

LANDER UNIVERSITY

School of Nursing

MSN-CNL Policy and Procedure Manual

2020-2021

Revised August 2020

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SECTION I: PHILOSOPHY AND CURRICULUM

Part A: Lander University School of Nursing

History

The William Preston Turner School of Nursing was established in 1957 as the first nursing program in South Carolina to offer an associate degree. After graduating 632 nurses, the ADN program was replaced in the mid-eighties with a Bachelor of Science degree program which has currently graduated over 1000 nurses. In 2012, the School of Nursing began initial plans for a graduate program in nursing. Final approval for a MSN-Clinical Nurse Leader track was received from the South Carolina Commission on Higher Education in June 2013 and from Southern Association of Colleges and Universities (SACS) in October 2013. The first class was admitted in January 2014. Lander's program is the first MSN-CNL program in South Carolina.

Accreditation

The baccalaureate degree program in nursing and the master's degree program in nursing at Lander University is accredited by the Commission on Collegiate Nursing Education. (<http://www.ccnaccreditation.org>).

Mission Statement

Lander University's William Preston Turner School of Nursing is committed to preparing individuals to provide holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the baccalaureate program is to prepare graduates in professional nursing roles of care provider, leader, consumer of research, applicant for advanced study, and contributing member of the nursing profession. The purpose of the graduate program is to prepare clinical nurse leaders to address the healthcare needs of the 21st century by implementing outcome-based practice through management of care systems, quality improvement strategies, utilization of technology, and advanced clinical reasoning.

Philosophy and Core Values

The faculty of the Lander University School of Nursing believes that the theory-based practice of professional nursing is founded on an evolving body of nursing knowledge supported by a strong liberal arts emphasis in behavioral, physical, and analytical sciences as well as the humanities. We further believe that personal education is a lifelong process that is built upon a broad knowledge-base and experience. The Lander University nursing program adheres to standards of practice established by the American Nurses Association and the American Association of Colleges of Nursing as they apply to individuals, families, groups and the community-at-large.

In an effort to respond to issues generated by a changing healthcare environment, the School of Nursing partners with area healthcare constituents to address the critical needs of the region and state for baccalaureate nurses. These activities support student success in the educational program and facilitate transition of students into the nursing profession.

Vision

Lander University's William Preston Turner School of Nursing will be known globally for educating well-rounded, professional nurses who provide wholistic care and are committed to life-long learning.

Standards of Practice

The Lander University MSN-CNL nursing curriculum incorporates three sets of professional nursing standards and guidelines: The Essentials of Master's Education in Nursing (AACN, 2011), Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013), and the ANA Code of Ethics (ANA, 2015).

Curriculum

The Master of Science in Nursing: Clinical Nurse Leader curriculum is designed to be completed in five semesters with a fall semester start. The courses are delivered in an asynchronous format in order to meet the needs of the students. Each semester, prior to registration, students will review and update an Academic Plan of Study in consultation with the academic advisor. All work to be applied towards the Master's degree must be completed within six years of initial enrollment.

The program of study for the Master of Science in Nursing - Clinical Nurse Leader includes the following courses:

Course Number	Course Name	Credit Hours
NUR 600	Theory and Conceptual Foundation	3
NUR 611	Advanced Clinical Assessment	3
NUR 612	Advanced Pharmacology	3
NUR 613	Advanced Pathophysiology	3
NUR 620	Health Care Structure and Finance	3
NUR 630	Health Promotion and Disease Prevention	3
NUR 635	CNL Practicum I	3 (2,1)*
NUR 640	Management of Clinical Outcomes	3
NUR 645	CNL Practicum II	3 (2,1)*
NUR 651	Research for Evidence-based Practice	3
NUR 660	Leadership in Healthcare	3
NUR 675	CNL Immersion Practicum III	6 (2,4)*
Total	*clinical hours included	39

*1 clinical credit hour = 6 clock hours of clinical practice
A minimum of 400 hours of clinical practice are required in the Clinical Nurse Leader Program.

SECTION I: PHILOSOPHY AND CURRICULUM
**Part B: American Association of Colleges of Nursing-
Competencies & Expectations for the Clinical Nurse Leader**

Introduction

The CNL was developed by the American Association of Colleges of Nursing (AACN) in response to complexities of health care environments, the need to ensure safety and high standards at the point of service, as well as to meet diverse client and health care environment needs. The CNL is prepared as a master's prepared generalist accountable for clinical and health care environment outcomes. The Clinical Nurse Leader (CNL) is a leader across all settings at the microsystem level. The CNL oversees care coordination of a distinct group of patients, is a resource for clinical decision making and serves as a lateral integrator of care. This clinical leader puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists, and nurse practitioners. The CNL is a leader in the health care delivery system across all settings in which health care is delivered, not just the acute care setting. Implementation of this role will vary across settings.

Competencies and clinical learning experiences for CNL students are specified for each of the following CNL role components: client advocate, member of a profession, team manager, information manager, systems analyst/risk anticipator, clinician, outcomes manager, educator, and lifelong learner. The CNL designs and directs care within a microsystem ensuring best practices are brought to the point of service and patients/clients receive timely cost-efficient care. Lateral integration of services is key. The CNL is accountable for clinical and care environment outcomes as well as influencing work environments so as to increase nurse retention. The framework for the curriculum for the CNL includes the domains of leadership, clinical outcomes management, and care environment management. The CNL role is fully described in the Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013).

CNL Practice

The CNL is a leader in the healthcare delivery system in all settings in which healthcare is delivered. CNL practice will vary across settings. The CNL is not one of administration or management. The CNL assumes accountability for patient-care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate patient-care processes and models of care delivery. The CNL is a provider and manager of care at the point of care to individuals and cohorts of patients anywhere healthcare is delivered. Fundamental aspects of CNL practice include:

- Clinical leadership for patient-care practices and delivery, including the design, coordination, and evaluation of care for individuals, families, groups, and populations;

- Participation in identification and collection of care outcomes;
- Accountability for evaluation and improvement of point-of-care outcomes, including the synthesis of data and other evidence to evaluate and achieve optimal outcomes;
- Risk anticipation for individuals and cohorts of patients;
- Lateral integration of care for individuals and cohorts of patients
- Design and implementation of evidence-based practice(s);
- Team leadership, management and collaboration with other health professional team members;
- Information management or the use of information systems and technologies to improve healthcare outcomes;
- Stewardship and leveraging of human, environmental, and material resources; and,
- Advocacy for patients, communities, and the health professional team (AACN, 2013).

CNL Curriculum

The three components comprising the master's-level CNL curriculum include:

- Master's Graduate Nursing Core: Foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of focus. The outcomes are delineated in The Essentials of Master's Education in Nursing.
- Direct Care Core: Essential content to provide direct patient services at an advanced level. Graduate level content/coursework include physiology/pathophysiology, health assessment, and pharmacology.
- Functional Area Content: Clinical and didactic learning experiences identified and defined in the CNL Role Competencies & Clinical Expectations.

These three components reflect the current knowledge base and scope of practice for entry-level CNLs. As scientific knowledge expands and the healthcare system and practice evolve in response to societal needs, CNL competencies and practice also will evolve. The periodic review and updating of these competencies will ensure their currency and reflect these changes (AACN, 2013).

The CNL master's curriculum is designed to allow the graduate to matriculate to a practice- or research-focused doctoral program immediately or in the near future. The graduate-level didactic and clinical coursework is designed to reduce duplication and repetition between the master's and doctoral-level coursework. This approach to curriculum design allows a more seamless transition to doctoral education and career progression (AACN, 2013).

SECTION II: ACADEMIC AND CLINICAL POLICIES AND PROCEDURES

Part A: Academic Policies and Procedures

Academic Honor Code

Students are expected to complete their own work in class and outside of class. Students suspected of cheating on outside class assignments, class exams, or quizzes will be approached by a faculty member. Validated incidences of cheating are grounds for failing a nursing course. Students should not loan class written assignments to classmates prior to submitting a paper for grading. Plagiarism is a form of cheating. Refer to “Academic Honor Code”, Lander University Student Handbook.

Academic Probation

The master’s student whose semester or cumulative GPA falls below 3.0 will be placed on academic probation for one (1) semester. The student must improve the cumulative GPA to 3.0 or greater upon completion of the next semester in order to remain in the program.

Grading Scale

Didactic

Nursing course grading scales will appear in each course syllabus. The School of Nursing uses the following grading scale for all NUR courses except courses assigned a grade of pass/fail.

A=90-100

B=80-89

C=70-79

D=60-69

F=0-59

Clinical

Students are evaluated as satisfactory or unsatisfactory in the clinical component of courses. With input from clinical preceptors, the course faculty will evaluate students based on clinical course objectives. A satisfactory clinical grade is necessary to pass a course with a clinical component.

ADA Requirement

Per Lander University policy, the following statement of student responsibility to report a disability that might negatively impact learning will be incorporated into all course syllabi:

If you have now or develop during the semester a physical or a learning disability and you want your instructors to make reasonable accommodations, you must contact Student Wellness Center (388-8885 or studentwellness@lander.edu) and provide appropriate documentation. Once your documentation has been reviewed and a decision made, your instructors will be

informed each semester you attend Lander University unless requested in writing that the instructors not be notified.

Applications and Admissions

Admission

Applicants for the CNL program are required to apply to Lander University and to the School of Nursing through the Office of Admissions.

Applicants must meet the following requirements to be considered for admission to the program:

- Graduate of baccalaureate nursing program accredited by Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN), formally known as the National League of Nursing Accrediting Commission (NLNAC)
- Earned GPA of 3.0 on 4.0 scale on baccalaureate coursework
- Completed an undergraduate statistics course with a grade of “C” or better
- Current unencumbered Registered Nurse or Advanced Practice Registered Nurse license
- Proof of employment as a Registered Nurse or Advanced Practice Registered Nurse
- Submission of two letters of recommendation from Master’s or doctorally prepared nurses attesting to applicant’s potential for graduate work
- A written statement (300-500 words) discussing career goals and reasons for seeking admission to the CNL program
- Submission of resume or curriculum vitae
- An interview may be required at the discretion of the MSN Committee

Communication

Lander student email is the official vehicle for all electronic communication. CNL students are responsible for checking their Lander email account at least daily. Additionally, students admitted to the Clinical Nurse Leader program will be allowed access to the Clinical Nurse Leader Student Communication Site. This is located in Blackboard under the icon “cnlcommunications.” This site will provide information about deadlines, forms, organizational meetings, scholarships, and other information of interest to those in the program. If a student is unable to access the CNL site on the first day of classes, it is the student’s responsibility to inform the Administrative Assistant in the School of Nursing so that access can be allowed. Communication with individual course faculty should be undertaken in accordance with the guidelines delineated in the course syllabus.

Nursing Recognition Ceremony

The School of Nursing sponsors a recognition ceremony twice each academic year. The ceremony honors the achievements of graduates in both the undergraduate and graduate nursing programs. Awards and special recognitions will be given; prelicensure and RN-BSN graduates will receive the nursing pin; MSN graduates will wear academic regalia and receive the Master’s hood.

