisfaction Overall Satisfaction</td>
<td>Electronic Databases – Image &amp; Web Now Clinical Credential Tracking System</td>
<td>SON Director OSS Director Program Clinical Coordinators</td>
<td>As needed</td>
<td>Review of systems</td>
<td>Student data remains secure</td>
</tr>
</tbody>
</table>
Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals and expected program outcomes.

Key Element II-C:

The chief nurse administrator:
- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

<table>
<thead>
<tr>
<th>Process</th>
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<tbody>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Director of SON is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes</td>
</tr>
<tr>
<td>Administrative leadership facilitates achievement of the mission, goals</td>
</tr>
</tbody>
</table>
and expected outcomes of the SON

Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals and expected program outcomes

**Key Element II-D:**

Faculty are:
- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- Experientially prepared for the areas in which they teach.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
<th>Date, Results and Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient in number, academically and experientially prepared</td>
<td>Select Survey; PEC Sharepoint</td>
<td>Assessment-PEC; Action plan-PEC, Faculty Council and Program Director</td>
<td>Spring semester-Every 3 years according to schedule</td>
<td>Evaluation of Faculty Resources Survey completed by all faculty and program director</td>
<td>Mean faculty and program director ratings will be at least 4 (Agree).</td>
<td></td>
</tr>
<tr>
<td>Faculty workload formula Faculty Experience</td>
<td>SON Faculty Credentialing Document Faculty CV</td>
<td>SON Director</td>
<td>Annually, or may be at hiring!</td>
<td>Annual Faculty Profile Summary Validation of academic and experiential qualifications</td>
<td>Faculty maintain clinical expertise in areas of teaching responsibility Faculty maintain national certification in area of specialty NC State Board of Nursing competency</td>
<td></td>
</tr>
<tr>
<td>Faculty Academic Preparation</td>
<td>SON Faculty Credentialing Document Faculty CV Faculty Transcripts</td>
<td>SON Director</td>
<td>Annual faculty evaluation</td>
<td>Annual Faculty Profile Summary Validation of academic and experiential qualifications</td>
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</tr>
<tr>
<td>Faculty Recruitment and Retention</td>
<td>Strategic Plan Administrative Council Minutes Faculty Affairs Minutes</td>
<td>Faculty Affairs Program Assessment and Evaluation Committee SON Administration</td>
<td>Ongoing</td>
<td>Annual assessment of appointments and reward structure</td>
<td>Sufficient qualified faculty to meet program needs</td>
<td></td>
</tr>
<tr>
<td>Faculty Workload Guidelines</td>
<td>SON Faculty Handbook</td>
<td>Director, Associate directors, Program Coordinators</td>
<td>Fall, Spring, Summer</td>
<td>Review of documents</td>
<td>Faculty workload guidelines followed.</td>
<td></td>
</tr>
</tbody>
</table>
Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected program outcomes.

<table>
<thead>
<tr>
<th>Key Element II-E:</th>
<th>Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td></td>
</tr>
<tr>
<td>Documentation Located</td>
<td>Who Has Responsibility</td>
</tr>
<tr>
<td>Preceptor Selection and Qualifications</td>
<td>Preceptor Files</td>
</tr>
<tr>
<td>Roles of Preceptors</td>
<td>Course Documents</td>
</tr>
<tr>
<td>Evaluation of Preceptors</td>
<td>Course Documents</td>
</tr>
<tr>
<td>Teaching Associates Selection and Qualifications</td>
<td>RN-BSN Program Only Program Files</td>
</tr>
</tbody>
</table>
Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals and expected outcomes.

The faculty, as a resource of the program enables the achievement of the mission, goals and expected outcomes of the program.

<table>
<thead>
<tr>
<th>Key Element II-F:</th>
<th>The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td></td>
</tr>
<tr>
<td>Documentation Located</td>
<td>Who Has Responsibility</td>
</tr>
<tr>
<td>Opportunities for Faculty Development Teaching Service Scholarship</td>
<td>University Faculty Handbook SON Faculty Handbook</td>
</tr>
</tbody>
</table>
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**Key Element III-A:**

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program’s mission and goals, and with the roles for which the program is preparing its graduates.

_Elaboration:_ Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

<table>
<thead>
<tr>
<th>Process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Documentation Located</strong></td>
</tr>
<tr>
<td>1/2015 Clear statements, alignment, based on professional standards (Essentials), logically structured; builds</td>
<td>PEC prompts; Program Coordinators; Curriculum Committee</td>
</tr>
<tr>
<td>PreLicensure curriculum reflects the mission, philosophy, and goals/outcomes of the program.</td>
<td>SON Faculty Handbook SON Student Handbook SON Website</td>
</tr>
</tbody>
</table>
RN-BSN curriculum reflects the mission, philosophy, and goals/outcomes of the program.

<table>
<thead>
<tr>
<th>RN-BSN curriculum reflects the mission, philosophy, and goals/outcomes of the program.</th>
<th>SON Faculty Handbook</th>
<th>RN-BSN program committee</th>
<th>Undergraduate council</th>
<th>Review Documents</th>
<th>Mission, philosophy, and goals/objectives demonstrate congruency with curriculum as depicted on a congruency table.</th>
</tr>
</thead>
</table>

Graduate curriculum reflects the mission, philosophy, and goals/outcomes of the program.

<table>
<thead>
<tr>
<th>Graduate curriculum reflects the mission, philosophy, and goals/outcomes of the program.</th>
<th>SON Faculty Handbook</th>
<th>Graduate Council</th>
<th>Every three years</th>
<th>Review Documents</th>
<th>Mission, philosophy, and goals/objectives demonstrate congruency with curriculum as depicted on a congruency table.</th>
</tr>
</thead>
</table>

Undergraduate Program Outcomes

<table>
<thead>
<tr>
<th>Undergraduate Program Outcomes</th>
<th>SON Website UNCW Undergraduate Catalog</th>
<th>Graduate council</th>
<th>Every three years</th>
<th>Review Documents</th>
<th>Undergraduate Program Outcomes clearly identify student outcomes for beginning professional registered nurses</th>
</tr>
</thead>
</table>

Graduate Program Outcomes

<table>
<thead>
<tr>
<th>Graduate Program Outcomes</th>
<th>SON Website UNCW Graduate Catalog</th>
<th>Graduate Council</th>
<th>Every three years</th>
<th>Review Documents</th>
<th>Graduate Program Outcomes clearly identify competencies for nurse practitioner graduates</th>
</tr>
</thead>
</table>
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

<table>
<thead>
<tr>
<th><strong>Key Element III-B:</strong></th>
<th>Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, and within expected student outcomes (individual and aggregate).</th>
</tr>
</thead>
</table>
|                        | • Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).  
• Master’s program curricula incorporate professional standards and guidelines as appropriate.  
  a. All master’s degree programs incorporate The Essentials of Master’s Education in Nursing (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.  
  b. All master’s degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012).  
• Post-graduate APRN certificate programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012). |

<table>
<thead>
<tr>
<th><strong>Process</strong></th>
<th><strong>Goal</strong></th>
<th><strong>Documentation Located</strong></th>
<th><strong>Who Has Responsibility</strong></th>
<th><strong>Time/Frequency of Assessment</strong></th>
<th><strong>Assessment Method</strong></th>
<th><strong>Measurement/Benchmark</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate curriculum reflects</td>
<td>Accreditation reports Curriculum documents</td>
<td>Graduate Council</td>
<td>Curriculum/program changes</td>
<td>Review Documents Review Conceptual Matrix</td>
<td>Graduate curriculum reflects congruency with professional standards and guidelines as depicted on a congruency table Program accreditation</td>
</tr>
</tbody>
</table>
professional standards and guidelines.

<table>
<thead>
<tr>
<th>Graduate Curriculum</th>
<th>Graduate Program of Study Curriculum</th>
<th>Graduate Council</th>
<th>Curriculum program changes</th>
<th>Review Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Documents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>guidlines as depicted on a congruency table Program accreditation</th>
</tr>
</thead>
</table>

**Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES**
The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**Key Element III-C**
The curriculum is logically structured to achieve expected student outcomes.
- The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.
- Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.
- Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.

*Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice.*

*Graduate curricula are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education.*

<table>
<thead>
<tr>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation Located</td>
</tr>
<tr>
<td>PreLicensure and RN-BSN curriculum build</td>
</tr>
</tbody>
</table>
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**Key Element III-D:** Teaching-learning practices and environments support the achievement of student outcomes.

Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course, unit, and/or level objectives.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>PreLicensure and RN-BSN curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</td>
<td>Council and Course Minutes Faculty Council Minutes Summative Course Evaluations IDEA evaluations Clinical Site Evaluations Preceptor Evaluations Course Syllabi/Documents SKY FACTOR Report</td>
<td>PreLicensure and RN-BSN committees Course Coordinators Program Assessment and Evaluation Committee</td>
<td>prior to each semester</td>
<td>Review Documents</td>
<td>Evidence that changes are made in teaching/learning practices as documented in minutes and subsequent course documents</td>
</tr>
<tr>
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</tr>
<tr>
<td>Graduate curriculum and teaching-learning practices are evaluated at regularly scheduled intervals by the graduate faculty to foster ongoing improvement.</td>
<td>Council Minutes Faculty Council Minutes Summative Course Evaluations IDEA Evaluations Clinical Site Evaluations Preceptor Evaluations Course Syllabi/Documents</td>
<td>Graduate Council Course Coordinators Program Assessment and Evaluation Committee</td>
<td>End of every semester!</td>
<td>Review Documents</td>
<td>Evidence that changes are made in teaching/learning practices as documented in minutes and subsequent course documents</td>
</tr>
</tbody>
</table>
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES
The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Key Element III-E:
The curriculum includes planned clinical practice experiences that:
- enable students to integrate new knowledge and demonstrate attainment of program outcomes; and
- are evaluated by faculty.

Elaboration: To prepare students for a practice profession, each track in each degree program and postgraduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice Experiences PreLicensure Program</td>
<td>PreLicensure Council Minutes Summative Course Evaluations IDEA Evaluations Clinical Site Evaluations Preceptor Evaluations Clinical Agency Contracts SKY FACTOR</td>
<td>Course Coordinators Program committee Simulation Lab Coordinator SON Administration Program Assessment and Evaluation Committee</td>
<td>Annually</td>
<td>Review Documents Clinical Site Visits Clinical Evaluation Course Grades Review of Standardized Testing results SKY FACTOR Capstone Student Evaluation</td>
<td>Adequate clinical resources to achieve student learning outcomes Course grade distribution SKY FACTOR Clinical experiences Clinical evaluation tools</td>
</tr>
<tr>
<td>Clinical Practice Experiences</td>
<td>RN-BSN Program</td>
<td>Course Coordinators</td>
<td>Annually</td>
<td>Analysis of Senior Reflection Papers</td>
<td>90% of seniors receive passing grade on capstone project</td>
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<tr>
<td></td>
<td></td>
<td>RN-BSN Program Coordinator</td>
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<td></td>
<td></td>
<td>Program Assessment and Evaluation Committee</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SKY FACTOR Report</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Course Syllabi</td>
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</tr>
<tr>
<td>Clinical Practice Experience’s MSN FNP program</td>
<td>MSN FNP and MSN NE committees Minutes Summative Course Evaluations Clinical Agency Contracts Preceptor Evaluations Clinical Site Evaluations</td>
<td>Course Coordinators MSN Program Coordinators Program Assessment and Evaluation Committee</td>
<td>Annually</td>
<td>Final course assignments Clinical Evaluation Course Grades</td>
<td>90% students pass last clinical course</td>
</tr>
<tr>
<td>Clinical practice experience’s DNP program</td>
<td>DNP committee minutes Summative course evaluation</td>
<td>Course coordinators</td>
<td>Annually</td>
<td>Course grades</td>
<td>90% students pass DNP Project</td>
</tr>
</tbody>
</table>
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**Key Element III-F:**

The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Elaboration: The curriculum and teaching-learning practices (e.g., use of distance technology, Didactic activities, and simulation) are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified community of interest.

