SCHOOL OF NURSING
FACULTY HANDBOOK 2026-2027



Policies and guidelines in this handbook are for all full-time and part-time faculty in the School of Nursing. In addition to this handbook, faculty members are to refer to the University and College Handbooks. Note that content in electronic documents is considered the most current.

* UNC System policy on “Equality Within the University of North Carolina” defines diversity as “the ways in which individuals vary, including, but not limited to, backgrounds, beliefs, viewpoints, abilities, cultures, and traditions that distinguish one individual from another.”

"The Baccalaureate Degree program, Master's Degree Program, Doctor of Nursing Practice program and Post-graduate APRN Certificate Program at the University of North Carolina Charlotte are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org)."

Reviewed and Updated: 10/2026

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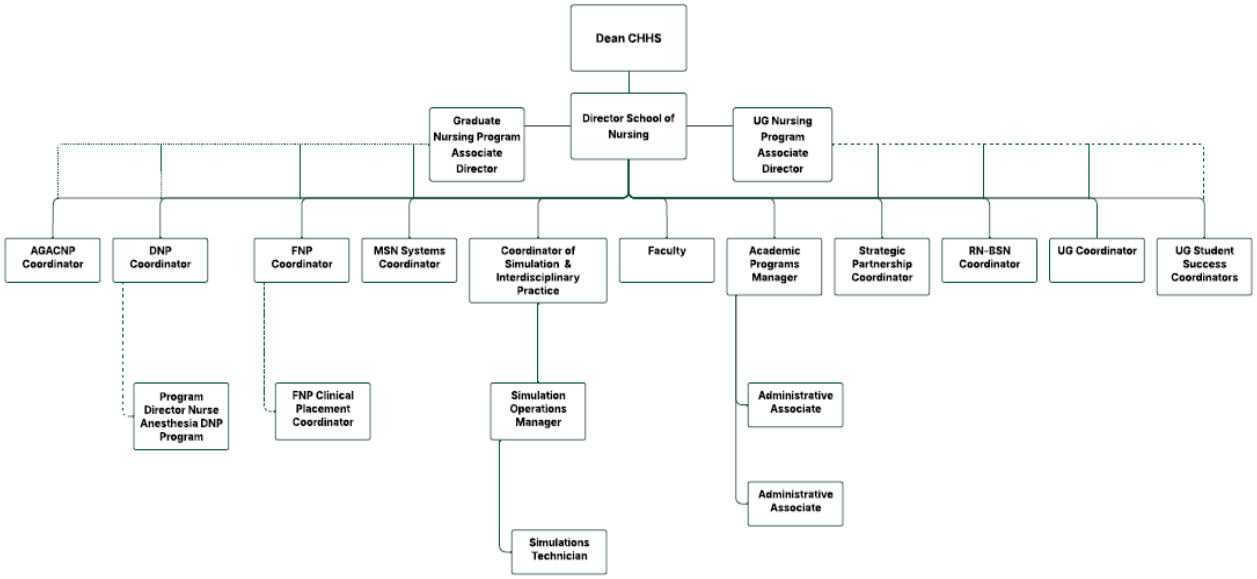
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SCHOOL OF NURSING ORGANIZATIONAL CHART

UNIVERSITY OF NORTH CAROLINA CHARLOTTE | SCHOOL OF NURSING

Revised 10/2026



SCHOOL OF NURSING PHILOSOPHY

The philosophy of the UNC Charlotte School of Nursing is consistent with the mission of the University and the College of Health and Human Services. Nursing is an applied discipline. Professional nursing practice is based on both interprofessional and profession-specific knowledge and built on a foundation of liberal education. The discipline specific knowledge that guides nursing practice includes concepts of person, health, environment, and nursing and theories that describe their interrelationships. The philosophy of the School of Nursing is based on a pluralistic, inclusive perspective of these central concepts. The teaching-learning process in a university- based nursing program requires faculty integration of research, scholarship, and service related to these concepts.

Professional nurses function as autonomous, accountable individuals in collaborative relationships with other health care providers and consumers. Minimum preparation for the professional practice of nursing is a baccalaureate education in nursing, utilizing nursing and other theories as the frameworks for nursing practice and building on knowledge from scientific and humanistic disciplines.

Learning is a life-long process that results in changes in beliefs and behaviors. This process occurs through self-discovery, critical thinking and intellectual inquiry and is facilitated through the learner's active, self-directed participation. Teaching is a creative, collaborative process that facilitates learning. Lifelong learning requires abilities to use a variety of resources, including print, audiovisual equipment, computers, and other technological media. A major component of students' learning experience is goal- directed clinical practice in which the cognitive, affective, and psychomotor domains are integrated.

Nursing at the Baccalaureate Level

The faculty of the School of Nursing believes that the nurse prepared at the baccalaureate level contributes to the betterment of humankind and the advancement of nursing by:

1. Providing professional nursing care for individuals, families, and groups in context of the community.
2. Continuing personal and professional development.

Nursing at the Master's Level

The faculty believes that the nurse prepared at the master's level contributes to the betterment of humankind and the advancement of nursing by:

1. Clarifying and strengthening healthcare practice through inquiry and the application of pertinent knowledge.
2. Assuming professional roles and responsibilities congruent with standards of advanced practice and leadership in the profession.
3. Contributing productively to the profession and to society through effective utilization of organizational, social, technological, and political processes.
4. Continuing personal growth and professional development in accord with a career plan.