Conditional Admission

Applicants not meeting GPA requirements may be considered for conditional admission. Students admitted conditionally are required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester, at which time they would be considered fully admitted and subject to the progression and graduation policies of the CNL program. Students not achieving a 3.0 GPA at the end of the first semester would be dismissed from the program.

Program Length

The program is designed to be delivered over five semesters and must be completed within six years of enrollment in the program

Transfer Credits

Students with earned graduate credits in nursing or a related field may request a transcript evaluation for transfer or substitution credits, which will be considered by the MSN Committee. No more than 15 transfer hours may be applied to the MSN degree in the CNL program.

Readmission to Clinical Nurse Leader Program

The MSN Committee will act upon all requests for readmission. Readmission to the School of Nursing is not automatic and will be considered on a space-available basis. A student seeking readmission should reapply to Lander University and the CNL program. In addition, the student should submit a type-written letter stating the circumstances that resulted in the student's absence from the program and reason(s) that readmission to the program is justified.

Student Outcomes

The graduate of the MSN-CNL program will be prepared to:

1. Effect change through advocacy for the profession, interdisciplinary health care team and the client.
2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
3. Actively pursue lifelong learning as the CNL role, needs of clients, and the health care system evolve.
4. Delegate and utilize the nursing team resources and provide leadership when partnering with the inter-professional health care team.
5. Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care.
6. Use information systems and technology at the point of care to improve health care outcomes.
7. Participate in systems review by evaluating client safety risks to improve quality of client care.

8. Assume accountability for health care outcomes, recognizing systems influences on a specific group of clients.
9. Utilize information to design, implement and evaluate client plans of care.
10. Synthesizes evidence to evaluate and achieve optimal client and care environment outcomes.
11. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals.

Graduate Synthesis Project

This project will be initiated in NUR 635 and culminate in NUR 675. The goal of the project is to have the student retrospectively examine the knowledge he/she has gained over the course of the master's program and develop a product/project that synthesizes that information into a global culmination of the program content. The MSN Committee will collaboratively determine guidelines and requirements for individual projects/products.

Progression and Program Completion

For any master's course, a grade of B or higher is required to progress in the program. Course where the grade is less than a B may be repeated.

Dismissal from the Program

The MSN Committee will recommend to the Dean that a student be dismissed from the program if the student:

1. Fails to register for consecutive semesters and has not requested a leave of absence.
2. Fails to return after the length of time an LOA expires.
3. Has a GPA that indicates the student will not be able to meet the 3.0 requirement for graduation or has failed two courses.
4. Does not complete requirements for the degree within a 6-year period after initial registration for the master's program.

Requirements for Graduation

Requirements for graduation and for the award of the Masters of Science in Nursing (MSN) are to:

1. Complete the number of graduate hours and specific courses required in the learner's approved program
2. Achieve a 3.0 cumulative GPA on a 4.0 scale on all graduate courses
3. Satisfactorily complete all other requirements of the program which include completing all clinical hours successfully prior to graduation
4. Successfully complete all required documentation pertaining to graduation (ie application, degree plan, etc.).

Withdrawal from University

Clinical Nurse Leader students who find it necessary to withdraw from all classes must process an Application for Official Withdrawal through the Registrar's Office. Withdrawal after the drop deadline will result in grades of W for all registered course work. Students may not withdraw following the last day of classes. A student who officially withdraws from the University during a semester must submit a new application for admission to the University in order to be readmitted to the University, unless the student is granted a Leave of Absence. In addition, he or she will be reclassified by the School of Nursing as out-of- sequence and will be off their Academic Plan of Study. Readmission to the Clinical Nurse Leader program will be considered on a space-available basis. Students who withdraw will be out-of-sequence for one year or until the next course offering. Students should refer to the Lander Student Handbook for more information about academic policies.

Core Performance Standards and Requirements for Nursing Students

I. Disability Statement

The Lander University School of Nursing does not discriminate on the basis of disability. In the early 1990s, the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing (CCEN) Board of Directors developed guidelines for nursing education programs to use in complying with the 1990 Americans with Disabilities Act (ADA). In developing the core performance standards, the CCEN used the definition of nursing as a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. Each standard is accompanied by examples of activities that a student would be required to perform. Each student should use the standards as an objective measure in deciding whether the student meets specific requirements for admission. The standards should be used to assist the student in determining whether reasonable accommodations or modifications are necessary. Candidates for the nursing program must be able to meet the minimum standards for clinical practice, with or without reasonable accommodations. All reasonable accommodations are implemented according to ADA regulations. The Student Wellness Center of Lander University serves as the advisor for students with disabilities. They are the point of initial contact for all students with disabilities and it is the student's responsibility to self-identify and request reasonable accommodations. The student must provide appropriate documentation of disabilities to the Student Wellness Center. An accommodation is considered reasonable when it 1) will not alter the nature or integrity of the nursing program, 2) will not cause undue hardship on the program or university, and 3) will not endanger the health and safety of others. Lander University and Lander University Nursing ultimately determine if the student possesses the core, essential non-academic skills to be eligible for the nursing program and clinical practice. Students are required to acknowledge these core performance standards when applying to the Lander nursing program by submitting a signed Core Performance Requirements for Nursing Students Acknowledgement Form along with the application to the program. Forms may be found on the Lander School of Nursing website at www.lander.edu/nursing.

Students with disabilities must contact:
Kim Shannon, Disabilities Coordinator
Phone: 864-388-8885
E-mail: kshannon@lander.edu

II. Core Performance Standards and Requirements: these requirements must be met to be eligible for admission and progression in any Lander School of Nursing Program. Examples of necessary activities are not all-inclusive.

Skill: Critical Thinking

Standard: Critical thinking ability sufficient for clinical judgment

Examples: Identify cause & effect relationships in clinical situations; develop nursing care plans; accurately calculate medication dosages; prioritize care; maintain aseptic technique; gather and assemble correct equipment; maintain safety for self and clients.

Skill: Interpersonal

Standard: Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.

Examples: Establish rapport with clients, clients' families, colleagues, and other healthcare providers; ability to work well on group projects or as part of healthcare team.

Skill: Communication

Standard: Communication abilities sufficient for verbal and written interaction with others.

Examples: Explain treatment procedures; initiate health teaching; document and interpret nursing actions and client responses; provide clear, accurate report of client' status.

Skill: Mobility

Standard: Physical abilities sufficient for movement from room to room and to maneuver in small spaces.

Examples: Ability to move around in client's room, work spaces and treatment areas; administer cardiopulmonary procedures; ability to safely lift, position, push, or transfer patients; push/pull/lift equipment or supplies up to 25 pounds; ability to stoop, kneel, bend; ability to stand or walk for prolonged periods; ability to assist with activities of daily living.

Skill: Motor Skills

Standard: Gross and fine motor abilities sufficient for providing safe, effective nursing care.

Examples: Calibrate and use equipment; draw up medications in a syringe; position clients; ability to use coordinated hand/finger movements; motor skills sufficient to use electronic equipment like computer keypads; motor skills for activities like suctioning.

Skill: Sensory**Hearing: Auditory ability sufficient for monitoring and assessing health needs.**

Examples: Hear monitor alarm, emergency signals, and auscultation of client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help.

Visual: Visual ability sufficient for observation and assessment necessary to implement nursing care.

Examples: Observe client responses; view syringe calibration; read charts, careplans, print-outs, or monitors; read labels.

Tactile: Tactile ability sufficient for physical assessment.

Examples: Perform palpation (e.g. pulse, temperature, tactile fremitus), functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter).

Olfactory: Sense of smell sufficient for accurate client assessment and maintaining client safety.

Examples: Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor, smell smoke/fire).

Skill: Self-Care**Standard: Ability to identify and maintain personal physical, cognitive, and emotional health.**

Examples: Ability to read and understand directions, assignments, and client' documents; ability to present a professional appearance; ability to maintain own physical health to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions; self-esteem and ability to maintain good personal hygiene; emotional ability to maintain calm in crisis and emergency situations; ability to make ethical decisions; ability to accept constructive feedback; self-discipline to meet rigorous deadlines; maintain professional codes of nursing including avoidance of chemical substances that affect clinical judgment.

Skill: Environment**Standard: Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.**

Examples: Ability to work in temperature changes (e.g. cold of operating room or heat of outdoor clinic); ability to drive or otherwise provide transportation to and from clinical settings; ability to work in setting with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards; accurately calculate medication dosages in presence of noise and other distractions.

(Adapted from SREB Council on Collegiate Education for Nursing available at <http://www.sreb.org/>)

Core Performance Requirements for Nursing Students Acknowledgement Form

Skill/Issue	Standard	Examples (not all-inclusive)
Critical-thinking	Critical-thinking ability sufficient for clinical judgment	Identify cause & effect relationships in clinical situations; develop nursing care plans; accurately calculate medication dosages; prioritize care; maintain aseptic technique; gather and assemble correct equipment; maintain safety for self and clients.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds	Establish rapport with clients, clients' families, colleagues, and other healthcare providers; ability to work well on group projects or as part of healthcare team.
Communication	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures; initiate health teaching; document and interpret nursing actions and client responses; provide clear, accurate report of client' status
Mobility	Physical abilities sufficient for movement from room to room and to maneuver in small spaces	Ability to move around in client's room, work spaces and treatment areas; administer cardiopulmonary procedures; ability to safely lift, position, push, or transfer patients; push/pull/lift equipment or supplies up to 25 pounds; ability to stoop, kneel, bend; ability to stand or walk for prolonged periods; ability to assist with activities of daily living.
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibrate and use equipment; draw up medications in a syringe; position clients; ability to use coordinated hand/finger movements; motor skills sufficient to use electronic equipment like computer keypads; motor skills for activities like suctioning.

Sensory: Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarm, emergency signals, auscultation of client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help
Sensory: Visual	Visual ability sufficient for observation and assessment necessary to implement nursing care	Observe client responses; view syringe calibration; read charts, careplans, print-outs, or monitors; read labels.
Sensory: Tactile	Tactile ability sufficient for physical assessment	Perform palpation (eg. pulse, temperature, tactile fremitus), functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter
Sensory: Olfactory	Sense of smell sufficient for accurate client assessment and maintaining client safety	Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor, smell smoke/fire).
Self-Care	Ability to identify and maintain personal physical, cognitive, and emotional health.	Ability to read and understand directions, assignments, and client' documents; ability to present a professional appearance; ability to maintain own physical health to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions; self-esteem and ability to maintain good personal hygiene; emotional ability to maintain calm in crisis and emergency situations; ability to make ethical decisions; ability to accept constructive feedback; self-discipline to meet rigorous deadlines; maintain professional codes of nursing including avoidance of chemical substances that affect clinical judgment.

Environment	Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.	Ability to work in temperature changes (eg. cold of operating room or heat of outdoor clinic); ability to drive or otherwise provide transportation to and from clinical settings; ability to work in setting with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards; accurately calculate medication dosages in presence of noise and other distractions.
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(Adapted from SREB Council on Collegiate Education for Nursing available at <http://www.sreb.org/>)

Endorsement for Certification as CNL

Graduates of the CNL program will be eligible to take the Clinical Nurse Leader (CNL) certification exam administered by the Commission on Nurse Certification (CNC). Application for the certification process includes the following steps:

- The School of Nursing submits the required documentation to the CNC office.
- Candidates submit a completed CNL Education Documentation Form, endorsed by the program director.
- Candidates submit required documentation and fees to CNC.
- Exams are administered as scheduled. Candidates are notified of exam results electronically immediately following the exam.
- School of Nursing is notified of aggregate testing results within 30 days.