<table>
<thead>
<tr>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty use evaluation data of teaching-learning practices to inform decisions that facilitate the achievement of individual student learning outcomes. Data are used to foster program improvement.</td>
<td>Program Needs Assessments Report/Educational Policies Annual Report of Community Partnership Retreat minutes NHHN Annual Report Teacher evaluations reflect student satisfaction with teaching – learning practices Course evaluation mean scores are equal to or greater than (here we</td>
<td>Annually</td>
<td>Review Documents</td>
<td>Community needs and expectations are met</td>
</tr>
</tbody>
</table>

134
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES
The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**Key Element III-G:**

<table>
<thead>
<tr>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of student performance is consistent with expected outcomes</td>
<td>Summative Course Evaluations Program committee Minutes Course Syllabi</td>
<td>Faculty Program Coordinators Test Review sub-committee</td>
<td>beginning of every semester</td>
<td>Review Documents SKY FACTOR Reports</td>
</tr>
<tr>
<td>course/program outcomes</td>
<td>Grading criteria</td>
<td>Student clinical performance evaluation</td>
<td>Data from the evaluation of the curriculum and teaching-learning practices are used to foster program improvement.</td>
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<td></td>
<td></td>
<td><strong>Test Review subcommittee Minutes (PreLicensure)</strong> Curriculum subcommittee</td>
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<td></td>
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<td></td>
<td><strong>Summative Course Evaluations Program committee Minutes Course Syllabi</strong></td>
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<td></td>
<td><strong>Summative Course Evaluations Program committee 1 Minutes Course Syllabi Test Review subcommittee Minutes (PreLicensure)</strong></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Faculty Program Coordinators Test Review subcommittee Curriculum subcommittee</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Faculty Program Coordinators Test Review subcommittee Curriculum subcommittee</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Curriculum incorporates current professional standards and guidelines</strong></td>
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</tr>
</tbody>
</table>
Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

**Key Element III-H:**

<table>
<thead>
<tr>
<th>Key Element III-H:</th>
<th>Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course and teaching learning practices</td>
<td>Course Review Program committee Meeting Minutes</td>
<td>Course Faculty Program Coordinators Program Assessment and Evaluation Committee</td>
<td>Each semester</td>
<td>Faculty Evaluation of Course Findings shared at Program committee meetings Student Evaluation of Course</td>
<td>All course evaluations (faculty and student) are completed each semester/term Findings are discussed at appropriate council meetings and changes made as needed</td>
</tr>
<tr>
<td>Curriculum Changes</td>
<td>Advisory Council Meeting Minutes Program committee Meeting Minutes</td>
<td>SON Director Program Coordinators</td>
<td>Annually</td>
<td>Course and curriculum evaluation</td>
<td>COI informed of curricular changes</td>
</tr>
</tbody>
</table>
Undergraduate and graduate councils minutes

Standard IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

**Key element IV:-A:**

A systematic process is used to determine program effectiveness.

Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:
- is written, ongoing, and exists to determine achievement of program outcomes;
- is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);
- identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;
- includes timelines for collection, review of expected and actual outcomes, and analysis; and
- is periodically reviewed and revised as appropriate.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Plan for Evaluation Implementation Document (contains assessment results, analysis of findings, benchmark met/not met)</td>
<td>Program Evaluation In SharePoint SON Website</td>
<td>Program Assessment and Evaluation Committee Program Coordinators</td>
<td>Annually in October Findings reported to appropriate program committee program committee on an ongoing basis</td>
<td>Review of documents CCNE Standards Annual Program Reports</td>
<td>Congruent with CCNE Standards</td>
</tr>
</tbody>
</table>

**Standard IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES**
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

**Key element IV:-B:**

- Program completion rates demonstrate program effectiveness.
  
  Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master’s, and DNP) and post-graduate APRN certificate program:
  - The completion rate for each of the three most recent calendar years is provided.
  - The program specifies the entry point and defines the time period to completion.
  - The program describes the formula it uses to calculate the completion rate.
  - The completion rate for the most recent calendar year is 70% or higher. However, if the completion rate for the most recent calendar year is less than 70%, (1) the completion rate is 70% or higher when the annual completion rates for the three most recent calendar years are averaged or (2) the completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. A program with a completion rate less than 70% for the most recent calendar year provides a written explanation/analysis with documentation for the variance.
<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreLicensure Program Option</td>
<td>Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>Dec and May</td>
<td>Admission/Graduation Data Program Length – Admitted to Program – 5 semesters</td>
<td>80%</td>
</tr>
<tr>
<td>RN-BSN Program Option</td>
<td>Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>Dec and May</td>
<td>Admission/Graduation Data Enrolled in NSG 316 2 calendar years</td>
<td>≥80%</td>
</tr>
<tr>
<td>MSN FNP</td>
<td>Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>Dec</td>
<td>Admission/Graduation Data Admitted to Program – 5 semesters (full time)</td>
<td>≥80%</td>
</tr>
<tr>
<td>MSN NE</td>
<td>Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>May</td>
<td>Admission/Graduation Data MSN NE Admitted to Program – 4 semesters (full-time) MSN-NE Part-time study completed within 5 years of admission</td>
<td>≥80%</td>
</tr>
</tbody>
</table>
Standard IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

<table>
<thead>
<tr>
<th>Key element IV:-C:</th>
<th>Licensure and certification pass rates demonstrate program effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.</td>
</tr>
<tr>
<td></td>
<td>• The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.</td>
</tr>
<tr>
<td></td>
<td>• The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year.</td>
</tr>
<tr>
<td></td>
<td>See CCNE Standards if NCLEX pass rate falls below 80%</td>
</tr>
<tr>
<td></td>
<td>The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.</td>
</tr>
<tr>
<td></td>
<td>• Data are provided regarding the number of graduates and the number of graduates taking each certification examination.</td>
</tr>
<tr>
<td></td>
<td>• The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.</td>
</tr>
<tr>
<td></td>
<td>• The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year.</td>
</tr>
<tr>
<td></td>
<td>See CCNE Standards if pass rate for any certification examination is less than 80% first time takers,</td>
</tr>
<tr>
<td>Process</td>
<td>Documentation Located</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>NCLEX pass rate ≥90%</td>
<td>NCLEX reports – NC Board of Nursing website Annual Master Plan for Evaluation Implementation Document</td>
</tr>
<tr>
<td>FNP Certification exam pass rate &gt; 90%</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
</tr>
<tr>
<td>MSN NE</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
</tr>
<tr>
<td>DNP</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
</tr>
</tbody>
</table>
Standard IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

**Key element IV:-D:**

Employment rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.
- The employment rate is collected separately for each degree program (baccalaureate, master’s, and DNP) and post-graduate APRN certificate program.
- Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.
- The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.

Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreLicensure Employment Rate</td>
<td>Annual Master Plan for Evaluation Implementation Document Program Annual Report</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>Immediately prior to graduation in Dec and May 1 year post graduation</td>
<td>Alumni Survey Email contact SkyFactor exit survey</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>RN-BSN Employment Rate</td>
<td>Annual Master Plan for Evaluation Implementation Document Program Annual Report</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>Month of graduation – Dec or May 1 year post graduation</td>
<td>Alumni Survey Email contact SkyFactor exit survey</td>
<td>&gt; 90%</td>
</tr>
<tr>
<td>Program</td>
<td>Annual Master Plan for Evaluation Implementation Document Program Annual Report</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>6 months post-graduation</td>
<td>Alumni Survey NCBON website SkyFactor exit survey</td>
<td>&gt; 90%</td>
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</tr>
<tr>
<td>Graduate FNP Employment Rate</td>
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</tr>
<tr>
<td>MSNE</td>
<td>Annual Master Plan for Evaluation Implementation Document Program Annual Report</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>1 year post graduation</td>
<td>Alumni Survey for job placement for MSN NE in Educational Venues SkyFactor exit survey</td>
<td>&gt; 75%</td>
</tr>
<tr>
<td>DNP</td>
<td>Annual Master Plan for Evaluation Implementation Document Program Annual Report</td>
<td>Program Coordinator Program Assessment and Evaluation Committee</td>
<td>1 year post graduation</td>
<td></td>
<td>&gt; 75%</td>
</tr>
</tbody>
</table>
Standard IV: PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS
The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

**Key element IV-E:**
Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).

Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.

Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.

<table>
<thead>
<tr>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreLicensure Program Student Learning Outcomes</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinators Program Assessment and Evaluation Committee</td>
<td>May</td>
<td>ATI Comprehensive Exam NSG 403 Clinical Capstone Final Simulation Competency Activity Reflective Journal – Capstone NSG 405 Community Assessment Project</td>
</tr>
</tbody>
</table>

Program Mean ≥ 90% predicted probability of passing NCLEX
≥90% of class Pass
>90% of class Pass
>90% of class Pass
>90% of class Pass