Nursing at the Doctor of Nursing Practice Level

The faculty believes that the nurse prepared at the doctoral level contributes to the betterment of humankind and the advancement of nursing by:

1. Using unique clinical, organizational, economic and leadership skills to evaluate nursing practice and design programs that improve healthcare outcomes.
2. Collaborating with other professionals to improve the health of individuals or groups through interprofessional collaboration in real-world settings.
3. Participating in shared decision making and leadership to meet the needs of individuals or groups.
4. Evaluating organizations, systems, outcomes, healthcare policy and leadership, to positively impact healthcare outcomes.

Date of Implementation: 7/02
Revised: 08/18
Last Reviewed: 8/26, 9/26

BYLAWS OF THE SCHOOL OF NURSING FACULTY ORGANIZATION

1. Membership

a. Governing Faculty

i Definition

1). All persons employed in the SON who hold full-time appointments from the University in teaching or administration shall be designated as governing members of the SONFO.

2). When voting on bylaws changes, curricular proposals, faculty and student issues, and other school policies, eligible voting faculty are defined full-time faculty with their primary appointment to the School of Nursing (SON).

3). When voting on policies affecting tenure-track reappointment, promotion, and tenure, eligible voting faculty are defined as full-time tenured faculty and tenure-track faculty with a primary teaching or administrative appointment in the SON.

ii. Rights and Responsibilities

1). Members of the SONFO have the right and responsibility to be involved in the academic and administrative affairs of the SON and College as described in these bylaws.

2). The rights and responsibilities of the governing faculty include:

a) Vote on SONFO decision

b) Attend SON faculty and committee meetings

c) Serve on Schools, College, and University committees

d) Provide and receive information on issues of concern to the SON

b. Auxiliary Members

i Definition

1) All part-time faculty, joint appointments of <49%, professional affiliate, adjunct faculty, and student representatives of the SON shall be designated as auxiliary, nonvoting members.

i Rights and Responsibilities

1) Auxiliary members have the following SONFO rights and responsibilities:

a) Provide and/or receive information related to the SONFO.

b) Attend and participate in meetings of the School except for the School of Nursing Review Committee (SONRC).

2. Executive Committee (SONFEC)

a. The SON Faculty Executive Committee shall be comprised of the Officers of the SON (Chair, Chair-Elect/ Parliamentarian, and Secretary) with the director and associate directors.

i. Rights and Responsibilities of the Executive Committee:

1). Appoint interim members to the SONFO offices and committees where vacancies of one semester or less exist.

2). Arrange for election of interim members to SONFO offices and committees where vacancies of more than 1 semester exist.

3). Ensure election of SONFO officers and college representation on College and University committees.

4). Perform an annual review of new policies by auditing Faculty Organization minutes and requesting Chairs of the SON College Standing Committees to

submit any identified changes in policy or procedure in their written annual reports.
5). Recommend SON Committee structure changes and Bylaws revisions.
6). Direct the review of the SON bylaws annually.
7). Meets as needed to collaborate about faculty governance topics.

ii. Responsibilities of the SONFO Chair Include:
1). Preside at all meetings of the SONFO.
2). Prepare agenda for SONFO meetings.
3). Distribute agendas and minutes to the members one (1) week before scheduled meetings.
4). Call and prepare notices of special meetings of the faculty organization.
5). Designate and appoint members, taskforces, and ad hoc committees as needed.
6). Keep and maintain records of SONFO and governing committee business.
7). Make sure that the end-of-year annual reports from committees are filed.
8). Archive and forward policy decisions to the SON Director for signature prior to forwarding to the appropriate College/University committees or bodies.
9). Meet at least once per semester with the Director of the SON and as needed.

iii. Responsibilities of the Chair-Elect Include:
1). Preside at SONFO meetings in the absence of the chairperson.
2). Assumes Chair position at the end of the academic year.
3). Assist the SONFO Chair with preparation of the agenda and the annual report of the SONFO.
4). Serve as Chair of the nominating committee and secure a ballot of SONFO officers
5). Establish that a quorum is present at the beginning of each FO meeting.
6). Advise the Chair and members of parliamentary procedures following Roberts Rules of Order.

iv. Responsibilities of the Secretary include:
1). Collect and coordinate changes to the Faculty Handbook. Forward the changes to Student Handbooks to the Director (or designate).
2). Review and proof minutes of meetings of the SONFO and distribute the minutes to members of the SONFO.
3). Record, maintain, and distribute to members of the SONFO the minutes of meetings of the SONFO Executive Committee (SONFEC).
4). Review committee reports and other evidence of the SONFO business meetings.
5). Collect and make approved changes and amendments to SONFO bylaws and forward to the appropriate committee and to the Director of the SON.

b. Election of SONFO Officers

i. All SONFO Officers shall be elected 1-month prior to the last faculty organization meeting each year by electronic vote sent by chair-elect for seats that will be vacated at the end of the academic year.

ii. The Chair-Elect shall be elected yearly; the Secretary shall be elected every other year.

iii. The term for SON officers is:
1). The term of office for the Chair shall be for one year.
2). The term of the Chair Elect shall be for one year, and then the Chair Elect

shall become Chair of the SONFO at the end of that one-year term.