Non-Degree Seeking Students

Non-degree seeking students may be considered for admission on a space available basis for selected courses. Students may not earn more than 12 credit hours as a non-degree seeking student. Students that have previously earned credits as a non-degree seeking student wishing to enter the MSN program as a degree seeking student should refer to the Admissions policy.

SECTION II: ACADEMIC AND CLINICAL POLICIES AND PROCEDURES

Part B: Clinical Policies and Procedures

Requirements for Entering MSN Clinical Nursing Courses

To meet the standards of the Lander University School of Nursing, the South Carolina State Board of Nursing, and clinical agency requirements, Lander University nursing students must present evidence of a health screening, current immunization status, current registered nurse liability and health/accident insurance, and annual CPR certification for adult, child, infant and obstructed airway (The only course accepted is American Heart Association Healthcare Provider BLS). Evidence of health screening, immunization status, annual PPD test results, liability, health and accident insurance and CPR certification is due no later than the first day of clinicals in courses where there are clinical components and must be valid throughout the academic year and not subject to expire during clinical rotations. Failure to comply with this requirement will result in forfeiture of space in clinical nursing classes. The student is responsible for submitting completed documentation to the selected vendor selected by the School of Nursing and keeping a copy of the documentation for personal use. Students can find complete information regarding these requirements and the vendor in the CNL Communications site in Blackboard.

Professional Registered Nursing Liability Insurance

Students enrolled in MSN practicum must carry tort and professional registered nursing liability insurance purchased annually. Evidence of insurance for the full academic year must be submitted by submitting a copy of the face sheet of the Professional Registered Nursing Liability Insurance policy showing coverage dates and amounts. The Professional Registered Nursing Liability Insurance must provide coverage of at least 1 million per incident/ 3 million aggregate. Suggested Professional Registered Nursing Liability Insurance carriers can be found on the School of Nursing website.

Health and Accident Insurance

Students are required to carry health insurance throughout their course of study. All students enrolled in clinical nursing courses must show evidence of health and accident insurance. Students must submit either a copy of the face sheet of the health and accident insurance policy or a copy of the front and back of their insurance card issued by the insurance company. Students are responsible for the cost of health/follow up required as the result of illness or injury incurred in the course of clinical laboratory learning experiences.

CPR Certification

All students enrolled in clinical nursing courses must show evidence of annual certification in CPR for healthcare providers, effective throughout the academic year. Evidence of certification may be either a copy of their CPR certification card or a copy of a letter from the CPR instructor verifying successful completion of the course (American Heart Association Healthcare Provider). A copy of the front and back of the students signed CPR card must be submitted when received.

Required Health Screening of MSN Students

All students enrolled in clinical courses must show annual evidence of health screening which will be effective throughout the academic year. The health examination must document:

1. Annual PPD (date administered, results, and name of agency where it was completed). If you had a positive PPD, you will be required to have a chest x-ray and follow DHEC guidelines for positive PPD results. Students may be required to complete a 2-Step PPD screening per clinical facility requirements. Employer approved Tb screening results can be submitted to document this requirement.
2. Rubella status or immune titer (greater than 1:8, or re-immunization). Students having titer results that are not positive (immune) must complete the immunization process.
3. Tetanus/Pertussis-(Tdap) immunization (within the last 10 years).
4. Hepatitis-B series. Dates of shot series, positive titer, or copy of waiver of declination attached. Students having titer results that are not positive (immune) must complete the immunization process.
5. Varicella immunization or positive titer. Students having titer results that are not positive (immune) must complete the immunization process.
6. Influenza immunization- Documentation of a flu shot administered between September 1st- November 1st OR a declination waiver. Declination waiver is available to download, print, sign and upload. The renewal date will be set for 1 year from administered date of vaccine.

Hepatitis-B

Hepatitis B immunization is required (unless a waiver of declination has been signed) in order to engage in client care activities in clinical nursing courses.

Submission of Requirements for Entering MSN Option (Beginning upon admission and continuing annually until graduation.)

Lander University School of Nursing currently uses CastleBranch for tracking screening requirements. Guidelines for completing the requirements are available on the CNL communication site. Requirements are to be submitted to CastleBranch by the deadline given by the School of Nursing. Approved by NFO 11/20/13; 3/5/14

Confidentiality Policy

- A MSN-CNL student will hold in confidence all personal client information entrusted to him/her.
- Confidential clinical information and research data (written or oral) given to a MSN-CNL student will be considered privileged within the content of the learning site.
- A MSN-CNL student will limit his/her discussion of client/family to structured learning situations (conferences and clinical).
- A MSN-CNL student should not include specific identifying client information on assignments submitted in written or electronic form.
- A MSN-CNL student will respect the rights of colleagues/classmates to keep personal information and papers confidential.

Failure to comply with the above Professional Confidentiality policy represents unethical conduct for a nursing student and may result in an unsatisfactory grade in the MSN-CNL course or dismissal from the MSN-CNL program.

LANDER UNIVERSITY SCHOOL OF NURSING

POSITION TITLE: Graduate Clinical Preceptor

FUNCTION: Clinical preceptors are selected by course faculty in consultation with students based on the required clinical experiences. Course faculty collaborate with preceptors to provide an approved clinical experiences for students. Course faculty maintains responsibility for the course.

QUALIFICATIONS:

1. Valid RN/APRN license in the state in which preceptored experience occurs.
2. Bachelor's degree acceptable; Master's degree preferred.*
3. Employed by the clinical agency in which the preceptored experience occurs.
4. Two years clinical nursing experience.
5. Demonstrated competency in assigned teaching area, validated by one year's clinical nursing experience in area or other documented expertise.

RESPONSIBILITIES OF LANDER UNIVERSITY:

1. Formalize a contract between the clinical agency and the School of Nursing.
2. Appoint clinical preceptor through collaboration with the course coordinator and the clinical agency.
3. Ensure that written policies governing the role and responsibilities of the clinical preceptor are consistent with those of the School of Nursing and the clinical agency.
4. Provide the preceptor with a written description of the preceptor responsibilities.
5. Orient the preceptor to the preceptor role and course objectives.
6. Through collaboration with the clinical preceptor and clinical agency, assign a reasonable number of students to available preceptors.
7. Ensure that the course faculty member who retains overall responsibility for the course, will be available to the preceptor and/or the student for consultation in person or by telecommunications.
8. Obtain evaluations of students and clinical agencies.

RESPONSIBILITIES OF THE CLINICAL PRECEPTOR:

1. Collaborate with the clinical course faculty regarding approved clinical experiences and expectations of the course.
2. Function according to the guidelines/criteria developed by the course faculty.
3. Complete an orientation to the preceptor role and course objectives.
4. Be physically present** in the agency and available to the student(s) at all times during the clinical assignment. In the event the clinical preceptor cannot be with the student, an appropriately oriented and credentialed substitute may be appointed and the course faculty and the student notified.
5. Provide supervision for the student while performing clinical activities** or designate a substitute in the absence of the preceptor.
6. Provide written feedback to the course faculty regarding the student's clinical performance.

*Bachelor's prepared RN may be accepted in practice areas with limited Master's-prepared staff if their professional roles and experiences are appropriate for the preferred clinical experience.**MSN students work in collaboration with the course faculty and clinical preceptor and do not require direct supervision.

SECTION III: PROGRAM EVALUATION

Introduction

The original evaluation plan for the nursing program was designed in 1984. Its intent was to implement comprehensive formative evaluation of the Bachelor of Science in Nursing program during its early years.

The plan was revised and streamlined in 1992 in response to changes in evaluation needs driven by nursing and general education curriculum revisions, changes in entry level practice requirements, outcome assessment expectations of the South Carolina Board of Nursing and the South Carolina Commission on Higher Education, and increased demands for faculty productivity. It has been revised and modified on an ongoing basis since that time.

The School of Nursing Assessment and Evaluation Committee assumes responsibility for coordinating program evaluation.

Beliefs

1. Program evaluation is an organized, ongoing process.
2. Program evaluation is the responsibility of nursing faculty, and should involve faculty, administration, support staff and services (such as academic support services), students, clinical agency personnel, and other members of the community of interest.
3. Program evaluation data are used for both formative and summative decision making.

MSN Assessment Plan

The MSN Nursing Assessment Plan consist of the following:

1. **Curriculum Review**
2. **Student Outcome Evaluation**
3. **Program Outcomes Evaluation**

Curriculum Review Each course in the MSN-CNL curriculum will be reviewed by MSN Committee for content, relevancy, placement in curriculum, and effective teaching strategies at the end of each semester in which course was taught. Course Design Maps will be updated with each course review and placed in the appropriate folder within the Nursing Data Blackboard Course.

Student Outcome Evaluation is a **biannual** process for evaluating program effectiveness. Each course in the curriculum has course specific objectives that can be linked to one or more of the eleven student outcomes. Professors use various teaching and assessment strategies in their respective courses to meet course objectives.

STUDENT OUTCOMES

Students graduating from Lander University with a master's degree in nursing should be prepared to:

1. Effect change through advocacy for the profession, interdisciplinary health care team and the client.
2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
3. Actively pursue lifelong learning as the CNL role, needs of clients, and the health care system evolve.
4. Delegate and utilize the nursing team resources and provide leadership when partnering with the inter-professional health care team.
5. Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care.
6. Use information systems and technology at the point of care to improve health care outcomes.
7. Participate in systems review by evaluating client safety risks to improve quality of client care.
8. Assume accountability for health care outcomes, recognizing systems influences on a specific group of clients.
9. Utilize information to design, implement and evaluate client plans of care.
10. Synthesizes evidence to evaluate and achieve optimal client and care environment outcomes.
11. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals.