145
<p>| RN-BSN Program Student Learning Outcomes | Annual Master Plan for Evaluation Implementation Document | Program Coordinators Program Assessment and Evaluation Committee | Dec May | RN-BSN Capstone Experience Academic Portfolio NSG 415 Evidence Based Project NSG 405 Community Assessment Project NSG 404 Health Policy Discussions | &gt;90% of class Pass | &gt;90% of class Pass | &gt;90% of class Pass |
| MSN Program Student Learning Outcomes | Annual Master Plan for Evaluation Implementation Document | Program Coordinators Program Assessment and Evaluation Committee | Dec | APEA FNP predictor Exam NSGL 594 Final Clinical Competency Evaluation | &gt;70% of class will score at or above the predicted score needed for success on certification exam &gt;90% of class Pass &gt;90% of class Pass |
| MSN NE program student learning outcomes | Annual Master Plan for Evaluation Implementation Document | Program Coordinators Program Assessment and Evaluation Committee | May | NSG 596-800 &amp; NSG 597-800 MSN NE project completion | &gt;90% pass |
| DNP program student learning outcomes | Annual Master Plan for Evaluation Implementation Document | Program Coordinators Program Assessment and Evaluation Committee | May | NSG 698 DNP Project completion | &gt;90% pass |
| Documentation Located | Who Has Responsibility | Time/Frequency of Assessment | Assessment Method | Measurement/Benchmark |</p>
<table>
<thead>
<tr>
<th>Undergraduate Overall Program Effectiveness</th>
<th>Annual Master Plan for Evaluation Implementation Document</th>
<th>Program Coordinators Program Assessment and Evaluation Committee</th>
<th>Dec May</th>
<th>SkyFactpr Inc Exit Survey</th>
<th>&gt;5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Overall Student Learning</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinators Program Assessment and Evaluation Committee</td>
<td>Dec May</td>
<td>Skyfactor Inc Exit Survey</td>
<td>&gt;5</td>
</tr>
<tr>
<td>Undergraduate Overall Student Satisfaction</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinators Program Assessment and Evaluation Committee</td>
<td>Dec May</td>
<td>Skyfactor Inc Exit Survey</td>
<td>&gt;5</td>
</tr>
<tr>
<td>Graduate Student Satisfaction</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinators Program Assessment and Evaluation Committee</td>
<td>Dec</td>
<td>Graduate Student Exit Survey SKY factor survey</td>
<td>≥90% reported satisfied or greatly satisfied with program</td>
</tr>
<tr>
<td>Alumni pursuit of post graduate education</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinators Program Assessment and Evaluation Committee</td>
<td>May</td>
<td>Alumni Survey</td>
<td>20% pursue post graduate education</td>
</tr>
<tr>
<td>Alumni satisfaction with Program</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Program Coordinators Program Assessment and Evaluation Committee</td>
<td>May</td>
<td>Alumni Survey</td>
<td>Alumni satisfaction with Program</td>
</tr>
</tbody>
</table>
**Standard IV: PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS**

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

<table>
<thead>
<tr>
<th>Key element IV:-F:</th>
<th>Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elaboration: The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:</td>
</tr>
<tr>
<td></td>
<td>• are identified for the faculty as a group;</td>
</tr>
<tr>
<td></td>
<td>• incorporate expected levels of achievement;</td>
</tr>
<tr>
<td></td>
<td>• reflect expectations of faculty in their roles and evaluation of faculty performance;</td>
</tr>
<tr>
<td></td>
<td>• are consistent with and contribute to achievement of the program’s mission and goals; and</td>
</tr>
<tr>
<td></td>
<td>• are congruent with institution and program expectations.</td>
</tr>
<tr>
<td></td>
<td>Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Faculty School Director</td>
<td>Annually - May</td>
<td>Professional Development Plan Digital Measure Report</td>
<td>Faculty (aggregate) will publish articles in peer refereed journals per year.</td>
</tr>
<tr>
<td>Presentations</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Faculty School Director</td>
<td>Annually - May</td>
<td>Professional Development Plan Digital Measure Report</td>
<td>Faculty (aggregate) will conduct peer reviewed presentations per academic year.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Annual Master Plan for Evaluation Implementation Document</td>
<td>Faculty School Director</td>
<td>Annually - May</td>
<td>Professional Development Plan Digital Measure Report</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------</td>
<td>--------------------------</td>
<td>---------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. School of Nursing mean summary score will be 3 or higher (scale of 1-5) on IDEA 2. Faculty will participate in professional development activities related to teaching 3. All faculty will receive at least one satisfactory peer review per academic year prior to tenure</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>Annual Master Plan for Evaluation Implementation Document</th>
<th>Faculty School Director</th>
<th>Annually - May</th>
<th>Professional Development Plan Digital Measure Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty will participate in activities related to professional service in the SON 2. Faculty will participate in activities related to professional service in CHHS. 3. Faculty will participate in activities related to professional service in UNCW 4. Faculty will participate in activities related to area of expertise in the community 5. Faculty will participate in activities related to area of expertise in regional/national/international settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standard IV: PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

**Key element IV-G:**

The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program’s definition of formal complaints includes, at a minimum, student complaints. The program’s definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation Located</th>
<th>Who Has Responsibility</th>
<th>Time/Frequency of Assessment</th>
<th>Assessment Method</th>
<th>Measurement/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grievance policies and procedures are well-established and are used to foster on-going Program improvement</td>
<td>UNCW Student Handbook USON Student Handbook</td>
<td>Students Administration Faculty HR Program Assessment and Evaluation Committee</td>
<td>Ongoing</td>
<td>Review and follow-up of grievance reports</td>
<td>100% compliance with UNCW grievance policy</td>
</tr>
</tbody>
</table>

**Key Element IV-H**

*Data is used to foster ongoing program improvement.*

Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.

- Data regarding actual outcomes are compared to expected outcomes.
- Discrepancies between actual and expected outcomes inform areas for improvement.
- Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.
- Faculty are engaged in the program improvement process.
<table>
<thead>
<tr>
<th>Program evaluation data</th>
<th>Program Assessment and Evaluation Committee Annual Report SharePoint</th>
<th>Program Assessment and Evaluation Committee</th>
<th>Annually in August and ongoing</th>
<th>Master Plan for Evaluation – Implementation Document</th>
<th>Program evaluation findings are shared during faculty council meetings</th>
<th>Program changes made based on data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Assessment (UNCW)</td>
<td>Annual Program Assessment Report (UNCW) Program Assessment and Evaluation Committee Documents (SharePoint)</td>
<td>Program Assessment and Evaluation Committee</td>
<td>Annually in October</td>
<td>Annual Program Assessment Report (UNCW)</td>
<td>Data submitted and changes noted correctly</td>
<td></td>
</tr>
</tbody>
</table>

** Data Analysis and actual outcomes on Annual Implementation Document

Approved 2/18 Program Assessment and Evaluation Committee
Purpose: This procedure outlines the process and guiding rules and regulations that support the annual evaluation process for faculty in the School of Nursing. Each full-time faculty member in the School of Nursing must complete an Annual Evaluation Packet that is submitted to the SON Director. Each part-time faculty member must submit a current CV to the SON Director.

Components of the Annual Evaluation Packet:

1. Professional Development Plan: The PDP is a template that the faculty member uses to plan and provide a summary of activities completed during the annual evaluation period. The plan is initially submitted to the SON Director by the 2nd Monday in September and includes the plan for teaching, research and service activities for the upcoming academic year and priority goals for the next 3-5 years. The plan is re-submitted by the 2nd Monday in May with a summary of accomplishments and measurement of outcomes related to teaching, research and service for the current academic year.

2. Annual Faculty Profile Productivity Form: Submit the Annual Faculty Profile Productivity Form that is generated from Digital Measures. Directions for completing the report:
   a. Login to Digital Measures
   b. Enter all data for current academic year
   c. Go to ‘Run Custom Reports’ on the left margin
   d. Select the report to run, “Annual Productivity Report Nursing”
   e. “Select Report”
   f. Enter the data range, select May 15 (previous calendar year) through May 15 (current calendar year)
   g. Select the file format, Microsoft Word
   h. Select the page size, letter
   i. Select “Build Report”
   j. Once your report is downloaded into Microsoft Word, you can make any corrections/additions as necessary and then save the report to be sent to your SON Director.

3. Current CV
4. Peer Evaluation
5. IDEA evaluation summaries prepared by the Office of Institutional Research

Timeline for Annual Evaluation Process: this timeline is independent of the RPT timeline

3rd Monday in August School of Nursing Director will compile list of peer reviewers and notify faculty of their reviewer for the academic year.
2nd Monday in September  Faculty member submits PDP to School of Nursing Director and meets with them if necessary to make any needed changes or updates.

Throughout the Year  Faculty maintain Digital Measures, Curriculum Vitae, and PDP

Peer evaluations and student evaluations are completed

2nd Monday in May  Faculty member analyzes own performance in regard to teaching, scholarship and service goals and expectations for rank. Faculty member submits completed Annual Evaluation Packet to School of Nursing Director

May-June  School of Nursing Director completes the annual evaluation through an analysis of the faculty member’s performance, stated goals and activities, and expectations of rank.

2nd Monday in June  Annual evaluations from the School of Nursing Director are forwarded directly to the Director for review and final signature.

Prior to June 30  School of Nursing Director forwards completed evaluations to faculty.

August  An optional evaluation conference is scheduled between the faculty member and the School of Nursing Director.

**Peer Evaluation Process:** Each faculty member will have a minimum of one peer evaluation completed during each academic year; this is in addition to any class/clinical observation completed by the School of Nursing Director. Faculty on the tenure track are strongly encouraged to have more than one annual peer evaluation. In congruence with the UNCW Faculty Handbook, for new and non-tenured faculty, peer review includes direct observation of classroom teaching. For faculty teaching online, the peer reviewer will be granted access to an online course for review of course materials.

Refer to 10.21 for the Annual Faculty Review, Peer Evaluation form.

The School of Nursing Director will compile a list of peer evaluator assignments for each academic year.

**Performance-Based Merit Recommendations:** The School of Nursing Director is charged with providing the Director with merit rating for each faculty member to be used in the
determination of raises in salary during years in which raises are available. Merit guidelines are
categorized into Highly Meritorious (exceeds role expectation), Meritorious (meets role
expectation) and No Merit (does not meet role expectations) based on criteria for teaching,
scholarship and service and by rank.

Resources: The following are links to the policies and procedures as set forth in the UNCW
Faculty Handbook:

Purpose: https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Annual Evaluation and Peer Evaluation:
https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Post-Tenure Review:
https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Governing documents for RTP:
https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Criteria for RTP: https://uncw.edu/facsen/documents/Faculty_Handbook.pdf


Instructions for RPT Application:
https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Format for RPT Application: https://uncw.edu/facsen/documents/Faculty_Handbook.pdf

Reviewed 3/94, 8/01, 2/08, 7/08, 10/10, 8/12
10.21 Annual Faculty Review

Annual Faculty Review
11.0 FORMS AND OUTLINES

11.10 Course Syllabus Format

University of North Carolina Wilmington

College of Health and Human Services: School of Nursing

Course Number and Name

Semester Year

Course

Credit Hours

Time Allocation

Prerequisites

Co-requisites

Faculty
Name and credentials
Office:
Office Phone:
Cell Phone:
Email:  
Additional Communication Notes:  

Office Hours  

Course Questions  

Catalog Description  

Student Learning Outcomes  
Upon completion of this course, the student will be able to:  