3) The term of the Secretary shall be two years commencing in the beginning of the fall semester following election to office.

iv. Faculty in full-time administrative positions (defined as those with personnel and faculty evaluation responsibilities such as the Director of the SON) will not be eligible to hold an office in the SONFO.

v. Chair, Chair-elect, and Secretary must be a full-time member of the faculty.

3. Parliamentary Authority

i. All meetings of the SONFO shall be conducted in accordance with Robert's Rules of Order (revised). The rules can be found at Robert's Rules of Order

4. **Meetings**

a. SONFO meetings shall be held at least two (2) times during the academic year.
b. The last regular meeting in the Spring Semester shall be known as the Annual Meeting and shall be held for the purpose of reviewing summary reports of committees, designation of new officers and standing committee members for the next academic year, and other business that may arise.
c. Additional meetings may be called by the Chair, by the majority of faculty in a scheduled meeting, or upon a written request of 1/3 of the faculty. The purpose of any such meeting shall be specified in the call.
d. The agenda indicating items for action, discussion, or information shall be distributed five business days before any meeting of the SONFO.

5. **Quorum**

a. A quorum shall be necessary to conduct business of the SONFO and its Committees.
b. A quorum for the SONFO business shall be established with fifty percent (50%) plus one of the full-time faculty.
c. After a quorum is established, a simple majority vote shall be accepted as indicating the decision of the SONFO. A simple majority vote is defined as one more vote than the opposing view.

6. **Voting**

a. Acceptable methods of taking a vote in the SONFO are by electronic ballot, voice, show of hands, paper ballot, or e-mail.
b. The Chair will determine the method of voting and will follow the procedures of Roberts Rules of Order- Revised.
c. Voting by ballot:
    i. Voting for election of SONFO officers and committee members shall be by ballot (paper, email, or electronic).
    ii. Ballots that are blank or abstentions are not included in the total number of votes cast.
    iii. When using an electronic/email ballot system to elect officers and school/college/university representatives, the ballot must conclude at least five (5) business days of the last SONFO meeting of the academic year.
    iv. Email votes on other issues must be allowed five (5) business days before the count is tallied.
    v. There will be no absentee voting.

7. Amendments

a. Bylaw changes may be proposed by voting members of the SONFO
b. Proposed bylaws changes shall be submitted to the SONFEC.
c. Voting members must receive a copy of the proposed Bylaws amendment(s) at least five (5) business days in advance of the said meeting. A copy via email is acceptable.
d. The Bylaws may be amended at any SONFO meeting by an affirmative vote from two-thirds (2/3) of the voting members. After the meeting and vote, a final copy will be posted on the faculty and staff website within two (2) business days.
e. Voting by email is acceptable following the guidelines above and the vote must be returned to the Chair of the SONFO within five (5) business days of the mailing of the proposed bylaws.

8. **Standing Committees**

a. Any standing committee can invite additional members needed to meet committee responsibilities or form taskforces related to the business of the committee.
b. A written annual report will be completed by the chair at the end of the academic year and filed electronically in committee digital file.
c. Standing Committee Membership:
    i. All standing committee terms of service are two years, except for the Undergraduate Admissions Committee, which is a three-year term.
    ii. Committee members may serve three consecutive terms.
    iii. Elections of standing committee members for seats being vacated after the academic year will be held by electronic vote at least one month prior to the last faculty meeting. A call will be made for seats needing to be filled by the SONFO chair-elect approximately 2 months prior to the last meeting. The announcement of the new members will be made at the last faculty organization meeting.
    iv. Committee chairs are elected for a one-year term by the members of the committee. Chairs are elected at the last committee meeting of the academic year.
    v. A quorum for the business of the Standing Committees of SONFO shall be established with two thirds (2/3) of the members of the Committee.

d. Undergraduate Admissions Committee (UGAC)

i. Purpose: To review applications for admission to the undergraduate program. To recommend applicants for admission to the Associate Director Undergraduate Programs.
ii. Functions:
    1). Serve as the admission committee for the undergraduate program
    2). Analyze admission data relevant to the undergraduate curriculum
    3). Make BSN programs admission criteria recommendations.
    4). Establish procedures to evaluate all applicants for admissions.
iii Membership
    1). Voting members: Ten (10)
        a) Eight faculty (tenured, tenure-track, clinical track, senior lecturer, or lecturer).
            i. Term requirements: faculty will serve for three-year terms

a) RN-to-BSN coordinator
b) Undergraduate Program Coordinator
c) Chair: elected from voting faculty members on committee; serves one year term

2). Non-voting members and Ex Officio Members
a) Director of the SON
b) Associate Director Undergraduate Programs
c) Advisor from the CHHS Academic Advising Center

e. Undergraduate Curriculum Committee (UGCC)

i. Purpose: To assist the faculty of the SON in the development, implementation and evaluation of all undergraduate curricula and admission and progression of undergraduate students.

ii. Functions:
1). Develop, review and approve course and curriculum proposals and revisions.
2). Forward new courses and curriculum changes to the SONFO and then to the Director of the School of Nursing for signature and forwarding to appropriate University committee.
3). Determine admission criteria for the upper division nursing program.
4). Review or determine course substitution and transfer requests from undergraduate students. Serve as the progression committee for the undergraduate programs.
5). Analyze data relevant to the undergraduate curriculum.