Means of Assessment	Student Learning Outcomes
<p>NUR 600</p> <p>Concept Analysis Paper Personal Theoretical Application Paper</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	1,10,11
<p style="text-align: center;">NUR 611</p> <p>Technology in Healthcare Paper Vulnerable Population Assignment Skilled Communication Assignment</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	6,7,8,11

Means of Assessment	Student Learning Outcomes
<p style="text-align: center;">NUR 612</p> <p>Case Studies Synthesis Project</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	1,6,8
<p style="text-align: center;">NUR 613</p> <p>Case Discussion Final Exam</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	8
<p>NUR 620 Course-specific selected behaviors</p> <p>SWOT Analysis PDSA Paper Advocate for Policy Change Paper Virtual Excursion to Legislature Pilot Project 5P Microsystem Assessment Economic, Legal or Political Factors Microsystem Paper Wellness as a Clinical Model APA Paper PowerPoint Presentation on Waste</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	1,4,5,6
<p style="text-align: center;">NUR 630</p> <p>Health Promotion/ Education Project</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	1,2,6,7,8,9,11

Means of Assessment	Student Learning Outcomes
<p data-bbox="565 260 691 289">NUR 635</p> <p data-bbox="272 331 727 474">Microsystem Workbook Quality Improvement Paper Discussions of Quality and Safety Practicum Log</p> <p data-bbox="272 516 919 583">100% of students in class will earn a grade of B or higher on assessment</p> <p data-bbox="272 625 863 693">100% of students will submit a completed and acceptable practicum log</p>	<p data-bbox="1159 260 1273 289">1,2,5,7,9</p>
<p data-bbox="565 701 691 730">NUR 640</p> <p data-bbox="272 772 581 991">Care Plan/ Case Study Policy Development Staff Education Facility Evaluation Clinical Guidelines Patient Teaching</p> <p data-bbox="272 1033 919 1100">100% of students in class will earn a grade of B or higher on assessment</p>	<p data-bbox="1104 701 1328 730">1,2,4,5,6,7,8,9,10</p>
<p data-bbox="272 1142 399 1171">NUR 645</p> <p data-bbox="272 1213 607 1323">Microsystem Workbook Gap Analysis Practicum Log</p> <p data-bbox="272 1365 919 1432">100% of students in class will earn a grade of B or higher on assessment</p> <p data-bbox="272 1474 863 1541">100% of students will submit a completed and acceptable practicum log</p>	<p data-bbox="1153 1142 1279 1171">1,4,8,9,11</p>
<p data-bbox="565 1617 691 1646">NUR 651</p> <p data-bbox="272 1688 613 1717">Literature Review Paper</p> <p data-bbox="308 1759 954 1827">100% of students in class will earn a grade of B or higher on assessment</p>	<p data-bbox="1175 1617 1256 1646">3,8,10</p>

Means of Assessment	Student Learning Outcomes
<p>NUR 660</p> <p>Reflection Journal postings Discussions related to Complexity Leadership Final Exam</p> <p>100% of students in class will earn a grade of B or higher on assessment</p>	1,2,3,4,8
<p>NUR 675</p> <p>Course-specific selected behaviors</p> <p>Final CNL Portfolio Graduate Synthesis Project Practicum Log</p> <p>100% of students in class will earn a grade of B or higher on assessment</p> <p>100% of students will submit a completed and acceptable practicum log</p>	1,2,4,5,6,7,8,9,10,11

Means of Assessment	Frequency	Expected Student Outcome
Outcome 1: Graduation Rate	Annually in May	80% of cohort will graduate with an MSN within 5 years
Outcome 2: CNL Certification Examination Success Rate	Following Graduation	75% of graduates seeking certification receive CNL credential
Outcome 3: Employment in an Expanded Role	1 year after graduation of each cohort	80% of LU MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation

Faculty Goals	Means of Assessment	Expected Faculty Outcomes
<p>Maintain a nursing faculty complement that achieves the SON mission through excellence in teaching, advising, and role modeling professional development.</p>	<p>Annual Performance Evaluation</p>	<p>Ninety percent (90%) of full-time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on overall teaching for the academic year.</p> <p>Ninety percent of full-time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on effectiveness as an academic advisor.</p> <p>Ninety percent of full-time faculty will role model professional development each academic year through attendance at professional conferences and seminars, completing graduate level courses, earning CEUs or demonstrating intellectual curiosity.</p>
<p>Maintain a nursing faculty complement that achieves the Lander University mission through scholarship, practice, and service to the institution, the community, and the profession.</p>	<p>Annual Performance Evaluation</p>	<p>Ninety percent (90%) of full-time faculty will meet the University requirement that over a six year period, each faculty member (will) have at least one scholar activity in each level of scholarly activities and at least 10 total activities listed in faculty evaluation form section III (scholarship/scholarly activities).</p> <p>Ninety percent (90%) of full-time faculty who are in at least the second year at Lander will demonstrate practice in accord with the School of Nursing definition.</p> <p>Ninety percent (90%) of full-time faculty who are in at least the second year at Lander will demonstrate service in accord with the School of Nursing definition.</p>

Student/Alumni/Community of Interest Feedback	
Means of Assessment	Frequency
Program Exit Survey	After each graduation
Alumni Survey @ 1 year	One year after each graduation
Alumni Survey @ 5 years	Five years after graduation of each cohort
Nursing Advisory Board	Each Semester
Employer Survey	Annually in December

Institutional Report

The University using the Institutional Effectiveness Report evaluates data from the SON's MSN Assessment Plan. Reports can be viewed at <https://www.lander.edu/about/offices-departments/academic-affairs/institutional-effectiveness>.

SECTION IV: FACULTY/ADMINISTRATIVE POLICIES AND PROCEDURES

Nursing Faculty Organization

Constitution and Rules of Order

Article I: Name and Purpose

The organization will be known as the Nursing Faculty Organization (NFO) of the William Preston Turner School of Nursing (SON) at Lander University. This organization will provide the formal mechanism for conducting the business of the SON.

Article II: Membership

Membership will consist of all full-time faculty. Voting membership will consist of full-time faculty who hold the rank of lecturer or above in the SON. A written or electronic proxy vote will be permitted when a ballot vote is cast. Faculty on official leave of absence or sabbatical leave will be permitted comment without voting privileges at SON meetings during the absence period. Laboratory/clinical instructors employed full-time in the SON, part-time faculty and adjunct faculty may attend meetings without voting privileges.

Article III: Administrative Functions

The Dean will constitute the administrative officer of the SON. The Dean will serve as Chairperson of the NFO and be an ex-officio member of NFO committees. The Dean of the SON will have overall administrative responsibility and accountability for the academic program, policies, procedures, planning and budgeting, personnel, student admission screening, and evaluation of the program.

The Assistant Dean will serve as the Vice-Chairperson of the NFO. The Vice-Chairperson will assume the Dean's duties as delegated by the Dean of the School. In the event of extended incapacitation of the Dean of the School, the Assistant Dean will assume the duties of the Dean until such time as a new Dean of the School is appointed as approved by the Vice President for Academic Affairs.

Article IV: NFO Officers

The Assistant Dean will serve as Vice-Chairperson of the NFO. The Secretary and Treasurer will constitute the elected officers of the NFO. Officers of the NFO will be elected at the annual business meeting in May. They will serve a term of one calendar year (August to August) and may be re-elected for additional terms.

Section 1

The Vice-Chairperson will be an ex-officio member of committees as appropriate. In the absence of the NFO Chairperson, the Vice-Chairperson will assume the NFO Chairperson's duties. The Vice-Chairperson must have been a member of the NFO for

three years and must be a full-time faculty member during the entire term of office. The Vice-Chairperson will present the proposed revisions of the constitution and Rules of Order at the NFO meeting preceding the annual meeting. The Vice-Chairperson will serve as the Parliamentarian for the NFO. The parliamentarian may determine appropriate interpretation of parliamentary procedure.

Section 2

The Secretary will be elected. The secretary will review and sign all transcribed NFO minutes, ensure that copies of minutes are distributed to individual faculty members and placed in the official NFO faculty minutes book, and will present an annual report detailing any actionable items or votes. The Treasurer will be elected. The treasurer will be responsible for collecting monies from the nursing faculty, disbursing funds as directed by NFO, and will present an annual report of receipts and expenditures as related to the faculty purchases.

Article V: Meetings of the Organization

The NFO meeting times will be scheduled as the semester schedule is developed. Meetings will be called by the Dean. Regular meetings of the organization will be held a minimum of once monthly during the academic year. Special meetings of the NFO will be called by the NFO Chairperson, Dean or Vice-Chairperson. End of the year meetings of the NFO will be held during the week preceding and/or following graduation in the spring semester. A quorum for conducting business will consist of 70 percent of the voting membership. Action taken by the organization will be determined by a majority vote.

Article VI: Standing Committees

There are five standing committees of the NFO. Faculty members will be appointed by the NFO Chairperson based on faculty expressed area of interest and on the needs of the SON. Appointments will be made in May of each academic year and will be for a period of one academic year. Committee minutes will be made available to faculty as requested. Each committee will prepare an annual report at the end of each academic year that will be filed in the office of the SON. Committee chairs will be selected internally and assume responsibility for maintaining records of committee activities and decisions. Committees will meet at least once a semester and thereafter as needed. Meetings may be face-to-face or virtually.

Membership and responsibilities of the standing committees will be as follows:

1. Academic Concerns Committee

Purpose: The purpose of this committee is to promote the academic well-being of the total nursing program including matters relating to faculty and students.

Membership: Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN). The NFO Chairperson will serve as an ex-officio member of the committee.

Function:

1. Develop, recommend and/or review SON policies relating to students, including criteria for admission and progression.
2. Organize the process of faculty honors/awards and elections, as needed.
3. Plan and facilitate programs for faculty development.
4. Review academic policies and recommend changes at the end of the year meetings of NFO.
5. Review Section II of the Policies and Procedures Manual annually and recommend changes to NFO at the annual meeting in May.

2. Assessment and Evaluation

Purpose: The purpose of this committee is to evaluate the nursing program's effectiveness in relation to internal and external assessment criteria.

Membership: Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN). The NFO Chairperson will serve as an ex-officio member of the committee.

Function:

1. Coordinate program evaluation processes based on the SON Program Evaluation Plan.
2. Assist the Dean to assure compliance with requirements for assessment and evaluation in accord with criteria from Lander University, State Board of Nursing, external accrediting agencies, Southern Association of Colleges and Schools Commission on Colleges (responsibility of Dean as ex-officio member).
3. Review Section IV of Policy and Procedure Manual annually and make recommendations to NFO at the end of year meetings.

3. Curriculum Committee

Purpose: The purpose of this Committee is to explore and recommend ways to strengthen the curriculum based on current standards of professional nursing practice.

Membership: Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN). The NFO Chairperson will serve as an ex-officio member.

Function:

1. Monitor curriculum in relation to state approval and national accreditation standards.
2. Monitor the internal consistency of the curriculum components.
3. Review and recommend changes in the nursing curriculum as indicated.
4. Monitor, develop, maintain, and evaluate current learning resources supportive of the curriculum.
5. Monitor the increasing use of technology to support the educational process.
6. Review Section I of Policy and Procedure Manual annually and make

recommendations at the end of the year NFO meetings.

4. Recruitment and Retention Committee

Purpose: The purpose of this committee is to recommend and initiate strategies to recruit students into the nursing program, to promote retention of qualified students and to foster the students' professional development.

Membership: Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN). The NFO Chairperson will serve as an ex-officio member.

Function:

1. Develop, promote, and coordinate efforts to recruit and retain qualified students for the prelicensure and RN/BSN options.
2. Coordinate selection process of student honors/awards, as needed.
3. Assist in establishing and marketing the desired image of the Lander University nursing student.
4. Review Section III of the Policy and Procedure Manual annually and make recommendations to NFO in the May meetings.

5. MSN Committee

Membership: The MSN Committee shall be comprised of the Dean of the School of Nursing, the MSN Program Chair, and a minimum of two faculty teaching in the graduate program.