1.
## UNCW, Program, and Student Learning Outcomes

<table>
<thead>
<tr>
<th>UNCW Categories of Student Learning Outcomes</th>
<th>AACN BSN Essentials*</th>
<th>School of Nursing Program-Student Learning Outcomes</th>
<th>NSG ### Course Title Student Learning Outcomes</th>
<th>NSG ### Course Title Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Inquiry</td>
<td>II</td>
<td>1. Evaluate comprehensive individual and/or population centered care through an altruistic concern for the welfare of others while supporting autonomy and respecting human dignity.</td>
<td>3.</td>
<td>•</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>VIII</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Inquiry</td>
<td>II</td>
<td>3. Implement safe, quality patient care by adhering to moral, ethical, legal, and professional standards through the use of evidence-based practice.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>III</td>
<td></td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td>IV</td>
<td>7. Demonstrate the competencies of a generalist nurse through role development, teamwork, collaboration, and leadership using the knowledge, skills, and attitudes of professional nursing practice (nursing process, communication, documentation, technical skills and information and patient care technologies).</td>
<td></td>
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<tr>
<td>Information Literacy</td>
<td>VI</td>
<td></td>
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<tr>
<td></td>
<td>IX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>I</td>
<td>2. Integrate professional values based on integrity, accountability and responsibility by engaging in clinical reasoning skills and life-long learning.</td>
<td></td>
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<tr>
<td></td>
<td>IX</td>
<td></td>
<td></td>
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<tr>
<td>UNCW Categories of Student Learning Outcomes</td>
<td>AACN BSN Essentials*</td>
<td>School of Nursing Program-Student Learning Outcomes</td>
<td>NSG ### Course Title Student Learning Outcomes</td>
<td>NSG ### Course Title Assessment Methods</td>
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<td>---------------------------------------------</td>
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<td>-----------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Thoughtful Expression</td>
<td>IV VI XI</td>
<td>7. Demonstrate the competencies of a generalist nurse through role development, teamwork, collaboration, and leadership using the knowledge, skills, and attitudes of professional nursing practice (nursing process, communication, documentation, technical skills and information and patient care technologies).</td>
<td></td>
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<tr>
<td>Thoughtful Expression</td>
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<tr>
<td>Second Language</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Responsible Citizenship</td>
<td>VII</td>
<td>4. Appraise patient health by meeting basic care needs within the appropriate cultural context, across the lifespan and in all healthcare settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>V VII</td>
<td>5. Manage environments that support public and global health while integrating the knowledge of sciences, healthcare systems, policies, and trends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>VI VII IX</td>
<td>6. Appraise health maintenance of patients through transdisciplinary management of risk reduction, disease prevention and illness management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
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</tr>
</tbody>
</table>

University Studies

Required Textbook

Recommended Textbook

Required Resources

Class Learning Modules
Module 1:
Module 2:
Module 3:
Module 4:
Module 5:
Module 6:
Module 7:

Teaching Methods

Course Policies
Format: APA format (6th edition) is required on all written assignments. Papers (unless directed otherwise) must be prepared in a word programming software and submitted through Blackboard Learn via the designated assignment link as directed. Assignments must be submitted as either .doc, .docx, or .pdf, unless otherwise specified. If you are not familiar with the APA format style, please obtain a copy of the required APA Style Manual (see required textbook information above) and read through it prior to submitting written assignments. The university’s Writing Center, accessible via the student webpage (http://uncw.edu/students/), is also a resource for you.

Discussions: It is expected that the UNCW best practices for discussion postings and netiquette guidelines will be followed in the discussion forums. Netiquette guidelines can be found at this web address: http://uncw.edu/oei/documents/pdfs/netiquette.pdf. Weekly discussion forums will open up on Mondays and students are expected to post their initial response by Wednesday at 11:30pm of each week. Students are also expected to respond as directed in the weekly module to their classmates’ postings by Friday at 11:30pm. The discussion forum grading rubric will be used to evaluate discussion posts each week. Missed discussions cannot be made up and alternative assignments will not be offered.

Quizzes/Tests:
Late Policy: This course will follow the policy of not accepting assignments submitted late without grade consequence unless prior arrangements are made with course faculty. Late assignments submitted within 7 days of the due date may be subject to a 5% per day reduction in assignment grade. Assignments submitted after 7 days will result in an earned grade of zero. No makeup work or bonus work will be incorporated into this course. Assignments may be turned in early. This policy does not apply to discussion boards, quizzes, or tests. Please refer to individual assignment type for late policy.

Grading and Feedback: All submitted assignments will receive faculty feedback and/or grading within 7 to 10 days. All feedback and grades will be available electronically within the My Grades grade book.

SafeAssign: All written assignments when submitted will be screened through SafeAssign for plagiarism. Students may screen assignments prior to submission through the Student SafeAssign Check (tab in left-hand column within Bb course). This allows the student to check as many drafts of the assignments as desired. An assessment with greater than ~30% match and showing a match on items other than the title, quotes, or references is a red flag. A high percentage with quotes matching is also a red flag that too many quotes are present in the paper. SafeAssign is merely a screening tool. Any assignments with a high percentage match will be thoroughly evaluated by the faculty and any concerns of plagiarism will be addressed with the student. Please review Academic Integrity policy within this syllabus.

Practice Experience: Practice experiences in the RN-BSN program involve experiential learning in any setting where health care is delivered or health is influenced that allow for and require the student to integrate new practice related knowledge and skills. Practice experiences include both direct and indirect care activities that impact health outcomes. Practice experiences will be identified throughout the RN-BSN courses. Practice experiences will be identified throughout the RN-BSN courses. In this course the (identify by name practice experiences within the course here- this should only apply to the Geriatrics, Health Policy, Leadership, and Community courses) projects are practice experience assignments.

End of Program E-Portfolio: As part of the requirements for the RN-BSN program, each student must complete an academic e-portfolio. This e-portfolio is completed in the final nursing course NSG 484 Professional Nursing Capstone.

The academic e-portfolio is a collection of data related to student progress in meeting the baccalaureate program student learning outcomes. The purpose of the student portfolio is to document experiential learning by having the student identify learning experiences, integrate new knowledge into practice, identify areas for improvement or professional growth, and develop a plan for meeting further learning needs. The portfolio is used to showcase professional role development, critical and reflective thinking, and professional transformation. You will be asked to provide samples of your work throughout the RN-BSN curriculum in this e-portfolio to reflect meeting all 7 program outcomes and clearly validate achievement of the outcomes. It is important for you to keep all of your work for each course so that you may complete this assignment. For this course specifically, you will need to save: Make course specific regarding assignments to save.

Evaluation
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-90</td>
</tr>
<tr>
<td>B</td>
<td>85-87</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
</tr>
<tr>
<td>C+</td>
<td>80-81</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
</tr>
<tr>
<td>F</td>
<td>≤64</td>
</tr>
</tbody>
</table>

**Students will be required to achieve a minimum average of 77% within the course in accordance with the grading practices/standards of the School of Nursing.**

Final Grade Rounding Policy
Your final grade will be rounded to the closest whole number using the 0.5 rule. For example, an 85.489 is an 85. An 85.844 is an 86. An 85.500 is an 86. Grades will be rounded from the tenth only.

General Course Expectations – Students are expected to:
1. Apply previously learned concepts introduced in continuing program of study in nursing, as well as lived/work experience.
2. Take responsibility to clarify any confusing assignments and notify course faculty of any unusual circumstances prohibiting an on-time completion of any assignment for this course.
3. Allot sufficient time to complete class activities and assignments to meet course expectations. Plan a minimum of six (6.1) hours of weekly reading, class activities, and studying for each one (1) course credit hour. For a 3 credit hour hours, you need to plan for at least eighteen (18.3) hours of course work each week. Additional time may be required to complete group, partnered and/or individual written assignments for each learning module.
4. Maintain access to required computer hardware to access web-based course materials, documents, and discussion board. To review the minimal hardware, software, internet access and computer skills requirements need to be successful in this course, please refer to the following website: [http://uncw.edu/dl/resources.html](http://uncw.edu/dl/resources.html)
5. Access all course materials, assignments, and announcements online in Blackboard at least three (3) times a week. The learning modules will begin on Monday and end on the following Sunday.
6. Check UNCW email daily.
7. Notify course faculty of any special situations, disabilities, and/or specialized learning needs during the first week of course.
8. Thoroughly read all course documents – Syllabus, Calendar, Learning Modules, etc. - in the Blackboard course. Any questions about the course should be clarified with the course faculty by posting the question(s) in the designated Course Q&A discussion forum.
9. Send all personal questions or concerns regarding course and/or assignments to course faculty via email through Blackboard. Students can expect a response from course faculty within 24-48 hours unless information is provided to the contrary. An email sent after 12:00 noon on Friday may not receive a response until Tuesday.
10. Submit all assignments on time through the designated assignment link in Blackboard. Module assignments (other than the discussion board assignments – see course policies) are due by Sunday at 11:30 pm of the assigned module week. Please refer to the Late Policy outlined under course policies
11. Achieve a minimum average of 77% within the course in accordance with the grading practices/standards of the School of Nursing.
12. Be self-directed and self-motivated in an independent and active learning role when taking an exclusively online course. Students need to also complete the non-graded classroom activities within each module to fully experience the learning opportunities available in the course.
14. Maintain the confidentiality of all patient medical, health, financial and social (including mental health) information, including all regulations promulgated under the Health Insurance Portability and Accountability Act (HIPAA) of 1996 regarding use and disclosure of protected health information (“PHI”). Any violation of this confidentiality agreement shall result in the termination of the clinical learning experience and dismissal from the nursing program. For more information on the HIPAA requirements, go to http://www.hhs.gov/ocr/privacy/
15. Maintain/obtain technical proficiency in using Blackboard, Internet, WebEx, Microsoft Word, Microsoft PowerPoint, and other course specific software programs listed for successful completion of course assignments. The Office of e-Learning provides tutorials on Blackboard, WebEx, and some video applications at http://www.uncw.edu/oel/students.html
16. Complete the SON course evaluation and the IDEA faculty evaluation at the end of the course. The information obtained through the evaluations will be directly used to improve the course.

University Statements and Policies

University Statement on Academic Expectations for Students: In choosing UNCW, you have become part of our community of scholars. We recognize that the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The university expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Our faculty and academic
support resources are readily available partners in this effort, but the primary responsibility for learning is yours.

**Academic Integrity:** All students are expected to demonstrate behavior consistent with the standards identified in the Student Handbook and *The Code of Student Life*. Since personal integrity and honesty are inherent professional values, it is expected that all students will adhere to the expected standards. Note especially the guidelines related to plagiarism and the role of students in reporting any suspected deviations. All members of UNCW’s community are expected to follow the academic Honor Code. Academic dishonesty in any form will not be tolerated in this class. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook), [http://uncw.edu/odos/honorcode/](http://uncw.edu/odos/honorcode/)

**Services for Students with Disabilities:** The University of North Carolina Wilmington is open and accessible to students with disabilities. Information concerning university disability policies can be found at: [http://uncw.edu/disability/](http://uncw.edu/disability/)

We are committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. If you have a disability and need reasonable accommodation in this course, you should inform the course faculty member of this fact in writing within the first week of class or as soon as possible. If you have not already done so, you must register with the Office of Disability Services (910-962-7555) and obtain a copy of your Accommodation Letter. You should then meet with the course faculty member to make mutually agreeable arrangements based on the recommendations in your Accommodation Letter.

**Violence and Harassment:** UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911, campus police at 910-962-2222 or UNCW CARE at 962-2273.

**Religious Observance Policy:** In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances per academic year. You must inform course faculty in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to either the course faculty or the Registrar.