iii. Membership
1). Voting members: Nine (9)
a) Seven faculty, one of whom must be tenured, tenure-track, clinical track or Sr. Lecturer.
b) RN/BSN coordinator.
c) Undergraduate Program Coordinator
d) Elections each year will be for 3-4 alternating members.
2). Non-voting members and Ex Officio Members
a) Director of the SON
b) Associate Director Undergraduate Programs
c) Student representatives

f. Graduate Curriculum Committee (GCC)

i Purpose: To assist the graduate faculty of the SON in the development, implementation and evaluation of the graduate curriculum and admissions and progression of graduate students.

ii Functions:
1). Develop, review and approve course and curriculum proposals and revisions.
2). Forward new courses and curriculum changes to the SONFO and then to the Director of the School of Nursing for signature and forwarding to appropriate University committee.
3). Determine admission criteria for the graduate program.
4). Serve as the progression committee for the graduate program.
5). Analyze data relevant to the graduate curriculum.

iii Membership

1). Voting Members: Seven (7)
   a) Five (5) graduate faculty members, one teaching in each of the majors: Clinical, (including FNP and one AGACNP), Systems, Anesthesia, DNP.
      i. The graduate faculty member from the Anesthesia major will be the UNCC/CMC Nurse Anesthesia Program Director.
      ii. The graduate faculty member from the AGACNP major will be the UNCC/CMC Program Coordinator.
   b) Elect the at large members (2) in even years and the Systems faculty representative in odd years.

2). Non-voting and Ex Officio Members
   a) Director of the SON
   b) Associate Director Graduate Programs
   c) Program Coordinators for DNP, Systems and NP graduate programs.
   d) 1(one) student representative from the MSN and DNP program.

3). Graduate Subcommittee(s) may be appointed by Chair on an annual basis to facilitate work. Subcommittees will be constituted by faculty teaching in the respective majors. Processes guiding the subcommittee functions will be developed by the subcommittee in congruence with directive of committee.

g. Graduate Admissions Committee (GAC)

i Purpose: To review applications and recommend admission to qualified candidates to the designated MSN and Certificate programs. The Committee will recommend candidates for admission to the Associate Director Graduate Nursing Programs who will submit the recommendations to the Graduate School.

ii Functions:
1). Serve as the admission committee for the Nurse Practitioner, MSN, Advanced Clinical and Systems track majors.
2). Make recommendations for changes in admission criteria, admission deadlines/schedules, and processes.
3). Analyze admission data and report it to the Graduate Curriculum Committee.

iii Membership:
1). Voting members: Nine (9)
   a) Six faculty members with graduate status (2 FNP, 2 AGACNP, 2 Systems) track and the Graduate Program Coordinators (2) from the NP track and Systems track major.
      i. Three will be elected in odd years and 3 in even years.
   b) AGACNP Program Coordinator
   c) Chair: elected from voting faculty members on committee.

2). Non-voting and Ex Officio Members
   a) Director of the SON
   b) Associate Director Graduate Programs

h. Research & Scholarship Committee (RSC)

i Purpose: The RSC promotes research and scholarship within the SON for faculty, students, and staff.

ii Functions:

1). Participates in providing recognition of faculty, staff, and students who contribute to research and scholarship

2). Promotes engagement in research and scholarship by serving as a resource to aid development and dissemination of research/scholarship.

3). Makes recommendations for policies, procedures and allocation of SON resources to support research and scholarship activities

4). Serves as advisory body for the SON Academy for Clinical Research and Scholarship (ACRS)

5). Provides review of internal grants as requested by the SON Director.

6). Determines annually SON research and scholarship needs.

iii Membership

1). Voting members: Five (5)

a) A minimum of four faculty: two must be tenured or tenure-track and two must be clinical track or a senior lecturer/lecturer (at least one must be clinical track). (Two elected in even years and two elected in odd years.

b) Distinguished Professor/Distinguished Scholar. The Distinguished Professor/Distinguished Scholar serves as chair. (If this person is unavailable to serve, the chair will be elected by the committee at the first meeting of the semester and will serve until the Distinguished Professor/Distinguished Scholar resumes the chair role.)

2). Non-voting and Ex Officio members:

a) Director of the SON

b) Two (2) students (with committee deciding make-up yearly)

i. School of Nursing Review Committee (SONRC)

i Purpose: The School of Nursing Review Committee (SONRC) is an advisory body to the Director of the SON on matters of reappointment, tenure and promotion and post tenure review. The SONRC recommends action to the Director of the SON for reappointment, promotion, tenure, and post-tenure review based on performance and documentation provided by the faculty being reviewed as described by the Faculty Handbook for the College of Health and Human Services. This committee operates in accordance with the University Promotion and Tenure policies. Guidelines for the SONRC are summarized below.

ii Functions:

1). Review portfolios for reappointment, promotion, and/or tenure and post tenure review and make written recommendations to the Director of the SON about reappointment, promotion, tenure, and post- tenure review. At the appropriate time, the Director of the School of Nursing will forward SONRC recommendations to the Dean of the College in keeping with the University policy for the College of Health and Human Services Reappointment/Promotion/Tenure procedures. Types of applications to be considered and written recommendations includes:

a) Reappointment and tenure recommendations for tenure-track faculty and promotion to Associate and Professor.