Functions:

1. Retain responsibility for graduate curriculum, recruitment and retention plans, management of the graduate assessment plan, plans for program improvement, and policy and procedures applicable to graduate students.
2. The MSN Committee will meet at least once each semester and as needed.
3. When policy and procedure changes are being considered that would affect graduate students, a period of comment will be allowed to seek input from current graduate student cohorts as appropriate. Feedback may be solicited through virtual meetings, online polling, and postings on the CNL Communication Board.

Article VII: Ad Hoc Committees and Task Forces

Ad hoc committees and task forces will be formed to address specific projects and/or concerns of the SON. Faculty will be appointed by the NFO Chairperson. A report will be submitted to the NFO upon completion of the work of each ad hoc committee and task force.

Article VIII: Dean's Advisory Council

Purpose: The purpose of this council is to provide a direct line of communication between the various constituencies of the student body and the Dean.

Membership: Membership will consist of one student from each academic class of nursing majors (including an RN-BSN representative) and the president of LUSNA. To ensure representation for male and second-degree students, in the event that these constituencies are not among selected representatives, one from each will be appointed by the Dean.

Function: The committee will meet once each semester and as requested by student representatives, faculty, or the Dean to discuss matters of direct concern to students.

The Council will select two faculty from those eligible to be considered for University Distinguished Professor to be voted on by the NFO members. Class representatives will conduct elections within their respective classes and results will be combined to determine the two faculty.

Article IX: Rules of Order

1. Each standing committee will recommend policy to the NFO for action. It will be the responsibility of the Dean to implement such policy as determined by the faculty.
2. Recommendations concerning School policies are to be circulated on or before the fourth Lander business day prior to the meeting of the NFO vote.
3. Recommendations for policy decisions that are distributed with less than four days of prior notice will be voted upon at the next scheduled NFO meeting or will require a three-fourths (3/4) vote of those present and voting.
4. An annual report of each standing committee will be made available to all faculty members on or before the end of the year meeting of the NFO.
5. The Constitution and Rules of Order may be amended in May of each year.
6. Questions regarding parliamentary procedure not covered in these Rules will be consistent with the University system.

LANDER UNIVERSITY
WILLIAM PRESTON TURNER SCHOOL OF NURSING
NURSING BOARD OF ADVISORS

The Lander Nursing Board of Advisors was formed in 1993. It is composed of leaders in nursing and health care from Greenwood and the surrounding area.

PURPOSES

The purposes of the Board of Advisors are to:

1. Facilitate ongoing exchange of information between the SON and the community of interest regarding issues of shared concern;
2. Advise the SON regarding the program of study offered to prepare graduates for professional nursing;
3. Provide evaluative feedback to Nursing Faculty from the community of interest regarding competence of Lander nursing graduates;
4. Increase community awareness and understanding of the program's mission, goals and outcomes.

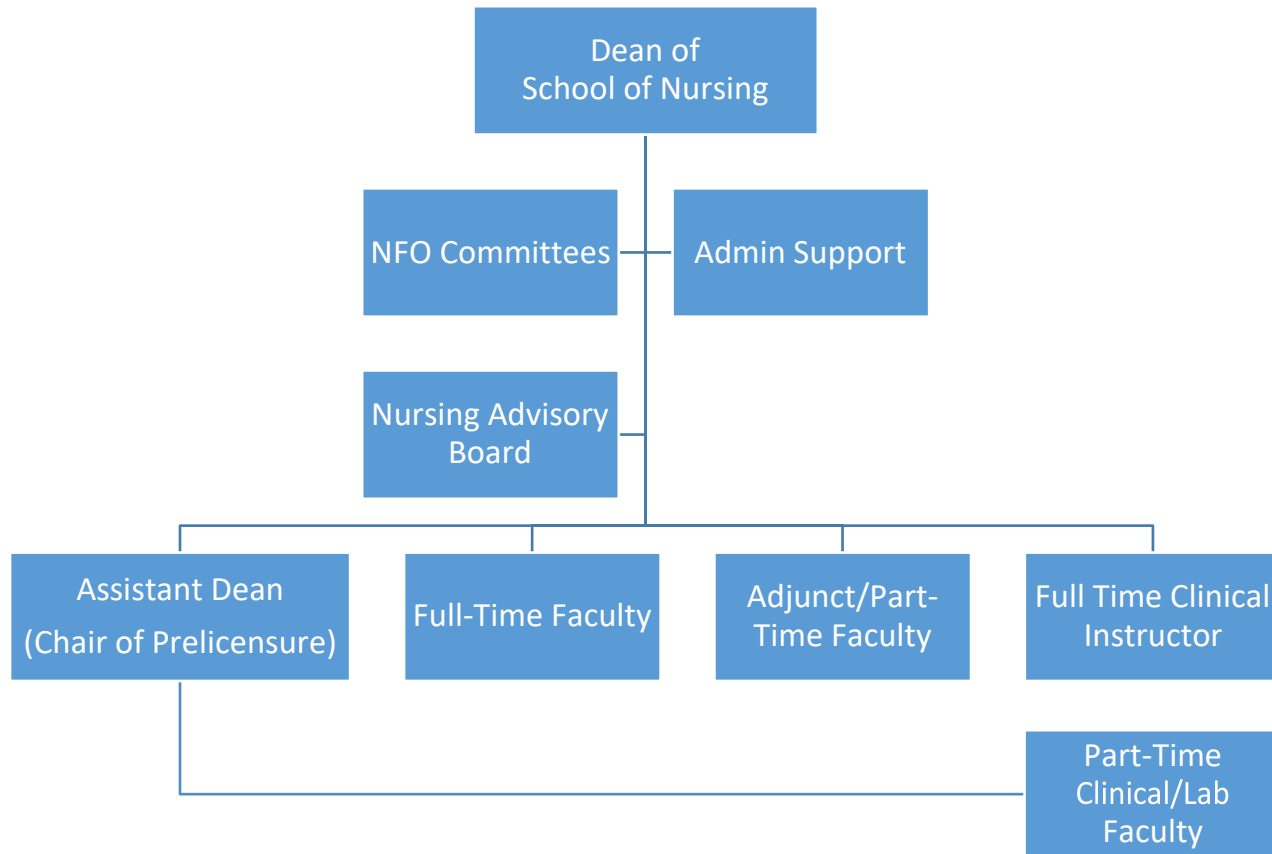
MEETINGS

The Board meets annually, once in spring semester. Meetings are convened by the Dean of the SON. The agenda for each meeting will be developed by the Nursing Dean; at each meeting, agenda items will be solicited from the members.

MEMBERSHIP

The Board is composed of permanent member, who represent their institutions on an ongoing basis and non-permanent members who are selected from the relevant categories to serve for two years. A membership list by category is on file in the SON.

Lander University
William Preston Turner School of Nursing
Organizational Chart



LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Dean

ROLE: The Dean is the primary academic leader of the School of Nursing with administrative responsibility and accountability for the academic program, policy, procedure, planning and budgeting, personnel, student admission screening and program evaluation.

REPORTS TO: Provost and Vice President for Academic Affairs

QUALIFICATIONS/CREDENTIALS:

1. Doctorate degree in nursing or a MSN and a doctorate in a related field
2. Unencumbered South Carolina license as a registered nurse or advanced practice nurse required.
3. Minimum rank of associate professor.
4. Leadership role experiences, including administrative responsibilities, in a baccalaureate nursing and graduate nursing education program.
5. Minimum of 5 years clinical practice as a professional registered nurse.
6. Minimum of six years combined effective teaching experience in baccalaureate and graduate nursing education
7. Demonstrates evidence of strong commitment to baccalaureate and graduate level nursing, effective leadership skills, successful working relationships with college/university administration and with administrators of academic schools and colleges, effective collaboration with official nursing education systems, program of scholarly accomplishment, successful experience in a collaborative teaching-practice faculty role, and success in obtaining internal or external funds to support scholarship.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Teaches one course per semester or 6 credit hours for the contract period.
2. Develops, implements, and evaluates innovative instructional designs.
3. Provides leadership in academic advisement activities.
4. Provides academic advisement based on University/School policy.

B. Administrative

1. Recruits, screens, and recommends personnel for appointment.
2. Develops School structures to accomplish program purposes.
3. Collaborates with School faculty to develop short and long term operational program objectives for the School congruent with the University Strategic Plan.
4. In consultation with the faculty in the School, formulates and manages the School budget in accordance with University policy and keeps SON faculty members informed on budgetary status
5. Seeks external funding for special projects and programs.
6. Plans School activities, e.g., meetings, lecturers, and related programs.

7. Participates in University curriculum committees, general education, Academic Council, and Deans meeting as required by VPAA.
8. Maintains effective informational flow regarding School affairs between administration and faculty.
9. Maintains effective public relations with community agencies and groups.
10. Initiates and maintains relationships with official nursing education systems and regularly attends Deans and Directors of South Carolina Nursing Education meetings.
11. Delegates administrative responsibility within School parameters.
12. Maintains program quality to meet standards as set by agencies that approve or accredit the program.
13. Insures compliance with regulations set by the SC Board of Nursing, SC DHEC, SLED, OSHA, HIPPA, and external accrediting agencies, etc.
14. Assures compliance with accreditation standards and serves as the liaison to accrediting bodies.
15. Serves as Ex-officio member of all committees of NFO.
16. Establishes standing committee charges each year to address specific current School needs and issues.
17. Establishes ad hoc committees and task forces each year as needed.
18. Submits required reports to SC Board of Nursing, accrediting bodies, and other external membership agencies.

C. Faculty and Staff

1. Maintains School milieu conducive to scholarly achievement in teaching-practice-research.
2. Assigns teaching responsibilities among faculty.
3. Leads the faculty in academic decision-making within a democratic faculty governance system.
4. Evaluates faculty and staff members within the SON.
5. Recommends faculty for promotion, tenure, and reappointment to the VPAA
6. Provides assistance to faculty and staff in the development and implementation of professional development programs.
7. Informs faculty and staff of School and University policy and procedures and monitors for compliance.
8. Monitors faculty for compliance related to clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
9. Supervises the School staff members according to University guidelines.
10. Maintains accessibility to faculty and staff.

D. Students

1. Assists the Admissions Office in the recruitment of qualified applicants.
2. Approves admission decisions.
3. Fosters development of students as emerging professionals.
4. Ensures student compliance with clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
5. Endorses graduates to take the professional nurse licensing examination.
6. Seeks external resources to supplement student financial aid.

7. Maintains accessibility to students.

E. Curriculum

1. Monitors the quality of the curriculum in relation to established nursing education standards.
2. Implements curriculum design as determined by the faculty.
3. Provides teaching-learning resources within University constraints.
4. Leads faculty in curriculum development, review and evaluation.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Assistant Dean

ROLE: The Assistant Dean serves as an assistant academic leader of the School of Nursing with specific administrative duties in the nursing program; also assists the Dean with planning and budgeting, personnel evaluations, student admission screening and program evaluation.