**The UNCW Statement on Diversity in the University Community:** As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. Students with Disabilities information and resources available at [http://www.uncw.edu/stuaff/disability/](http://www.uncw.edu/stuaff/disability/)
Additional information and resources: Access the UNCW website (http://uncw.edu/) and select the Current Student option (http://uncw.edu/students/) for additional information and resources.

Dismissal Policy
Students may be dismissed from the nursing program for any of the following:
1. Unsafe clinical practice. (See policy on Dismissal for Unsafe Practice)
2. Unsatisfactory physical or emotional health.
4. Conduct incompatible with the practice of professional nursing.
5. Unsatisfactory course grades.
   Only under unusual circumstances will a student who has been dismissed or voluntarily withdrew under these circumstances be allowed to re-enter the nursing program. Any student who has been dismissed has the right to due process (See Student Handbook and Code of Student Life).

The University Learning Center
The University Learning Center’s (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following:
- Learning Services (Basic Studies) http://www.uncw.edu/ulc/learning/index.html
- Math Services http://www.uncw.edu/ulc/math/index.html
- Academic achievement http://www.uncw.edu/ulc/academic/index.html
- Supplemental Instruction http://www.uncw.edu/ulc/si/index.html
- Writing Services http://www.uncw.edu/ulc/writing/index.html

The University Learning Center location and contact information:
DePaolo Hall 1056 & 1003, first floor
910.962.7857
www.uncw.edu/ulc

NetTutor
NetTutor is an online tutoring resource available to you. Access to NetTutor can be found in the course in the left hand column. (Optional- add course specific information regardin Net-tutor. Ex: For this course, consider utilizing the Live Writing Tutor and Paper Center.)

Electronic Posting
This course requires electronic posting of homework, papers, and discussions as part of the course. The Blackboard Learn course website is a password protected site.

Copyright Notice
The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.
Reviewed: 2/08; 10/10; 7/18
11.20 Course Outline Form

*University of North Carolina Wilmington*

School of Nursing

**CONTENT OUTLINE FORMAT**

<table>
<thead>
<tr>
<th>Class</th>
<th>Objectives</th>
<th>Content</th>
<th>Strategies</th>
<th>Learning Strategies</th>
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University of North Carolina at Wilmington  
School of Nursing

COURSE OVERVIEW FORMAT

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Review: 2/08; 10/10; 7/18
11.30 Advisor Log

SCHOOL OF NURSING ADVISOR LOG

Name of Student_____________________________  ID #:_______________________________

____________________________________________________________________________

Date  Topic of Conference or Type of Notification

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Review: 2/08; 10/10; 7/18
SCHOOL OF NURSING ADVISING CHECKLIST (Pre-Nursing)

For registration for the following semester: □ Spring  □ Summer  □ Fall 20___  Today’s Date: ______

Notification of Advising Period: □ E-mail  □ Phone  □ Letter

Student Name: ______________________  Student ID#: ______________________

To Review during the advising session:

☐ Complete Registration Worksheet
☐ Review PIN Number and Registration Times:
☐ Complete Advisor and Advisee Signature Section
☐ Complete Program of Study Review
☐ HESI Testing Timetable
☐ Application for Admission Timetable
☐ DARS Web Audit
☐ Transcript Review – for all students
☐ Student Responsibility (Student must read and INITIAL each section and then sign at the bottom)

_______ (INITIAL) The student bears full responsibility to review the requirements and guidelines for the program in which they are enrolled in the School of Nursing. The student has reviewed the web site and is responsible to monitor the web site continually for any changes found therein. The student also bears full responsibility to monitor his/her own progress towards the completion of all required courses for the program as well as the completion of courses needed for his/her application to the School of Nursing and eventual graduation (if applicable) to the Nursing program.

_______ (INITIAL) The student is responsible for ensuring that all basic studies and pre-requisite courses have been met and if any additional services are needed to fulfill these requirements, the student must commence and complete the process needed to ensure that these course requirements are met.

☐ Student Questions:

OPTIONAL ELEMENTS

☐ 1st Semester Junior Worksheet (if applicable)
☐ 2nd Semester Junior Worksheet (if applicable)
☐ 1st Semester Senior Worksheet (if applicable)
☐ 2nd Semester Senior Worksheet (if applicable)

☐ Minor Review (if applicable) You must refer the student to their specified minor department for advising in that field. The School of Nursing does not bear any responsibility for advising outside their Nursing major. It is the student’s responsibility to meet with an advisor within their minor to determine the appropriate courses and sequence of coursework.

☐ Intent to Enroll Form Submitted – (for School of Nursing students only)
☐ Scholarship Application Submitted – (for School of Nursing students only)
☐ Request to Reconsider Application Submitted – (for students who desire to be reconsidered for application to the School of Nursing)

PIN # _______________ (Do not lose this number)

Time Ticket: (check your SeaNet account for your time) go into SeaNet. Click on student services. Click on Registration. Click on “check my registration status”)

STUDENT CASE NOTES

Schedule for semester:

<table>
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<th>Semester:</th>
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Student Signature: ______________________

Date: ______

Advisor signature: ______________________

Date: ______

Reviewed 7/18
## Faculty-Student Conference

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<td>Course:</td>
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<td>Student:</td>
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<td>Faculty:</td>
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**Reason for Meeting:**

**Review of Grades:**

**Identified Problems:**
Plan for Improvement:

Date to reevaluate:

Faculty Signature: _________________________________________________

Student Signature: _________________________________________________

Student Comments:

Cc: ___ student ___ student file ___ advisor ___ course coordinator other:____________________

11/05

Reviewed 7/18
11.60 Student Record Access Form

University of North Carolina Wilmington
School of Nursing

STUDENT RECORD ACCESS FORM

OFFICIAL SCHOOL FILES - NOT to be removed from the Student Services Office

Student Name:____________________________

ID#:______________________

<table>
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<th>STUDENT/FACULTY SIGNATURE</th>
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Reviewed: 8/01; 9/05; 2/08; 10/10; 7/18
11.70 Student Consent to Release Educational Records

CHHS students: https://uncw.edu/oss/facstaff/documents/ferpa.pdf
University of North Carolina Wilmington

School of Nursing

REFERENCE CONSENT FORM

I, ________________________________, hereby give permission to

Student’s Name

___________________________________________, to provide a written reference

Faculty Member’s Name

on my academic performance and personal attributes to the following agency:

Name: ________________________________

Address: __________________________________________

I DO/DO NOT (circle one) waive my right to read the reference.

______________________________________________

Signature of Student	Date

Reviewed: 2/08; 10/10; 7/18
11.90 Permission to use Student Work

University of North Carolina Wilmington
School of Nursing

Permission to use Educational Records, Information or Works

I, ________________________________ hereby give permission to the UNCW School of Nursing to utilize my educational records, information or works for educational purposes. I understand that no part of these documents shall be duplicated without my written permission. Proper credit will be given to the author if information or works are cited in any School of Nursing document.

Course/Section Number/Semester: ______________________________

Title of the educational record, information or works:

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

For the specific purpose of: ________________________________

I understand further that:

1. I have the right not to consent to the release of my educational records, information and works

2. I have the right to receive a copy of educational records, information and works upon request
3. This consent shall remain in effect until revoked by me, in writing, and delivered to UNCW, but that any such revocation shall not affect disclosures previously made by UNCW prior to the receipt of any such written revocation.

__________________________________________
Print Name

__________________________________________
Student ID No:

__________________________________________
Date of Birth

__________________________________________
Student Signature

__________________________________________
Date

__________________________________________
Witness Signature

__________________________________________
Date

Reviewed: 3/07, 2/08; 10/10
By signing this agreement and consent, you agree to the following statements:

_____ I agree to maintain the confidentiality of all details of the labs, scenarios, participants and performance of all participants.

_____ I agree to be photographed and videotaped.

_____ I authorize UNC Wilmington to use the video and photographs at its discretion for purposes including, but not limited to: debriefing, instructor review, and/or educational purposes and research.

_____ I agree to treat UNCW property, including patient simulators with respect as if they are live patients. I agree that no betadine, ink pens, or markers will be placed near the patient simulators.

___________________________________________
Name (Printed)

___________________________________________
Signature

___________________________________________
DATE
As a nursing student enrolled in the School of Nursing at University of North Carolina Wilmington, I will be actively participating in clinical nursing simulations. I understand that the content of these simulations are confidential and I expressly agree to maintain the confidentiality of the information attendant to the simulations and not disclose such information except as it is necessary associated with my instructors and coursework. I further agree that the improper disclosure of sensitive and confidential information would be a violation of university policy, unethical, and may even constitute a violation of applicable privacy laws, and could subject me to discipline.

I will be observing fellow students within the clinical simulation laboratories and I will not discuss their performance with anyone outside of the clinical simulation laboratories, except appropriate instructors. I fully understand and acknowledge that the unauthorized release, mishandling of confidential information or inappropriate exchange of information related to the simulation environment is prohibited. Such actions are considered a violation of the UNCW Honor Code confidentiality standards and will be dealt with as such.

Student Name (print)  ___________________________________________

Student Signature  ___________________________________________

Date  ___________________________________________
11.120 Online forms

The following forms are available on the registrar website at:
http://www.uncw.edu/reg/forms.htm

Course Enrollment

1. **Permission to Enroll, Directed Individual Study for Undergraduates**
   Must be signed by the Instructor, Associate Director, and Dean.
2. **Directed Individual Study for Graduate Students**
   Must be signed by the instructor, Graduate Coordinator and/or Associate Director.
3. **Pass/Fail Option**
   Must be signed by the Instructor and Dean/Director.
4. **Request to Allow Class Time Conflict**
   Must be signed by the student, both course Instructors, and Dean/Director.
5. Permission to enroll in Departmental Honors forms should be requested from the Honors Scholars Program Office.

Incomplete Grades

1. **Assigning an Incomplete ("I") Grade**
   Must be approved by the Instructor and Associate Director.
2. **Report of Conversion of Incomplete**
   Must be approved by the Instructor, Associate Director.