b) Reappointment recommendations for lecturers.

c) Promotion to Senior Lecturer for lecturers.
d) Promotion to Clinical Associate or Clinical Professor for clinical track faculty

2). Post-tenured faculty performance review for tenured faculty.

iii Serve in an advisory capacity to the faculty and the Director of the SON regarding issues related to the Reappointment/Promotion/Tenure criteria, guidelines, and procedures.

iv Administer the annual evaluation for the Director of the SON and forward the results to the College Dean.

v Membership

1). Voting Members: Five (5)
a) Three (3) tenured faculty members at the rank of Associate Professor or above. Two shall be elected in even years and one in odd years for two-year terms.
b) One (1) Sr. Lecturer
c) One (1) Clinical Associate or Clinical Professor

2). No member being reviewed is eligible to serve on the committee while they are being reviewed.

3). Faculty members review those who are at or above the rank for the candidate under review.

4). A faculty member should not serve on both the School Review and the College Review Committees simultaneously.

5). In the event there is not an eligible member from the SON to serve, the SON will follow the procedures outlined in the College bylaws for appointing a member outside the SON.

j. Evaluation Committee (EC)

i Purpose: To provide oversight for the implementation of the Systematic Evaluation Plan.

ii Functions:

1). Collaborate with the Director of SON and the Associate of the Undergraduate and Graduate Programs and the Committee chairs of the SON Standing Committees to ensure that the Systematic Evaluation Plans components are addressed.

2). Ensure organization and maintenance of the SON committee final reports as outlined in the Systematic Evaluation Plan.

iii Membership

1). Voting members Six (6)
a) Executive Committee (SONFO chair, chair-elect, secretary) Term responsibility: one-year term except for secretary which will serve a two-year term.
b) Three faculty members (tenured, tenure track, clinical, lecturer, or senior lecturer). Term responsibility: two-year term
c) Chair elected by committee

2). Non-voting and Ex Officio member:
a) Director of the SON

k. Undergraduate Honors Committee (UGHC)

i Purpose: The UGHC serves to review, make recommendations, and revise processes of the UG Honors program.

ii Functions:

1). To admit students to the honors program and to determine their continuation in or removal from the program.

2). To recommend to the Honors College that students be admitted to candidacy for graduation with honors recognition through the Application to Candidacy process.

3). To examine, or to appoint a subcommittee to examine, the candidate's capstone project/thesis.

4). To recommend to the Honors College that the candidate, upon successful completion of the honors capstone project/thesis and any other requirements of the honors program, be graduated with honors recognition.

5). To submit to the Honors Council recommended changes in the honors programs.

iii Membership

1). Voting members: Five (5)

a) Five faculty: 3 must include University Honors faculty (appointed or application submitted to the University Honors College) and 2 faculty at large.

2). Non-voting and Ex Officio Members

a) Director of the SON

b) Associate Director Undergraduate Programs

l. Awards & Recognition Planning Committee

i Purpose: To plan and execute a celebratory function for each graduating class.

ii Functions: To seek and maintain relationships with student representatives from all levels and programs within the SON

1. To secure event space with the assistance of students for the celebration.
2. To arrange catering for the event
3. To decorate for the event
4. To coordinate personalized media/slides for student recognition
5. To secure a guest speaker for the event.
6. To invite students and coordinate responses/maintain guest list
7. To gather graduate names from all SON programs at undergraduate and graduate levels
8. To produce a program for the event
9. To coordinate awards program and manage creation of physical awards
10. To select winners from the nominees
11. To identify faculty members to lead and moderate the ceremony with student identification and flow
12. To clean up after the event.
13. Coordinate review of other awards, as assigned for the school or college.

iii Membership:

1). Voting members: Six (6)

a) SON faculty (2) who teach in undergraduate program (no rank specifications required)

b) SON faculty (2) who teach in graduate program (no rank specifications required)

c) Administrative staff members (2)

d) The chair will be a faculty member

2). Non-voting and Ex Officio Members

i. Director of the SON

ii. Associate Director, Undergraduate Division

iii. Associate Director, Graduate Division

iv. 2 students (1 undergraduate, 1 graduate)

m. DNP Advisory Committee

i Purpose: To review matters related to the DNP programs such as application, student progression, accomplishment of milestones, curricular issues. The committee will report to the Graduate Curriculum Committee for curricular changes. Committee meets 1-2 times per semester.

ii Functions:

1) Approve admission decisions and recommendations
2) Review courses and curriculum and make recommendations for changes to the SON Graduate Curriculum Committee.
3) Review student progression through the program
4) Annually review and update DNP handbooks.
5) Other program issues that may arise.

iii Membership:

1). Voting Members:

a) Committee members must be full-time, doctoral-prepared faculty with graduate faculty status
b) DNP Program Director/Coordinator who serves as chair of the
c) Advisory Committee
d) CRNA Clinical Program Director
e) One CRNA faculty member
f) Two elected DNP program faculty from each concentration

2). Non-voting/Ex-Officio members:

a) Director of the SON
b) Associate Director Graduate Programs
c) One DNP student representative from each concentration

Date of Origin: 8/02

Revised and Approved: 9/02, 9/03, 10/03; 5/04, 3/07, 11/10; 08/15, 4/19, 4/22, 4/27/23, 8/26, 9/26
Reviewed: 08/16, 8/18, 8/20,8/23, 1/24, 11/24