REPORTS TO: Dean of School of Nursing

QUALIFICATIONS/CREDENTIALS:

1. Doctoral degree in nursing or related field required.
2. Baccalaureate and master's degrees in nursing required.
3. Unencumbered South Carolina license as a registered nurse or advanced practice nurse required
4. Minimum rank of assistant professor.
5. Leadership role experiences, including administrative responsibilities, in a nursing education program.
6. Minimum of three years clinical practice as a professional registered nurse.
7. Minimum of six years effective teaching experience in baccalaureate nursing education.
8. Demonstrated evidence of strong commitment to baccalaureate and graduate level nursing, effective leadership skills, successful working relationships with college/university administration and with administrators of academic schools and colleges, effective collaboration with official nursing education systems, program of scholarly accomplishment, successful experience in a collaborative teaching-practice faculty role, and success in obtaining internal or external funds to support scholarship.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Teaches 15 credit hours for the contract period.
2. Develops, implements, and evaluates innovative instructional designs.
3. Provides leadership in academic advisement activities.
4. Provides academic advisement based on University/School policy.

B. Administrative

1. Receives nine hours of release time for administrative duties for the calendar year.
2. Assists with the recruiting, screening, of personnel for appointment.
3. Assists with planning School activities, e.g., meetings, lecture, and related programs.
4. Maintains effective informational flow regarding School affairs between administration and faculty.
5. Maintains effective public relations with community agencies and groups.
6. Assists with maintaining program quality to meet standards as set by agencies that approve or accredit the program.

7. Serves as Vice-Chair of NFO.
8. Assists with submitting required reports to SC Board of Nursing, accrediting bodies, and other external membership agencies.
9. Serves in the Dean's absence at meetings and administrative functions as needed.
10. Coordinates and schedules Nursing Advisory Board meetings each semester.

C. Faculty and Staff

1. Develops curricular schedule each semester in the School of Nursing.
2. In consultation with course coordinator complete course evaluation of adjunct clinical instructor.
3. Assist Dean in monitoring for compliance with policy and procedures.
4. Assist Dean with screening faculty to ensure compliance with clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
5. Maintains accessibility to faculty.

D. Students

1. Assists the Admissions Office in the recruitment of qualified applicants.
2. Assists the Dean in screening applicants and making admission decisions.
3. Fosters development of students as emerging professionals.
4. Assists the Dean in screening students to ensure compliance with clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
5. Maintains accessibility to students.

E. Curriculum

1. Assists the Dean in monitoring the quality of the curriculum in relation to established nursing education standards.
2. Assists the Dean in implementing curriculum design as determined by the faculty.
3. Consults with Dean regarding needed teaching-learning resources within the School of Nursing.
4. Assists the Dean in leading faculty in curriculum development and evaluation.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Professor

ROLE: The nursing professor position encompasses multifaceted teaching-practice-research roles involving students, peers, and/or professional colleagues. She/he is responsible for leading curriculum development, implementation and evaluation within the baccalaureate program philosophy.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine month academic year

QUALIFICATIONS/CREDEENTIALS:

1. Earned doctorate in nursing or related field or its equivalent required.
2. Master's degree in nursing required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional registered nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.
6. Evidence of outstanding accomplishment in nursing, e.g., recognized professional merit and contributions to the development and dissemination of new knowledge.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 24 contact hours or the equivalent for the contract period.**
2. Provides leadership in planning, implementing, and evaluating the curriculum.
3. Develops, implements, and evaluates innovative instructional designs.
4. Serves as a liaison between graduate nursing programs and the undergraduate programs.
5. Provides leadership in academic advisement activities.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Promotes nursing through scholarly production and dissemination of advanced knowledge and skills in teaching, in practice, and in research.
2. Demonstrates outstanding accomplishments of recognized professional merit in teaching, practice or research.
3. Serves as a mentor to students, peers, and professional colleagues.
4. Acts as a consultant at regional or national levels.

C. Professional Development

1. Enhances professional development through an appropriate variety of mechanisms while maintaining and updating plans for scholarly growth.

D. School/University Activities/Community Service

1. Provides leadership within committee structures in accomplishing School goals.
2. Takes responsibility for contributing to the life and governance of the University community.
3. Seeks opportunities to improve the health status of groups at the local, regional, national, and/or international levels.
4. Maintains competency in teaching, advising, scholarly/professional development, and service that is documented through annual evaluations.

**The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning laboratory; teaching assignment of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Associate Professor

***ROLE:** The associate professor position encompasses teaching, practice, and research in collaboration with students, peers, and/or professional colleagues. She/he functions to expand and implement the baccalaureate program's philosophy and progress.*

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine month academic year

QUALIFICATIONS/CREDENTIALS:

1. Earned doctoral degree in nursing or related field (preferred).
2. Master's degree in nursing required, with evidence of scholarly academic activities beyond the master's required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional registered nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTION/RESPONSIBILITIES:

A. Teaching

1. Assumes 24 contact hours or the equivalent for the contract period.**
2. Plans implements, and evaluates assigned courses within the curriculum in collaboration with other faculty.
3. Maintains currency of nursing knowledge and skills in area of preparation.
4. Utilizes sound academic principles of instructional theory
5. Provides academic advisement based on University/School policy.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Promotes nursing through publishing, reporting, and sharing advanced knowledge affecting teaching, practice, and/or research.
2. Develops special knowledge and skill in focused areas within teaching, practice or research and shares this experience with students, peers, and professional colleagues.
3. Offers consultation in areas of expertise to peers, colleagues, and local or regional organizations.

C. Professional Development

1. Defines and implements a specific plan for expanding professional knowledge and skills in selected areas of expertise.
2. Enhances professional growth through formal structures appropriate to the teaching-practice-research focus.

D. School/University Activities/Community Service

1. Provides faculty leadership through the committee structures in carrying out the affairs of the School.
2. Assumes elected or appointed roles within the University governance structure.
3. Consults with appropriate groups for the benefit of health care service.
4. Engages in direct service to appropriate individuals/groups to enhance professional practice.
5. Maintains competency in teaching, advising, scholarly/professional development, and service that is documented through annual evaluations.

** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning laboratory; teaching assignments of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Assistant Professor

ROLE: The assistant professor position supports and carries out many program functions throughout the curriculum. She/he will concentrate activities in teaching and additionally emphasize scholarship in practice or in research, seeking collaboration as indicated with skilled practitioners and/or colleagues in nursing or related fields.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine month academic year

QUALIFICATIONS/CREDENTIALS:

1. Earned doctoral degree in nursing or related field (preferred).
2. Master's degree in nursing with evidence of scholarly academic activities beyond the master's required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 24 contact hours or the equivalent for the contract period.**
2. Implements assigned courses within the curriculum in collaboration with other faculty.
3. Assists in the planning and evaluation of specific courses and the curriculum.
4. Maintains currency of nursing knowledge and skill in area of preparation.
5. Utilizes sound principles of instructional theory.
6. Provides academic advisement base on University/School policy.
7. Provides clinical supervision of clinical instructors in assigned courses.
8. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Maximizes opportunities to make scholarly contributions.
2. Assists in identifying research problems relevant to nursing practice.
3. Initiates clinical practice with recurrent contracts supportive to assigned teaching focus.
4. Participates in nursing research or specialty practice.

C. Professional Development

1. Identifies a specific plan to develop knowledge/skills appropriate to assuming expanding teaching-practice-research roles.

2. Enhances professional growth through formal study.

D. School/University Activities/Community Service

1. Serves as a School committee member in carrying out the affairs of the faculty.
2. Assumes elected/appointed roles within the university governance structure.
3. Participates as a resource person to appropriate health related groups.
4. Seeks opportunities to share expertise with others at the local and state level.
5. Competency is maintained and evaluated through teaching, advising, scholarly/professional development, and service and is documented through annual evaluations.

** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: Developing a new course; preparing course material new to the faculty member; course material being substantially revised; course preparation requiring planning laboratory; teaching entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Lecturer

ROLE: The nursing instructor position focuses on the instructional activities required to implement the curriculum. Senior faculty member(s) will act as mentor(s) in the instructor's professional development in faculty roles.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine months academic year

MINIMAL QUALIFICATION/CREDENTIALS:

1. Master's degree in nursing required.
2. South Carolina license as a registered nurse.
3. Minimum of three years' clinical practice as a professional registered nurse.
4. Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or of student groups, and/or of licensed nurse groups.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 24-30 contact hours or the equivalent for the contract period.**
2. Implements teaching activities within designated courses in collaboration with other faculty.
3. Assists in planning and evaluating specific courses within the curriculum.
4. Maintains currency of nursing knowledge and skills in area of preparation.
5. Carries out instructional designs developed in collaboration with other faculty.
6. Develops skills of academic advisement under direction of assigned faculty mentor.
7. Provides clinical supervision of clinical instructors in assigned courses.
8. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Identifies opportunities to make scholarly contribution.
2. Explores appropriate base for clinical practice and research activities related to teaching focus.
3. Enhances clinical knowledge and skills in the area of teaching focus.
4. Collaborates as an assistant to senior faculty in established clinical practice/research activities.

C. Professional Development

1. Identifies a specific plan for the initiation of independent clinical practice or research activities.
2. Enhances professional growth through formal study.
3. Pursues advanced nursing knowledge and skills in area of preparation.

D. School/University Activities/Community Service

1. Serves as a school committee member in carrying out the affairs of the faculty.
2. Supports faculty affairs throughout University as appropriate assigned.
3. Participates as a resource person to appropriate health related groups.
4. Seeks opportunities to share expertise with others at the local and state level.
5. Competency is maintained and evaluated through teaching, advising, scholarly/professional development, and service and is documented through annual evaluations.

** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: Developing a new course; preparing course material new to the faculty member; course material being substantially revised; course preparation requiring planning laboratory; teaching assignments of several courses each calling for different course preparation; or course entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Full Time Laboratory/ Clinical Instructor

ROLE: The laboratory instructor position focuses on the instructional activities required to implement the laboratory (campus or clinical) component of nursing courses under the supervision of course coordinator (s).

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: 9 month contract

QUALIFICATIONS/CREDENTIALS:

1. Bachelor's degree in nursing; Master's degree in nursing preferred.
2. South Carolina license as a registered nurse.
3. Minimum of two years clinical practice as a professional registered nurse.
4. Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or of licensed nurses groups.

FUNCTIONS/RESPONSIBILITIES:

Teaching

1. Assumes 37.5 contact hours per week.
2. Assists in teaching activities within designated courses under the leadership of course coordinator (s).
3. Maintains records of student clinical performance and provides timely feedback to course faculty.
4. Assists in lab management to include lab set up, ordering supplies and, coordinating administration of laboratory teaching and learning.
5. Develop clinical schedule and ensure coverage for assigned cohorts.
6. Ensure students meet clinical agency or course requirements (i.e. EHR training, health record compliance, clinical or laboratory orientations, open/skills lab, and clinical competency assessments).
7. Provide and document routine maintenance for simulators.
8. Assist in planning and evaluating specific courses within the curriculum.
9. Maintains currency of nursing knowledge and skills in area of preparation.
10. Carries out instructional designs developed by course coordinator (s).
11. Functions under the supervision of a course coordinator who maintains overall course responsibility.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Clinical Professor

ROLE: The clinical professor position encompasses multifaceted teaching-practice-service roles involving students, peers, and/or professional colleagues. She/he is responsible for leading curriculum development, implementation and evaluation within the baccalaureate program philosophy.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine month academic year

QUALIFICATIONS/CREDEENTIALS:

1. Earned doctorate in nursing or related field or its equivalent required.
2. Master's degree in nursing required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional registered nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.
6. Evidence of outstanding accomplishment in nursing, e.g., recognized professional merit and contributions to the development and dissemination of new knowledge.