Other

1. **Report of Conversion of Grade**
   Must be signed by the Instructor, Associate Director, and Dean/Director.
2. **Request for Waiver/Substitution of Degree Requirements**
   Must be signed by the Faculty Advisor, Associate Director, and Dean/Director.
3. **Transient Study**
   Must be signed by the Student and Associate Director.  
   (Residency requirement waivers must also be signed by the Dean/Director.)
11.130 Incident Report Form

University of North Carolina Wilmington
School of Nursing

INCIDENT REPORT FORM

Date of Incident:_______________Location of Incident:_________________

Nature of Incident (describe):________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Person Reporting and Title:__________________________________________

Witnesses of Incident (names and titles):_______________________________________
________________________________________________________________________

Reported to Agency Representatives (include names, titles, times and dates):
________________________________________________________________________
________________________________________________________________________

Actions Taken and/or Needed (specify by whom):________________________________
________________________________________________________________________
________________________________________________________________________
Additional Comments by Student/Faculty Involved:

________________________________________________________________________

________________________________________________________________________

Signatures:_____________________________ Date:________________

Signatures:_____________________________ Date:________________

Signatures:_____________________________ Date:________________

Signatures:_____________________________ Date:________________

Incident reported to Course Coordinator:

By Whom:_____________________________ Date:__________ Time:___________

Course Coordinator’s Comments:

________________________________________________________________________

Signature:_________________________ Date:________________

Incident Reported to School of Nursing Director:

By Whom:_____________________________ Date:__________ Time:___________
School of Nursing Director Comments:_______________________________

Comments: __________________________________________________________
____________________________________________________________________

Signature:_______________________ Date:________________

Incident Reported to Director:

By Whom:_____________________________ Date:__________ Time:____________

Director’s Comments:____________________________________________________
____________________________________________________________________

Signature:_______________________ Date:________________

Other Reports:

Report Forwarded for Filing:

_____ Student File - Office of the Director

Student Notified___________________________ Date:____________

_____ Faculty Member

_____ Course Coordinator
____  Associate Director

____  Director, School of Nursing

____  Other (Specify:______________________________)

Additional Comments or Follow-Up:

Reviewed: 8/01; 2/08; 7/08; 10/10; 7/18
11.140 School of Nursing Exit Survey Form

SCHOOL OF NURSING
EXIT SURVEY FORM

North Carolina Law directs colleges and universities in North Carolina with nursing programs "To conduct an Exit Survey of Students Who Drop Out of Nursing Programs to Determine Their Reasons for Leaving the Program".

To help us comply with this directive we ask you to take a minute to respond to the following questions.

1. What is your class standing:
   Freshman ____  Sophomore ____  Junior ____  Senior ____

2. Are you an RN?     YES _____  NO ______
   LPN?     YES _____  NO ______

3. Please circle as many reasons as apply to your decision to leave our nursing program:
   a. Need a break from college
   b. Unacceptable academic performance
   c. Course scheduling does not meet my needs
   d. Clinical courses do not meet my expectations
   e. Don't like nursing courses
   f. Don't like clinical work in nursing
   g. Want to take major other than nursing
h. Dissatisified with the quality of teaching
i. Dissatisified with the learning environment
j. Unsure of my academic goals
k. Concern about passing the nurse licensure exam
l. Do not have enough money to continue.
m. Need to move to another area of the state or country
n. Could not handle the demands of home, work, and school
o. Could not arrange for adequate child care
p. Other

4. What is your primary reason for leaving the program? (give a single letter from items in Question 4 above) ______.

5. What plans do you now have for your further education?
   a. Staying in nursing, but transferring to another institution
   b. Changing major, but staying at this institution
   c. Changing major and institution
   d. Dropping out temporarily
   e. Other ______________________________________________________________________________

COMMENTS: ______________________________________________________________________________
__________________________________________________________________________________________

____________________________________________________
Signature: ________________________________ Date: __________________

Reviewed: 1/90; 2/08; 10/10; 7/18
Tips for Nursing Faculty Travel

CHHS Travel Request Form

The Purchasing & Reimbursement Request Form provides you with the proper medium in which to request a UNCW employee travel. The CHHS Business Core Service Team will only accept travel requests with a completed form, approved by the Fiscal Authority, and with any applicable documentation. For the remainder of FY18, we will be testing this updated form and kindly ask that you reference our Business & Innovation Resource Page for each travel request you have to ensure you are using the most up to date version.

To complete this request, please follow these steps:

This Excel file may ask you to ENABLE MACROS and/or MAKE THIS A TRUSTED DOCUMENT. Please select YES.

Beginning with the “School or Unit” text box, complete all gray fields until you reach the link advising you to email the form to your Fiscal Authority.

Clicking this link will take you to a listing of all CHHS Fiscal Authorities. Please select the correct option and email the completed Excel file (along with any necessary attachments) to your Fiscal Authority. Once approved, your Fiscal Authority will forward your request to the CHHS BCST.

Once the BCST has received the completed form, approval, and documents, we will process your request. You will be notified once this has been completed.

All information requested within this form is required.

Please note, if you are using a Windows computer, you will have the option to upload any documentation into the form. This will eliminate the need to attach documents to your emailed request, (other than the Excel form.) Apple users will need to attach all documents to their email.

Questions regarding form usage should be directed to CHHSBusinessServices@uncw.edu

Our objective is to streamline the expenditure and travel request process within CHHS. Please help us better this experience by providing us with any comments, questions, or concerns.

Thank you!

-CHHS Business Core Service Team
**Travel Request Form - Information Sheet**

Please use the following information to assist you in completing the travel authorization form. Questions regarding the travel process, please contact the CHHS BCST Travel Lead at (910) 962-7579.

**Please check with your school to determine if additional information or documentation is required. If you will have any personal travel time during your professional travel time, please contact the CCHS BCST at CHHSBusinessServices@uncw.edu for instructions. The UNCW Travel Office will require a comparison itinerary and justification.**

**The state will allow the day before a conference and the day after a conference as designated travel dates. If you are traveling to or returning from a conference on a non-designated travel date, you will need to provide justification as to why.**

Lodging rates (as of 01/01/17): In-State: $71.20 per night | Out-of-State: $84.10 per night

**3rd Party Lodging:** Prior approval must be obtained before the trip takes place if one chooses to stay overnight at a place other than a hotel or motel. OSBM will not approve the lodging cost if completed after the trip occurs.

**Meal Reimbursement:** If meals are listed on the conference/workshop itinerary as being provided, you will not be reimbursed for that particular meal upon your return. The reimbursement rates are listed within the authorization form.

**Airfare:** If you choose to purchase airfare from a source other than the approved UNCW travel agencies, you must pay for the arrangements and be reimbursed upon your return. You should purchase your airfare only after you have received approval from your Director.

If you choose to have UNCW pre-pay your airfare, you must obtain a quote via the chosen travel agency prior to submitting this travel request form. This will allow the correct cost to be entered into the travel system. Please have the travel agency send a copy of the flight itinerary to CHHSBusinessServices@uncw.edu. Please remember that airfare is usually good for 24 hours after the quote is obtained. After the 24 hour period, the airfare rate is subject to change.

**Mileage:** If a state employee chooses to use a personal vehicle, they shall be reimbursed for mileage at the business standard rate set by the IRS. The UNCW Travel website (www.uncw.edu/travel) provides information on the mileage calculations. However, a mileage calculator has been built into this travel request form.

**Approvals:** If your School or Office policy requires additional approval prior to the Director signature, please email the completed request form to the designated pre-approver and request for that person to forward the form to the Fiscal Director for their final approval.
Please do not assume that your school administrative associate will forward the completed, signed form to the Business Services Office. Verify with them so that there is no confusion.

The appropriate Fiscal Authority will have final approval of the travel request.

**After the trip**
All travel reimbursements should be completed within 15 days of return, however expense reports must be submitted to the travel office within **30 calendar days** after the return date. After processing, traveler will receive a direct deposit/reimbursement check for allowable expenses.
11.160 Notice of Intent to Engage in External Professional Activities for Pay
https://uncw.edu/hr/documents/COI/ExternalProfessionalActivitiesforPay.pdf

11.170 Personnel Information Change Request
https://uncw.edu/hr/documents/Personnel%20Information%20Change%20Request.pdf

11.180 Tuition Waiver
http://www.uncw.edu/hr/training-tuition.html

All permanent UNCW employees participating in TSERS or ORP retirement systems are eligible for tuition waiver for three courses during the academic year (fall and spring semesters) at UNCW and other branches of the UNC system and one class each summer session at UNCW.

Tuition Benefit

All permanent UNCW employees participating in TSERS or ORP retirement systems are eligible for tuition benefit for one credit or non-credit course for each summer session at UNCW.

Application Fee Benefit

All active UNCW employees with permanent appointments and their dependents are eligible for the application fee benefit paid by the UNCW Foundation Staff Support & Development Fund.

Undergraduate Orientation Fee Waiver

All active UNCW employees with permanent appointments and their dependents are eligible for an undergraduate orientation fee waiver, which is processed through the UNCW Orientation Office. Forms must be submitted prior to payment of orientation fee as no refunds will be given.

Are you eligible for free tuition?

You could be if you are:

- A permanent UNCW employee
- Working 30 or more hours per week
- Participating in the TSERS or ORP retirement system

This educational benefit can enable you to enrich your life as a lifelong learner or can lead to earning your degree.
To request an Application for Tuition Waiver or Benefit Waiver form, please complete the application form and email to tuitionwaivers@uncw.edu to obtain Human Resources approval. You must complete a separate form for each class you wish to have your tuition waived.

To request an Application Fee and/or Orientation Fee Waiver for Permanent Employees or Dependents, please complete the application form and email completed form to tuitionwaivers@uncw.edu to obtain Human Resources approval.

Textbook Scholarship Program

The Textbook Scholarship Program allows eligible UNCW employees to borrow required textbook(s) from the UNCW Bookstore for undergraduate or graduate classes taken by tuition, benefit or fee waiver at UNCW. The program allows the use of required textbook(s) for three courses per academic year. To participate in the Textbook Scholarship Program, employees must apply by completing and filing the following documents with Auxiliary Services (south side of Warwick):

A completed textbook scholarship application


1. (application also available at Auxiliary Services).
2. A completed and approved Application for Tuition Waiver or Benefit and Fee Waiver (HR 4.10) https://uncw.edu/hr/documents/TuitionWaiver.pdf
3. A copy of your class schedule (Can be found in MySeaport)

Submit the following documents either in person to the Auxiliary Services front desk, by campus mail to campus mailbox 5936, Attention: Faculty/Staff Textbook Scholarship, or by e-mail to FASTextbooks@uncw.edu or allredm@uncw.edu.

Once all completed documents have been received, you will receive an email confirming your participation in the program for the semester.
12.0 FACULTY ORIENTATION

School of Nursing (SON) New Faculty Orientation (NFO)

Usually Held During 1st week of Fall semester (the week before classes start)

The School of Nursing New Faculty Orientation is held in addition to the New Faculty Orientations sponsored by the University and the College of Health and Human Services (CHHS). All new faculty (hired after the last scheduled SON New Faculty Orientation) are invited to the SON New Faculty Orientation. The agenda for the SON New Faculty orientation includes the following topics:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introductions</td>
<td>NFO Moderators, SON Director, Administrative Staff; Simulation Learning Center Staff</td>
</tr>
<tr>
<td>Overview of SON shared governance; governance structure, bylaws, strategic plan, SON Faculty Handbook, UNCW Faculty Handbook</td>
<td>Faculty council chair, chair-elect, or past chair</td>
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<tr>
<td>Review of Faculty Development Blackboard Site</td>
<td>Member of Faculty Development Workgroup</td>
</tr>
<tr>
<td>Overview of programs, courses, administrative &amp; council structure</td>
<td>Associate Directors of Graduate and Undergraduate Programs</td>
</tr>
<tr>
<td>Intro to Blackboard and Online Teaching; Information about trainings.</td>
<td>Staff from Office of e-Learning</td>
</tr>
<tr>
<td>Overview of Sharepoint, Digital Measures, Seanet</td>
<td>CHHS Administrative Staff</td>
</tr>
<tr>
<td>Faculty eval of course; end-of-course docs; grade submission (Seanet)</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Introduction to Student Evals / IDEA scoring</td>
<td>Staff from UNCW IDEA center</td>
</tr>
<tr>
<td>Introduction to Student Advising</td>
<td>Experiences SON undergraduate and graduate faculty student advisers</td>
</tr>
<tr>
<td>Annual Evaluation Process; Professional Development Plans; Peer Evaluations; RTP Resources; Mentoring</td>
<td>SON Director or designee</td>
</tr>
<tr>
<td>Q &amp; A</td>
<td>NFO Moderators</td>
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</tbody>
</table>
Additional Topics will be added as needed.