POSITION DESCRIPTION: DIRECTOR OF NURSING

CHHS Unit Chairs/Directors are directly responsible to the Dean of the College of Health and Human Services and serve as the primary Academic Unit liaison to other Units within the College, to the Dean's Office, and to other University entities. Chairs/Directors will also be responsible for managing effective communications and relationships with community based or health care agencies and organizations who support the mission of their Unit or the College. Chairs/Directors in the College may elect to directly participate in teaching and research activities. Community engagement is in the scope of Chair/Director responsibilities. The Chair/Director is a member of the College's Administrative Leadership Team (ALT) and the Dean's Executive Council. Each Chair/Director is responsible for the overall management of their respective Units. This includes academic leadership, management of unit budgets and allocations, personnel management and development, and strategic planning. The Director will hold a 12-month appointment and teach one course during the academic year and must hold a current unrestricted license as a registered nurse in North Carolina or a compact state.

Academic Leadership
The Director of the School of Nursing, in collaboration with the Dean and Associate Deans, is responsible for leading work with faculty in academic program planning, monitoring course content, setting and evaluating student learning outcomes and the successful coordination of all assessment and accreditation activities. The Director establishes goals for the School of Nursing in cooperation with the faculty to direct continuing development of the educational programs, including the creation and updating of student and curricular policies. The Director is responsible for coordinating the ongoing instructional development, implementation, and evaluation of the courses delivered through the Unit, and determining the workload of each faculty member. The Director ensures the use of appropriate tools to attract, select and retain a diverse student body. The Director will facilitate the effective handling of student grievances and special requests. The Director is ultimately responsible for producing all Unit reports required by the Office of the Dean and the Division of Academic Affairs. The Director represents their Unit through participation in university-wide Director meetings.

Fiscal Management
The Chair/Director is responsible for the establishment of Unit financial and planning priorities, including the expansion of human resources within the Unit. The director will work collaboratively with the Director of Business and Finance and staff to monitor expenditures and to plan annual budgets. The director will propose new faculty or staff positions to the Dean in the early spring of each academic year and will work to supply financial support to faculty initiatives in the classroom, in their research or in community engagement activities.

Personnel Management and Development
The Director provides essential and primary leadership to faculty and direct supervision of the staff employed in their Units. For faculty, Directors facilitate improved teaching effectiveness, research and scholarly activities, and service to professional organizations, the community (public engagement) and within the University. The Director advises, guides, and evaluates the performance of Unit faculty. The Director, in keeping with the mission of the College,

encourages professional community contributions to provide for the educational, economic, social, and cultural advancement of the people of North Carolina. Additionally, the Director will support professional contributions of faculty members to their discipline or profession through service to professional societies and associations. The Director facilitates faculty and graduate student research in their unit in cooperation with the Associate Dean for Research and Graduate Studies. The Director will work with each member of their faculty to set appropriate research goals and will evaluate progress toward goal fulfillment.

Directors are responsible for conducting faculty evaluations as required by the College and the University and make recommendations to the Dean on matters of reappointment, promotion and tenure, as well as salary adjustments for all Unit employees. The Unit Chair/Director is responsible for overseeing the recruitment, hiring, indirect supervision, training, and retention of administrative support staff assigned to the Unit.

Each Unit has its own unique configuration of academic program leadership, including program directors and coordinators. The director is also responsible for assessing the performance of duties for these faculty who spend a portion of their assignment contributing to the administration of academic programs. In the case of the School of Nursing, the SON Director supervises two Associate Directors.

The Director will work to recruit, hire and retain diverse and talented faculty. The Director will oversee the orientation of new faculty, and will be a leader, resource and advocate for all faculty. The Director will facilitate the faculty review process and advise faculty on promotion, tenure, reappointment, and salary review in accord with the Reappointment, Promotion & Tenure policies of the College and University. The Director will encourage the professional development of the faculty (e.g., conferences, workshops, higher education pursuits). The Director will oversee faculty teaching assignments and class schedules. The Director will promote free expression of ideas among faculty. The Chair/Director will work toward building consensus and collegiality to maintain morale within the Unit.

Strategic Planning
The Director is responsible for the coordination of strategic planning activities within the Unit, and to ensure that strategic goals are aligned with those of the College and University. Each year, the Director is responsible for assessing progress of the school on both Unit and College strategic goals, completing an annual report of accomplishments, and contributing to the College's evaluation plan. In addition, each director is expected to enhance alumni relations and to engage in development activities on behalf of the School and the College.

Date of origin: 7/02
Revised: 6/07; 10/07; 08/18; 08/19
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: ASSOCIATE DIRECTOR UNDERGRADUATE PROGRAMS AND ADMINISTRATIVE OPERATIONS

General: The Associate Director provides administrative oversight for the School of Nursing's Undergraduate Programs, which includes the pre-licensure nursing program and the RN-to-BSN program. The Associate Director implements the undergraduate curriculum and assists faculty in the promotion of student learning. Additionally, the Associate Director, in collaboration with the Director, is responsible for monitoring administrative operations within the School of Nursing. The Associate Director reports directly to the Director of the School of Nursing and holds a 12-month faculty appointment with responsibility for teaching one course during the academic year and must hold a current unrestricted license as a registered nurse in North Carolina or a compact state. The Associate Director has the responsibility of ensuring adequate clinical coverage, evaluating all part-time clinical faculty, and facilitating faculty/student problem solving, as needed.