FUNCTIONS/RESPONSIBILITIES:

Teaching

1. Assumes 30 contact hours or the equivalent for the contract period.**
2. Provides leadership in planning, implementing, and evaluating the curriculum.
3. Develops, implements, and evaluates innovative instructional designs.
4. Serves as a liaison between graduate nursing programs and the undergraduate programs.
5. Provides leadership in academic advisement activities.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

Professional Development

1. Enhances professional development through an appropriate variety of mechanisms while maintaining and updating plans for professional growth.

School/University Activities/Community Service

1. Provides leadership within committee structures in accomplishing School goals.

2. Takes responsibility for contributing to the life and governance of the University community.
3. Seeks opportunities to improve the health status of groups at the local, regional, national, and/or international levels.
4. Maintains competency in teaching, advising, professional development, and service that is documented through annual evaluations.

**The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning laboratory; teaching assignment of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Associate Clinical Professor

ROLE: The associate clinical professor position encompasses teaching, practice, and service in collaboration with students, peers, and/or professional colleagues. She/he functions to expand and implement the baccalaureate program's philosophy and progress.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine month academic year

QUALIFICATIONS/CREDENTIALS:

1. Earned doctoral degree in nursing or related field required.
2. Master's degree in nursing required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional registered nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTION/RESPONSIBILITIES:

Teaching

1. Assumes 30 contact hours or the equivalent for the contract period.**
2. Plans implements, and evaluates assigned courses within the curriculum in collaboration with other faculty.
3. Maintains currency of nursing knowledge and skills in area of preparation.
4. Utilizes sound academic principles of instructional theory
5. Provides academic advisement based on University/School policy.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

Professional Development

1. Defines and implements a specific plan for expanding professional knowledge and skills in selected areas of expertise.
2. Enhances professional growth through formal structures appropriate to the teaching-practice-service focus.

School/University Activities/Community Service

6. Provides faculty leadership through the committee structures in carrying out the affairs of the School.
7. Assumes elected or appointed roles within the University governance structure.

8. Consults with appropriate groups for the benefit of health care service.
9. Engages in direct service to appropriate individuals/groups to enhance professional practice.
10. Maintains competency in teaching, advising, professional development, and service that is documented through annual evaluations.

** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Assistant Clinical Professor

ROLE: The assistant clinical professor position supports and carries out many program functions throughout the curriculum. She/he will concentrate activities in teaching and additionally emphasize service in practice, seeking collaboration as indicated with skilled practitioners and/or colleagues in nursing or related fields.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine month academic year

QUALIFICATIONS/CREDENTIALS:

1. Earned doctoral degree in nursing or related field required.
2. Master's degree in nursing with evidence of scholarly academic activities beyond the master's required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

9. Assumes 30 contact hours or the equivalent for the contract period.**
10. Implements assigned courses within the curriculum in collaboration with other faculty.
11. Assists in the planning and evaluation of specific courses and the curriculum.
12. Maintains currency of nursing knowledge and skill in area of preparation.
13. Utilizes sound principles of instructional theory.
14. Provides academic advisement base on University/School policy.
15. Provides clinical supervision of clinical instructors in assigned courses.
16. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Professional Development

1. Identifies a specific plan to develop knowledge/skills appropriate to assuming expanding teaching-practice-service roles.
2. Enhances professional growth through formal study.

C. School/University Activities/Community Service

1. Serves as a School committee member in carrying out the affairs of the faculty.
2. Assumes elected/appointed roles within the university governance structure.
3. Participates as a resource person to appropriate health related groups.
4. Seeks opportunities to share expertise with others at the local and state level.

5. Competency is maintained and evaluated through teaching, advising, professional development, and service and is documented through annual evaluations.

** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: Developing a new course; preparing course material new to the faculty member; course material being substantially revised; course preparation requiring planning laboratory; teaching entailing constant student consultation or heavy burdens of paper work.

laboratory; teaching assignments of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Laboratory/ Clinical Instructor (Adjunct)

ROLE: The laboratory instructor position focuses on the instructional activities required to implement the laboratory (campus or clinical) component of nursing courses under the supervision of course coordinator (s).

REPORTS TO: Dean of the School of the School of Nursing

APPOINTMENT PERIOD: Determined by course needs.

QUALIFICATIONS/CREDENTIALS:

1. Bachelor's degree in nursing; Master's degree in nursing preferred.
2. South Carolina license as a registered nurse.
3. Minimum of two years clinical practice as a professional registered nurse.
4. Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or of licensed nurses groups.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes campus/clinical laboratory supervision role.
2. Assists in teaching activities within designated courses under the leadership of course coordinator (s).
3. Assist in planning and evaluating specific courses within the curriculum.
4. Maintains currency of nursing knowledge and skills in area of preparation.
5. Carries out instructional designs developed by course coordinator (s).
6. Functions under the supervision of a course coordinator who maintains overall course responsibility.

B. Scholarship/Professional Development

1. Enhances clinical knowledge and skills in area of teaching focus.
2. Expands nursing knowledge and skills in area of preparation.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Clinical Preceptor

FUNCTION: Collaborates with course coordinator to provide an approved clinical experience for a student (s). Course faculty maintains responsibility for the course.

QUALIFICATIONS:

1. Valid RN/APRN license in the state in which preceptored experience occurs.
2. Bachelor's degree acceptable; Masters degree preferred.*
3. Employed by the clinical agency in which the preceptored experience occurs.
4. Two years clinical nursing experience.
5. Demonstrated competency in assigned teaching area, validated by one year's clinical nursing experience in area or other documented expertise.

RESPONSIBILITIES/LANDER UNIVERSITY:

1. There will be a formal contract between the clinical agency and the School of Nursing.
2. The preceptor appointment will be determined collaboratively by the course faculty member and the Nurse Administrator of clinical agency.
3. The policies governing the role and responsibilities of the clinical preceptor are consistent with those of Lander University School of Nursing and the clinical agency.
4. The preceptor will be provided with a description of the preceptor responsibilities.
5. The preceptor will be oriented to the preceptor role and course objectives by the course faculty.
6. The clinical preceptor will be assigned to no more than two students for any preceptor experience.
7. The course faculty member, who retains overall responsibility for the course, will be available to the preceptor/or the student for consultant in person or by telecommunications.

RESPONSIBILITIES OF THE CLINICAL PRECEPTOR:

1. The clinical preceptor will function in collaboration with the course coordinator.
2. The clinical preceptor will function according to the guidelines/criteria developed by the course coordinator.
3. The clinical preceptor will complete an orientation to the preceptor role and course objectives.
4. The clinical preceptor will be physically present* in the agency and available to the student(s) at all times during the clinical assignment. In the event the clinical preceptor cannot be with the student, an appropriately oriented and credentialed substitute may be appointed and the course faculty and the student notified.
5. The clinical preceptor, or a substitute in the absence of the preceptor, will provide supervision for the student(s) while performing clinical activities*.

6. The clinical preceptor will provide feedback to the course coordinator regarding the student's clinical performance and an evaluation of the preceptored clinical as a learning experience for students.

*RN with an Associate Degree will be accepted in practice areas with limited BSN-prepared staff.

**RN to BSN students work in collaboration with the course faculty and clinical preceptor and do not require direct supervision.

Faculty Evaluation

Belief Statements

We believe evaluation is a means of professional growth.

We believe planned evaluation has greater relevancy than unplanned and uncoordinated efforts at evaluation.

We believe the faculty evaluation process should document faculty effectiveness in their role by criteria.

We believe a standardized method of evaluation should be used for determining reappointment, tenure, and promotion.

We believe evaluation of faculty effectiveness should include evaluation of teaching, scholarship, and services to the School, the University and the Community.

We believe faculty and administration must have a relationship of mutual trust if faculty evaluation is to be effective.

We believe faculty evaluation should be based on information from a variety of sources.

Evaluation Process

Nursing faculty are evaluated by peer evaluators and the Dean of the School of Nursing. Peer evaluators are appointed each year by the Assistant Dean in the fall semester. Each peer evaluator is to complete an evaluation of the assigned faculty according to the appropriate faculty role description. One copy of the evaluation is submitted to the Dean of the School of Nursing and one copy to the Office of the Vice President for Academic Affairs where it is placed in the faculty's Evaluation Portfolio. It is customary for the peer evaluator to share the evaluation with assigned faculty.

The Dean uses the following documents to evaluate faculty members: Initial Faculty Development Plan; Faculty Performance Report; and the results of student evaluations, peer evaluations, and the Annual Evaluation. The originals of these documents are kept in the Office of Academic Affairs and copies are also maintained in the Dean's office. Sedona is utilized to document the evaluation process. See the current University Faculty Handbook for deadline dates.

Evaluation of Faculty by Students

Nursing faculty members conduct student evaluations in accordance with the requirements stated in the Lander Faculty Handbook, section IV.

Evaluation of Part-time Faculty and Clinical/Laboratory Instructors

The Dean of the School of Nursing will evaluate each part time faculty member with input from the assigned peer evaluator. In collaboration with the Dean, the course coordinators will evaluate their clinical/laboratory instructors at the conclusion of each semester of employment using the appropriate forms. Input may be obtained from students, peers, clinical agencies, faculty, and course coordinators. Evaluations of part-time faculty and clinical instructors must be completed by December 1, for fall semester, and by May 1, for spring semester.

The evaluation will be shared with the part-time faculty member or clinical/laboratory instructor. The part-time faculty member or clinical/laboratory instructor may provide a response or comment on this evaluation. The response will be attached to the evaluation and retained in the individual's employment file in the School of Nursing.

Faculty Policies

Academic Freedom

The School of Nursing operates within the parameters defined in the Lander Faculty Handbook and based on the AAUP's 1940 Statement on Academic Freedom and Tenure.

Advising Records

Nursing faculty are advised to maintain a record of all substantive contacts (face-to-face, phone, email, written) with their advisees.

Alcohol/Drug Use at Nursing Sponsored Events

All nursing faculty and staff are prohibited from the use, possession, sale, or distribution of alcohol and/or illegal drugs prior to or during any (on or off campus) function sponsored by the School of Nursing. This includes, but is not limited to, faculty-sponsored nursing socials, Student Nurse Association events, Student Nurse Conferences, fundraising events, volunteerism activities, and professional workshops.

Purchase Requests

Any purchases requiring SON funds are to be submitted to the Administrative Assistant or the Dean for approval.

Class Advisor

Each academic class within the nursing major will have an identified faculty member who will facilitate class decision-making processes, elections and communications.

Class Advisors Responsibilities

All levels

1. Function as a communication link between the nursing faculty and the assigned class including updating the nursing students' communication boards.

2. Conduct class meetings at the beginning of each semester and, thereafter, as needed.
3. Facilitate election of class representatives and committee members, as needed.
4. Serve as a liaison between the class and faculty.