Additional Information is included in the Faculty Resource List.


Faculty Resources

ONBOARDING:

<table>
<thead>
<tr>
<th>Item</th>
<th>POC</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Office assignment</td>
<td>CHHS Business Core Service Team</td>
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<td><a href="mailto:CHHSBusinessServices@uncw.edu">CHHSBusinessServices@uncw.edu</a></td>
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<td>Laptop</td>
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<tr>
<td>Name tag</td>
<td>SON Program Assistant</td>
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<td>One card</td>
<td>Warwick Center – One Card Office</td>
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<tr>
<td>Access to building after</td>
<td>CHHS Business Core Service Team</td>
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<td>hours on one card</td>
<td><a href="mailto:CHHSBusinessServices@uncw.edu">CHHSBusinessServices@uncw.edu</a></td>
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<tr>
<td>Business Cards</td>
<td>SON Program Assistant</td>
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<tr>
<td>Parking</td>
<td>Warwick Center 910-962-3178</td>
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<tr>
<td>Meals on campus</td>
<td><a href="mailto:mealplans@uncw.edu">mealplans@uncw.edu</a> – x23560</td>
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</tr>
<tr>
<td>Professional photo</td>
<td><a href="https://uncw.edu/ur/photography/index.html">https://uncw.edu/ur/photography/index.html</a></td>
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<td></td>
<td><a href="mailto:janowskij@uncw.edu">janowskij@uncw.edu</a> x23601</td>
<td>Photo sessions are regularly held on campus. Check website for more information</td>
</tr>
<tr>
<td>Updating faculty info on</td>
<td>SON Program Assistant</td>
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<tr>
<td>nursing website</td>
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<tr>
<td>Classroom technology orientation</td>
<td>CHHS Business Core Service Team</td>
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<td></td>
<td><a href="mailto:CHHSBusinessServices@uncw.edu">CHHSBusinessServices@uncw.edu</a></td>
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<tr>
<td>Service</td>
<td>Contact Information</td>
<td>Notes</td>
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</tr>
<tr>
<td>Gym membership</td>
<td>Rec Center – x27443</td>
<td>Attach current form</td>
</tr>
<tr>
<td>UNCW athletic events</td>
<td>Athletic Ticket Office – x23233</td>
<td></td>
</tr>
<tr>
<td>Booking conference rooms/meeting rooms</td>
<td>CHHS Business Core Service Team</td>
<td><a href="mailto:CHHSBusinessServices@uncw.edu">CHHSBusinessServices@uncw.edu</a></td>
</tr>
<tr>
<td>Benefits &amp; Retirement</td>
<td>Human Resources</td>
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<td></td>
<td>Kelly Kennedy</td>
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<td></td>
<td><a href="mailto:kennedyk@uncw.edu">kennedyk@uncw.edu</a></td>
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<tr>
<td>SON Orientation</td>
<td>SON Faculty Affairs Committee</td>
<td>Update dates annually</td>
</tr>
<tr>
<td>CHHS Orientation</td>
<td>CHHS Program Assistant to Senior Associate Dean</td>
<td>Update dates annually</td>
</tr>
<tr>
<td>University Orientation</td>
<td>Center for Teaching Excellence (CTE)</td>
<td>Update dates annually</td>
</tr>
</tbody>
</table>

**FACULTY RESOURCES:**

<table>
<thead>
<tr>
<th>Item</th>
<th>POC</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>eLearning</td>
<td>Office of e-Learning</td>
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<tr>
<td>CTE (Center for Teaching Excellence)</td>
<td><a href="https://uncw.edu/cte/">https://uncw.edu/cte/</a></td>
<td></td>
</tr>
<tr>
<td>Employee Leadership, Learning, Engagement</td>
<td><a href="https://uncw.edu/d2la/">https://uncw.edu/d2la/</a></td>
<td>HR sponsored prof. development</td>
</tr>
<tr>
<td>TAC</td>
<td><a href="https://www.uncw.edu/itsd/">https://www.uncw.edu/itsd/</a></td>
<td>910-962-HELP (4357)</td>
</tr>
<tr>
<td>Library</td>
<td>SON designated librarian</td>
<td></td>
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<tr>
<td>Office supplies</td>
<td>SON Program Assistants</td>
<td></td>
</tr>
<tr>
<td>Administrative support</td>
<td>Printers</td>
<td>Mailroom</td>
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<tr>
<td>Seanet</td>
<td><a href="https://www.uncw.edu/reg/SeaNetfiles/FacSeaNetGuide.html">https://www.uncw.edu/reg/SeaNetfiles/FacSeaNetGuide.html</a></td>
<td>Attach current instructions</td>
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<tr>
<td>Digital Measures</td>
<td>CHHS Administrative Staff</td>
<td>Handbook link is also available on the SON Faculty Development BB site</td>
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<tr>
<td>Faculty Senate</td>
<td><a href="https://uncw.edu/facsen/">https://uncw.edu/facsen/</a></td>
<td>See SON committee list for names of senators</td>
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**SCHOOL OF NURSING THINGS:**

<table>
<thead>
<tr>
<th>Item</th>
<th>POC</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Travel procedures</td>
<td>CHHS Business Core Service Team <a href="mailto:CHHSBusinessServices@uncw.edu">CHHSBusinessServices@uncw.edu</a> Lesley McCoy <a href="mailto:mccoyl@uncw.edu">mccoyl@uncw.edu</a></td>
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<tr>
<td>CME procedures</td>
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<tr>
<td>Accessing SON websites</td>
<td><a href="https://uncw.edu/chhs/son/index.html">https://uncw.edu/chhs/son/index.html</a></td>
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<tr>
<td>Accessing various nursing programs of study</td>
<td><a href="https://uncw.edu/chhs/son/academic/index.html">https://uncw.edu/chhs/son/academic/index.html</a></td>
<td></td>
</tr>
<tr>
<td>SON strategic plan structure/ leadership/ Governance</td>
<td>Faculty Chair; Chair-Elect; Past Chair</td>
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<tr>
<td>Undergraduate Council</td>
<td>Undergraduate Council Chair</td>
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<tr>
<td>Graduate Council</td>
<td>Graduate Council Chair</td>
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<tr>
<td>Peer evaluations</td>
<td>SON Faculty Development BB site</td>
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<tr>
<td>Required meetings</td>
<td>Faculty Council</td>
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<td></td>
<td>Grad and/or UG Council (as appropriate)</td>
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<td></td>
<td>Program Committees</td>
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<tr>
<td>Required Events</td>
<td>UNCW Convocation</td>
<td>Academic Regalia Required</td>
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<td></td>
<td>SON Pinning &amp; CHHS Graduation, Dec. &amp; May</td>
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<tr>
<td>Recommended Events</td>
<td>CHHS Convocation (strongly recommended)</td>
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**TEACHING:**

<table>
<thead>
<tr>
<th>Item</th>
<th>POC</th>
<th>Comments</th>
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<tbody>
<tr>
<td>How to find my students</td>
<td>Program Coordinators &amp; Course Coordinators</td>
<td></td>
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<tr>
<td>How to find what classes I am assigned to</td>
<td>Associate Directors, Program Coordinators, &amp; Course Coordinators</td>
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<tr>
<td>Class start dates/grading dates/i.e. university calendars</td>
<td><a href="https://uncw.edu/reg/calendars.html">https://uncw.edu/reg/calendars.html</a></td>
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</tr>
<tr>
<td>Responsibilities of instructors/course coordinators</td>
<td>Associate Directors &amp; Program Coordinators</td>
<td>Attach current list.</td>
</tr>
<tr>
<td>Orientation to courses/meet with course coordinators</td>
<td>Program Coordinators &amp; Course Coordinators</td>
<td></td>
</tr>
<tr>
<td>TAs</td>
<td>Program Coordinators &amp; Course Coordinators</td>
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</tr>
<tr>
<td>Academic integrity issues and contacts</td>
<td>Associate Directors and Program Coordinators</td>
<td>Attach current list</td>
</tr>
<tr>
<td>End of course grading</td>
<td>Program Coordinators &amp; Course Coordinators</td>
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</tr>
<tr>
<td>IDEA and other evaluations</td>
<td><a href="https://uncw.edu/facsen/faculty/idea/index.html">https://uncw.edu/facsen/faculty/idea/index.html</a></td>
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<tr>
<td>Faculty course evaluations</td>
<td>Associate Directors &amp; Program Coordinators</td>
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<tr>
<td>How to change textbooks in class</td>
<td>Associate Directors &amp; Program Coordinators</td>
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</tbody>
</table>

**BLACKBOARD & Online Teaching (Moving to CANVAS within the next year):**

<table>
<thead>
<tr>
<th>Item</th>
<th>POC</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Announcements</td>
<td><a href="https://uncw.edu/oel/documents/pdfs/notificationsettings.pdf">https://uncw.edu/oel/documents/pdfs/notificationsettings.pdf</a></td>
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<tr>
<td>Discussion Boards</td>
<td><a href="https://uncw.edu/oel/documents/postdiscussions.pdf">https://uncw.edu/oel/documents/postdiscussions.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Grade book</td>
<td><a href="https://uncw.edu/oel/documents/pdfs/gradingexams.pdf">https://uncw.edu/oel/documents/pdfs/gradingexams.pdf</a></td>
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<tr>
<td>Closing gradebook columns (hide from student)</td>
<td><a href="https://uncw.edu/oel/documents/pdfs/randomblocks.pdf">https://uncw.edu/oel/documents/pdfs/randomblocks.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Adding items to current course</td>
<td><a href="https://uncw.edu/oel/documents/pdfs/createitem.pdf">https://uncw.edu/oel/documents/pdfs/createitem.pdf</a></td>
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</tr>
<tr>
<td>Creating videos and embedding in BB</td>
<td><a href="https://uncw.edu/oel/documents/pdfs/embeddingayoutubeinkinblackboard.pdf">https://uncw.edu/oel/documents/pdfs/embeddingayoutubeinkinblackboard.pdf</a></td>
<td></td>
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<tr>
<td>Emailing students</td>
<td><a href="https://uncw.edu/oel/documents/postdiscussions.pdf">https://uncw.edu/oel/documents/postdiscussions.pdf</a></td>
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<tr>
<td>BB Helpful hints</td>
<td><a href="https://uncw.edu/oel/blackboard.html">https://uncw.edu/oel/blackboard.html</a></td>
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<td>Tests/exams</td>
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<tr>
<td>Understanding how course shells are set up</td>
<td>Office of e-learning staff</td>
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<td>Column statistics</td>
<td></td>
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<td>How to post videos (introduction videos)</td>
<td></td>
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<tr>
<td>How to close caption videos</td>
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<tr>
<td>Screencastomatic or other resources for making videos</td>
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<tr>
<td>Item</td>
<td>POC</td>
<td>Comments</td>
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<tr>
<td>Meet with Director</td>
<td>Executive Assistant, SON Director</td>
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<tr>
<td>Meet with Associate Director</td>
<td>Program Assistants for Graduate and Undergraduate Programs</td>
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<tr>
<td>Chain of command</td>
<td>SON Governance Structure</td>
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<tr>
<td>Faculty expertise resources</td>
<td>CHHS Associate Dean for Research and Innovation</td>
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</tr>
<tr>
<td>Professional development</td>
<td>Faculty Affairs Committee</td>
<td></td>
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<tr>
<td>Position/rank requirements</td>
<td>UNCW Faculty Handbook</td>
<td></td>
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<td></td>
<td>SON RTP Guidelines</td>
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<td>Reappointment process</td>
<td>UNCW Faculty Handbook</td>
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<tr>
<td>RTP process</td>
<td>SON RTP Guidelines</td>
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**OTHER ITEMS and CONTACTS:**