Research: The Associate Director, in supporting the research efforts of the School of Nursing, may elect to directly participate in teaching and research activities.

Instruction: The Associate Director, in collaboration with the Director, is responsible for encouraging a culture of learning in the School. The Associate Director is responsible for program planning, monitoring course content, and evaluating student outcomes. In support of Interregional Guidelines for the Evaluation of Distance Education, the Associate Director will also evaluate and provide feedback to the Director regarding the integrity of SON's online offerings (all levels) each semester.

The Associate Director is responsible for administrative operations and specific activities within the following categories:

Curriculum and Program Support

1. Collaborate with the Academic Success Coordinator and UG Coordinator to implement and evaluate the School of Nursing's Academic Support Program and Retention Plan:
2. In collaboration with UG Coordinator and faculty, track ATI test scores and implement remediation plans for students who do not meet the benchmark score.
3. Track NCLEX-RN pass rates. In collaboration with the Director, Undergraduate Curriculum Committee and faculty determine interventions if pass rate falls below benchmark.
4. Track other actions outlined in the retention plan.
5. Collaborate with the Undergraduate Curriculum Committee, to facilitate the curriculum evaluation process established by the School of Nursing Faculty Organization.
6. Collaborate with the School of Professional Studies and RN BSN Coordinator regarding enrollment management of the RN-to-BSN Program.
7. Collaborate with the CHHS Dean's Office and the Strategic Partnership Coordinator to maintain and manage clinical compliance processes.
8. Collaborate with faculty governance committees and administration at School, College, and University levels to implement faculty decisions about curricula and policy changes.
9. Annually review the BSN and RN to BSN sections of the SON and Student Handbooks to ensure accuracy.

Course Planning

1. Collaborate with the Director, Associate Director for Graduate Programs, and program Coordinators to create course schedules for Fall, Spring, & Summer, including assigning students to Fall and Spring semester clinical sections.
2. Collaborate with administrative staff to build course schedule in Banner.
3. Collaborate with the Clinical Liaison and Placement Coordinator to monitor clinical site placements for the undergraduate nursing program.
4. Provide information about faculty needs and course schedule needs to the Director to assist with determination of workload assignments.
5. Recruit part-time faculty to teach undergraduate courses, ensuring that NCBON, SACS, and CCNE standards are met.
6. Assist all faculty in ensuring the integrity of online course offerings.
7. Review all course syllabi to ensure compliance with university standards.
8. Support the faculty to develop, review, revise, and evaluate program curriculum and instruction, facilitating innovation in curricular and instructional development.
9. Collaborate with the Strategic Partnership Coordinator to secure sufficient clinical sites to meet program needs and to expand clinical placement to rural and underserved areas.
10. Collaborates with lead faculty, UG Coordinator, Strategic Partnership Coordinator and Director, to ensure that clinical sites and faculty assignments are established before the end of each semester and that students are made aware of next semester's placement decisions prior to the end of the semester in which they are enrolled.

Students

1. Collaborate with the Undergraduate Admissions Committee to manage admissions processes of the BSN program.
2. Collaborate with the RN BSN Coordinator to manage admission processes of the RN-to-BSN Completion Program.
3. Collaborate with the Director, UG Coordinator and RN BSN Coordinator to recruit students and seek opportunities to recruit students for all BSN program options including the Upper Division Prelicensure, Accelerated BSN, and the RN-to-BSN Completion Program.
4. Collaborate with CHHS advising center and faculty to provide advising activities for pre-licensure and BSN students.
5. Plan and provide BSN orientation sessions for new students with collaboration of UG Coordinator and Strategic Partnership Coordinator.
6. Plan and provide orientation for new RN-to-BSN students.
7. Develop and maintain student tracking systems for admissions, enrollments, progression, attrition, and graduation rates.
8. Collaborate with Associate Director of the Graduate Programs and support staff to assign advisees/mentees to faculty.
9. Provide BSN and RN-to-BSN advising orientation to new faculty.
10. Collaborate with administrative staff to maintain Google Groups for each cohort of undergraduate nursing students.
11. Collaborate with faculty to organize University Open House and new student activities each semester.

Annual Reports and Accreditation

1. Collaborate with the Director of the School of Nursing, the Associate Director of the

Graduate programs, and with SON Faculty to write self-study reports related to accreditation.
2. Provide data related to BSN programs to the Director for completion of Annual Reports, College Evaluation plan, and specific reports to external organizations.

Program Development

1. Evaluate program attainment of student learning outcomes for undergraduate programs.
2. Track and evaluate program progress towards achieving graduation metrics. Provide interventions and suggest solutions.
3. Participate in University Student Success initiatives.
4. Collaborate with Program coordinators to develop, implement, and maintain an effective recruitment plan for undergraduate programs.
5. Seek and apply annually for grants which support SON mission, vision, and values.

Clinical Coordination

1. Collaborate with Lead Faculty members and UG Coordinator in clinical planning;
2. Work with lead faculty to facilitate conflict resolution should student/faculty issues arise;
3. Coordinate the selection and orientation of qualified part-time faculty with collaboration of the UG coordinator;
4. Evaluate part-time faculty per policy;
5. Coordinate clinical site placement;
6. Ensure final grades are submitted by university sanctioned deadlines.