Freshman Academic Advisor

1. Inform students of relevant policies and State Board of Nursing regulations, as indicated.
2. Remind students of deadlines and process for application to the nursing major
3. Remind students of screening requirements prior to entering the nursing major.

Sophomore Nursing Class Advisors

1. Sophomore Semester I Advisor: Assist in ensuring the first semester sophomores purchase lab coats and obtain nametags as required by School of Nursing policy.
2. Sophomore Semester II Advisor: Assist in ensuring the second semester sophomores purchase uniforms as required by School of Nursing policy

Junior Nursing Class Advisors

1. Junior I Coordinate extern recruitment visits to campus.
2. Junior II: Coordinate extern recruitment visits to campus
3. Inform students about the Honor's project opportunity.

Senior Nursing Class Advisors

1. Senior Semester I Advisor: None listed.
2. Senior Semester II Advisor: Coordinate planning and organization of senior pictures and application for graduation. Coordinate planning and organization of Nursing Recognition Ceremony and obtaining nursing pins. Coordinate recruitment visits to campus in collaboration with Senior 2 faculty.

RN-BSN Advisor

1. Coordinate communications with students to include information regarding graduation applications, Nursing Recognition Ceremony, scholarship applications; maintain RN-BSN Communication Board

Copying

Copying of 1 to 10 copies per page may be made on the SON copiers. Eleven (11) pages and more should be made in the print shop by completing a Copy Service Request Form or by electronic copy submission at copyservices@lander.edu. All copies should be picked up when completed in the Print Shop, allowing a 24 hour turnaround time.

Clinical Attire

Faculty/clinical instructors should adhere to the Clinical Dress policy for students with the exception of uniforms and shoes (see Section II-B). Attire for clinical settings will be either navy or white lab coat with street clothes or appropriate attire for a particular clinical unit.

Clinical/Laboratory Employment Requirements

CPR Certification

All faculty must show evidence of current certification in CPR for healthcare providers (adult, child, and infant) in order to conform to requirements established by clinical agencies for staff. This certificate must be renewed as required and in effect throughout the academic year or period of employment for part-time faculty. Evidence of certification must be submitted by the first clinical/laboratory day by a copy of CPR certification card or copy of a letter from the CPR instructor verifying successful completion of the course (American Heart Association Healthcare Provider BLS).

Criminal Background Check

Criminal background checks will be done prior to the first day of laboratory/clinical for all new instructors hired to teach in the laboratory setting. Any positive result will be addressed by the Dean and may result in termination of the Lander University contract to teach. Further background checks may be required following a lapse in employment from the university.

Drug Screening

Drug screening will be done prior to the first day of laboratory/clinical for all new instructors hired to teach in the laboratory setting. Any positive result will be addressed by the Dean and may result in termination of the Lander University contract to teach. Further drug testing may be required following a lapse in employment from the university. All laboratory instructors may be subject to random drug screening.

Education/Training Requirements for Clinical Agencies

Faculty who teach clinical nursing courses are required to meet clinical agency requirements for education/training regarding safety and protection (including but not limited to occupational exposure to bloodborne pathogens and other infectious agents, hazardous waste disposal, and fire safety). These requirements may exceed those for other Lander University faculty due to the nature of risks encountered in healthcare delivery. Faculty must be aware of policies and procedures to reduce the risk of infection to self and others.

Health Screening

Faculty are expected to monitor their own health status to conform to health screening requirements established by clinical agencies for staff. A record to cover the academic year/period of employment will be submitted to the School of Nursing prior to the first clinical/laboratory day of the fall semester (spring semester for spring only contracts).

The requirements include:

1. Initial two-step PPD, then annual PPD or documentation of appropriate clinical screening for previous positive PPD results or documentation of appropriate clinical screening for risk. If faculty have secondary employment, documentation of TB status can be that of the employing agency.
2. Documentation of MMR vaccine or titers
3. Documentation of current tetanus/pertussis (Tdap) vaccination
4. Documentation of Hepatitis B vaccinations, titer or a waiver of declination.
5. Documentation of varicella vaccination or proof of positive titer
6. Documentation of a flu shot administered between September 1st- November 1st OR a declination waiver. Declination waiver is available to download, print, sign and upload. The renewal date will be set for 1 year from administered date of vaccine. Declination waiver will not be accepted for faculty/students assigned to clinical settings that do not allow declinations. Documented medical contraindications will be considered on a case-by-case basis per clinical agency protocol.

Professional Nursing Liability Insurance

All faculty and clinical/laboratory instructors are expected to carry professional liability insurance. The coverage is to be appropriate to clinical assignments.

RN Licensure

Nursing faculty and clinical/laboratory instructors are required to maintain current unencumbered registered nurse/advanced practice registered nurse licensure to practice in SC.

Worker's Compensation

Workers' Compensation benefits are provided for injuries or illnesses sustained or contracted while performing official duties for Lander University. Any on-the-job injury or illness must be reported immediately to the employee's supervisor. The supervisor will call, first, the University Safety Director (8009); or the Human Resources Office (8310); or the Campus Nurse (8885) during normal working hours. After normal working hours, call University Police (8222). If a supervisor is unavailable, the employee or another co-worker should report the incident using the reporting order above. This reporting includes student workers.

Distinguished Professor Award

The criteria established by the Lander Professional Advancement Committee will be the criteria upon which candidates will be evaluated for the Distinguished Professor Award. These criteria are outlined in the Lander University Faculty Handbook under Promotion and Tenure. One nominee will be selected to represent the SON as described in the functions of the Dean's Advisory Council Article VIII.

Process for Selection:

Step 1: Excellence in Teaching

Class representatives to the Dean's Advisory Council will be provided the names of SON faculty members who meet the criteria to be nominated as Distinguished Professor.

Representatives will conduct an election within their respective classes, combine the election results and present the names of their top two candidates to the Nursing Faculty Organization. RN-BSN students will be given an opportunity to vote in an online nomination process.

Step 2: Excellence in Scholarship and Community/Professional Activity

Members of the Nursing Faculty Organization will vote by secret ballot on the two faculty members nominated by the students.

The winner of the faculty election will be the nominee for Distinguished Professor from the SON. The nominee must be submitted to Academic Affairs by March 01. The following materials must be submitted with the nomination:

1. Nomination form.
2. A current vita
3. Summaries of student evaluations for the four most recent semesters.
4. No more than five extra pages of material in support of the nomination.

New Nursing Faculty Orientation

During the first week of employment, new nursing faculty members will begin orientation to the SON. Each item/area will be dated and initialed upon completion by the responsible person and the employee. Some items, such as advising, may require a longer orientation period for a faculty member to gain competence and comfort. The faculty mentor should assist with this process during the first year. Once the initial orientation to all items/areas is complete, the form should be returned to the Dean to be filed in his/her personnel file in the SON.

Name: _____ Position: _____ Date of Hire: _____

I. Faculty Responsibilities/General Information	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Overall responsibilities	Dean		
Organizational Structure	Dean		
Faculty Development Plan	Dean		
Evaluations IDEA Initial Faculty Performance Plan (housed in Sedona) Annual Faculty Performance Plan (housed in Sedona) Dean's Evaluation	Dean		
Planning for Tenure/Promotion	Dean		
Contracts/Reappoint Process	Dean		
Summer teaching	Dean		
Work hours/Absence from Campus Form	Dean		
Office hours/posting schedule	Dean		
Reporting Leave	Dean/HR		
HR Procedures	HR		
Pay Dates/Methods	HR		
Parking	Dean		
Faculty Development Grants	Mentor		
Faculty Senate	Mentor		
Communication within SON	Dean		
Academic Advising	Dean & Mentor		
Faculty laptop/IT procedures	Dean		
II. School of Nursing Specifics	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Nursing Faculty Manual	Dean		

Nursing Crisis Fund	Dean		
Professional Appearance	Dean		
Role of Administrative Assistant	Dean & Admin Asst.		
Committees Academic Concerns Curriculum Recruitment/ Retention Assessment/Evaluation Interprofessional Education MSN Committee	Chairs of each Committee and Mentor		
University Committees	Mentors		
LUSNA	LUSNA advisor		
Advisory Board meetings	Vice-Chair of NFO		
NFO Structure/procedures/officers	Vice-Chair of NFO		
Nursing Recognition Ceremony	Senior class advisor		
Regulatory Issues/ Program Evaluation State Board of Nursing CCNE Accreditation Program Evaluation Plan Assessment Data Clinical Regulations	Chair of Assessment and Evaluation Committee & Dean		
End-of-semester reporting Course reports ATI reports Badges Gen Ed Reporting	Dean		
Student Activities/Relations	Chair of R & R Committee		
RN-BSN Option	Assistant Dean		
MSN program	Dean		
Bulletin Board/posting schedule	Mentor		
Items to report to the Dean (including all failures)	Dean		
III. Curriculum/Courses	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Textbook & clinical kit orders	Mentor		
Syllabus requirements	Mentor		
Blackboard	Mentor		
Curriculum Design	Mentor		

Course Design Map	Mentor		
Course Scheduling	Mentor		
Medication Calculation Testing	Dean		
Grading Policies Posting grades in Blackboard Midterm Grades Final Grades	Dean		
Clinical Components Education/training requirements Faculty screening requirements Student screening requirements Use of clinical instructors Clinical Scheduling Contingency Plans Lateral Violence	Mentor & Dean		
Assessments Methods- paper/electronic Formative testing- ATI	Dean & Mentor		
EYE Program	EYE Program Director		
Simulation Lab orientation	Mentor & Dean		
Simulation Lab Manager	Dean		
Policies related to classroom, projector use, locking doors, use of facilities	Dean		
III. Miscellaneous	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Keys	Admin. Assistant		
Use of Building after 5:00 PM	Admin. Assistant		
Management of HVAC, phone, voicemail, scheduling rooms,etc	Admin. Assistant		
Forms	Admin. Assistant		
Copying/printing	Admin. Assistant		
Office supplies	Admin. Assistant		

Office Hours

The Dean of the SON requires that faculty be available to students at least six (6) hours each week. Office hours should include a variety of days/times to meet student needs. Office hours should be posted by the first day of classes. Faculty should notify the Administrative Assistant or contact the Dean of the SON if unable to be in the office during office hours. A copy of office hours should be submitted to the SON office at least one day before classes begin.

Research of Human Subjects

Proposals for research on human subjects must be reviewed and approved by the appropriate person(s) and/or committee(s), to include the Dean of the School, the NFO, and Human Subjects Subcommittee. A copy of the Research on Human Subjects form may be obtained from the webpage of University Committees.

Textbook Selection

Input from faculty in all courses affected by textbook changes should be solicited before a change is implemented.

Travel Request

All travel requests are to be submitted on the appropriate form to the Dean of the SON. Rationale for the request plus the relation to faculty professional objectives must accompany the travel request. (Travel Authorization and Travel Reimbursement forms are found on the Lander University Administrative Business Office webpage <http://www.lander.edu/sites/business-office/business-office-forms>)

Work-study Student

All work for the student worker in the SON should be given first to the Administrative Assistant. A work-study student cannot process any work containing confidential information such as tests, class ranks, faculty evaluations and grades.