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<th>Item</th>
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201
13.0 SIMULATION LEARNING CENTER

13.10 Purpose

The Simulation Learning Center exists to serve the students, faculty and staff of the University of North Carolina Wilmington School of Nursing, the College of Health & Human Services (CHHS) and the community of the Southeast region of North Carolina. The Center provides a simulated clinical learning environment utilizing mid and high fidelity simulations as specified by the curriculum. The Center augments the clinical learning environment and experiences provided for students in health care agencies and hospitals.

13.20 Goals

a. Foster and reinforce clinical reasoning and critical thinking using simulation technology and related resources
b. Provide applied learning experiences specific to course student learning outcomes
c. Facilitate inter professional collaboration through applied learning in simulation
d. Empower the needs of students with diverse backgrounds, abilities, and educational experiences through individual applied learning experiences

13.30 Activities

a. Skill labs
b. Skill check-off labs
c. High Fidelity/ Standardized Patient Simulations
d. Practice labs
e. Remediation
f. Simulation Faculty Development
g. Enrichment programs
h. Tours

13.40 User Groups

I. Classification

The following groups, as defined by the University, may request use of the Center and its resources:

A. University Group:
   An administrative or academic unit within the university, staffed by State employees acting within the scope of their employment. Also included in this group are the
intercollegiate athletic department and teams, university committees, task forces, governance bodies, and councils.

B. University-Associated Entity:
Not-for-profit organizations established and approved as recognized UNCW associated entities whose purpose is to support UNCW. See list of approved entities, Appendix A to Policy 02.140.

C. University sponsored group:
An entity sponsored by a university division, college, school, office, center or institute, department, or registered student group. Sponsorship requires assumption of financial responsibility for event-related costs, including damage assessment. Contract and fees will apply.

D. Non-University Groups:
All other categories of prospective users, even though some of the members or participants may be university personnel, alumni, or students. “Non-University Group” may be an individual, not-for-profit, or for-profit organization. Contract and fees will apply.

13.50 Fee Schedule

University Groups will not be charged a fee for Center use. University Sponsored Group and Non-University Groups will be charged a fee depending on the nature and extent of Center use. The most current fee schedule is located on the SON Simulation Learning Center website.

13.60 Request for Use

All requests for use of the Center, equipment, technology and resources must be submitted to the Coordinator of Simulation Learning by completing the appropriate form. (See 13.90 for forms). Requests must be submitted by email at least two weeks in advance of the intended utilization date. A confirmation email will be sent once all requests have been reviewed.

13.70 Equipment

I. Inventory

An inventory of all durable equipment may be found in the Simulation Learning Center

General Use
UNCW faculty members and students may borrow selected equipment on an availability basis and for use in university related activities, using the “Request to Borrow Equipment Form” found on SLC website. Should damage or loss occur while materials are on loan, the borrower who has signed out the equipment will be assessed the replacement cost of the material. All borrowed equipment must be returned at the time indicated on form. See SLC website (Forms).

II. Patient Simulators, Laptops, and AV system Use
Use of high fidelity patient simulators, laptops and AV system is limited to the SON Simulation Learning Center and classrooms, unless otherwise approved. Users of such equipment must participate in a simulation orientation program provided by SLC staff. Use of this equipment will be supervised by SLC staff.

III. New Equipment
Requests for equipment (new or refurbished) should be made in writing to the Simulation Learning Center Coordinator, stating rationale for equipment and equipment specifications. Requests will be considered in accordance with overall budget guidelines.

IV. Donations/ Gifts
Medical supplies, textbooks, and other related equipment donations are gratefully accepted with the following stipulations:

A. The SON reserves the right to accept only equipment that is considered appropriate for curriculum goals and objectives.

B. All gifted items will be processed in accordance with the UNCW Gift-in-Kind Transmittal Form and approved by the SON Director.

13.80 Policies

I. General

A. ACCESS: The Simulation Learning Center is a restricted access environment. An SLC staff member will provide appropriate lab access to faculty and students.

B. ATTIRE: UNCW students are required to wear the clinical uniform as identified by faculty, and to adhere to all dress code policies, when participating in simulation and labs. All users are required to have a visible school or visitor badge at all times.

C. CLEANUP: All Users are expected to clean up following activities in the Center and to return all equipment to its original location.

D. EQUIPMENT: Any equipment malfunction or damage must be reported IMMEDIATELY to the SLC staff. DO NOT ATTEMPT to repair equipment.

E. FOOD AND BEVERAGE: All users are required to refrain from bringing any food, beverages or gum into the SLC labs.
F. **HANDWASHING:** All users are required to perform hand washing before handling equipment and manikins.

G. **MANIKINS:** All users are expected to handle manikins with care and to interact with all manikins as they would actual patients/people. Manikins may NOT be moved unless instructed to do so and only after receiving training on proper moving. ABSOLUTELY NO ink pens, felt-tipped markers, betadine products or K-Y jelly may be in use near or on the manikins as these items PERMANENTLY stain.

H. **PARTICIPANTS:** Only approved users may be present in the SLC. No unauthorized children or animals are allowed.

I. **STANDARDIZED PATIENTS:** Patient actors may participate at times in some course simulations. They are to be treated with respect at all times.

J. **PERSONAL BELONGINGS:** Cubbies for storage of backpacks and jackets are available with limited space in Room 2011.

II. **SPECIFIC POLICIES:**

A. **INVASIVE PROCEDURE**

   **Policy:** The Simulation Learning Center is a non-invasive learning environment. Any invasive procedure will be demonstrated, practiced and checked-off using manikins, task trainers and/or simulators. At no time are students or faculty to demonstrate, practice or check-off invasive procedures on another student or faculty to avoid infection and/or injury.

   **Definition:** Any procedure in which an object is inserted into the skin or into a body cavity. (ex: nasogastric intubation, urinary catheterization, injection, IV insertion)

B. **MEDICATION**

   **Policy:** All forms of medication to be used in the Simulation Learning Center are to be simulated medications. No authentic medications are to be stored or utilized for demonstration, practice or check-off in the Center. All simulated medications are to be so marked and are not to be ingested by or injected into students or faculty.

C. **LATEX ALLERGY**

   **Policy:** Students or faculty with known sensitivity/allergy to latex must inform the Simulation Learning Coordinator after consultation with a HCP about allergy risks and treatments. Latex free gloves are stocked as standard in SLC. The SLC is latex free except some manikin parts. If there is an emergency dial 9-911 *

D. **SHARPS**

   **Policy:** All sharps are to be stored in a secured location in the Simulation Learning Center. No sharps are to be removed from the Center. Sterile sharps are to be used for all practice and check-off lab activities. Used sharps are to be discarded in a sharps box and are not to be reused in future labs. Should a student stick themselves or another person, the student must report this immediately to the faculty and the sharps is to be discarded *

*Any injury or untoward reaction within the Simulation Learning Center will require completion of the SON Incident Report Form (found in the UNCW SON Faculty Handbook) as per UNCW-SON policy.
13.90 Request Forms
https://uncw.edu/chhs/son/about/documents/Sim-lab%20docs/Skills-SimLabRequestForm.pdf

13.100 Request to Borrow Equipment (Found on SLC Website)
https://uncw.edu/chhs/son/about/documents/Sim-lab%20docs/Equipment-Borrow-FormSLC.pdf
13.110  Simulation Learning Center Evaluations

I.  Faculty Feedback Form

Date  Click or tap here to enter text.  Course  Click or tap here to enter text.  Lab  Click or tap here to enter text.

1.  Did you have an opportunity to review the preparation set up sheet and make changes before the scheduled lab or simulation?  Yes ☐  No ☐

2.  Did you have the supplies/equipment that you needed?  Yes ☐  No ☐
   If not, what supplies/equipment were missing?
   Click or tap here to enter text.

3.  Did you have supplies/equipment that you did NOT need?  Yes ☐  No ☐
   If so, should we remove the supplies/equipment from future set-ups?  Yes ☐  No ☐

4.  Suggested equipment/supplies for future purchase:

5.  Did the activities reflect course student learning outcomes?
   Click or tap here to enter text.

FOR SIMULATIONS:

6.  Did the simulation experience progress smoothly?  Yes ☐  No ☐
   If not, what were the problem areas?
   Click or tap here to enter text.

7.  Are there key comments for the mannequin or standardized patient to verbalize during the simulation that need to be added or changed in the scenario?  Yes ☐  No ☐
   Comment:
   Click or tap here to enter text.

8.  Are there any timing changes you would like to see in the simulation?  Yes ☐  No ☐
   Comment:
   Click or tap here to enter text.

9.  Other suggestions:
   Click or tap here to enter text.
II. Student Feedback Simulation Survey Questions

Student Simulation Feedback is obtained via online survey using the following questions.

Answer the following questions using the following rating scale and provide additional comments as needed:

1 – Strongly Agree
2 - Agree
3 - Neutral
4 - Disagree
5 - Strongly Disagree
6 – NA

1. The prebrief prepared me to participate in the scenario.
2. I was able to communicate & collaborate with my team.
3. The scenario was realistic.
4. I was able to prioritize & implement patient care based on assessment findings.
5. This experience helped me to identify areas that I feel I need more practice.
6. The simulation environment was a safe place for learning to take place.
7. This was a valuable learning experience.
8. The debriefing/reflection session clarified my understanding of this patient/situation client.
9. What skills & strengths did you gain from this scenario?
10. Explain skills that need to be reinforced in clinical and class.

II. The Following Approved Simulation Policies may be found on the School of Nursing Blackboard Faculty Development Site, SLC Tab:
1. SLC Communication Policy
2. Faculty Request Form for Skill/Simulation Laboratories

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