Administrative Operations

1. Collaborate with the UG Coordinator to conduct annual teaching evaluations of part-time faculty who teach undergraduate courses.
2. Provide input to the Director for the annual evaluation of the Strategic Partnership Coordinator.
3. Collaborates with administrative staff to ensure effective onboarding of new undergraduate faculty and staff.
4. Collaborates with the Director to ensure direct observation of classroom teaching, annually, for evaluation feedback.
5. Collaborates with lead faculty and UG Coordinator to ensure effective and meaningful evaluation of part-time faculty.
6. Plan and provide new faculty orientation in collaboration with the Associate Director of Graduate Programs and the Director.
7. Collaborate with the Director and Associate Director of Graduate Programs in the completion and communication of performance appraisals, ongoing communication, and initiation of corrective action when needed.
8. Participate in the selection and hiring of staff.
9. Conduct and/or arrange pertinent training for staff.
10. Perform/complete other duties as assigned by the Director of the School of Nursing.

Appointment Criteria

The Associate Director may be an appointed position or filled through a national search. The Associate Director must hold a master's degree in nursing and a terminal degree in nursing (or related field). The Associate Director should have substantial experience as a faculty member in higher education in undergraduate nursing, program evaluation and planning experience, curriculum development and distance education. The Associate Director must hold a current unrestricted license as a registered nurse in North Carolina or a compact state.

Date of Origin: 10/06
Revised 03/07, 06/07, 11/08; 7/11, 8/12, 7/13, 8/16, 07/18, 08/19
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: ASSOCIATE DIRECTOR GRADUATE PROGRAMS

General: The Associate Director provides administrative oversight for the School of Nursing's Graduate Programs that includes all master and doctoral level programs. The Associate Director is responsible for the overall management and implementation of graduate curricula and assists faculty in the promotion of student learning. The Associate Director reports directly to the Director of the School of Nursing, holds a 12-month faculty appointment, and has the responsibility of teaching one course during the academic year.

Research: The Associate Director, in supporting the research efforts of the School of Nursing, may elect to directly participate in teaching and research activities

Instruction: The Associate Director, in collaboration with the Director, is responsible for encouraging a culture of learning in the School. The Associate Director is responsible for program planning, monitoring course content, and evaluating student outcomes in graduate programs.

The Associate Director is responsible for administrative operations and specific activities within the following categories:

Curriculum and Program Support

1. Collaborate with program Coordinators to:
2. Track individual program data/outcomes required to assess program success and for the purpose of reporting to outside constituencies.
3. Apply admission and progression criteria approved by the graduate faculty of the School of Nursing and Graduate School.
4. Address student issues and concerns, ensuring that SON, College, Graduate School and University policies are followed.
5. Collaborate with the Graduate School and Graduate Admissions and Curriculum Committee to facilitate the curriculum evaluation process established by the School of Nursing Faculty Organization.
6. Collaborate with the program Coordinators to conduct new student orientation to include orientation to specialty concentrations.
7. Collaborate with the Graduate School and School of Professional Studies to recruit qualified students.
8. Ensure accurate advising and maintenance of student records for accreditation.
9. Ensure that students have met all mandated agency and health requirements.
10. Provide input to the for annual evaluation of administrative support staff and placement coordinator.
11. Collaborate with faculty governance committees and administration at School, College, and University levels to implement faculty decisions about curricula and policy changes.
12. Evaluate and implement curricular changes through appropriate College and University processes to ensure that programs are in compliance with SACS, CCNE, NONPF and other external regulatory bodies.
13. Serve as SON liaison for the Nurse Anesthesia clinical program at Atrium Health by participating in all applicant interviews, student evaluation committees, advisory board meetings, facilitating student and faculty access to appropriate university resources

relative to faculty development and participating in the resolution of student issues related to progression, change of major, registration and other university-related concerns.

14. Annually review the Graduate Programs section of the SON and Student Handbooks to ensure accuracy.

Course Planning

1. Collaborate with the Director, the Associate Director for Undergraduate Programs and Operations, and program Coordinators to create course schedules for Fall, Spring, & Summer.
2. Provide information about faculty needs and course schedule needs of Graduate programs to the Director, to assist with scheduling and determination of workload assignments.
3. Ensure effective management of plans of study in order to project accurate enrollment each semester.
4. Evaluate, modify and disseminate 5-year course offering plan in response to curricular changes or when course offerings do not meet the needs of students and/or faculty.
5. Recruit part-time faculty to teach graduate courses.
6. Collaborate with the Graduate School and complete online documentation for faculty to receive and maintain graduate faculty status.
7. Review all course syllabi to ensure compliance with college standards.

Students

1. Process academic petitions for graduate students in a timely manner.
2. Respond to student questions or concerns in a timely manner.
3. Complete BON, Certification, and Health System verification for graduates and alumni.
4. Serve as primary advisor for nurse anesthesia students.
5. Work with administrative staff to maintain and update graduate Google groups each semester.
6. Collaborate with the Associate Director for Undergraduate Programs and Operations and administrative staff to assign advisees to faculty.
7. Collaborate with Coordinators and administrative staff to develop and maintain student tracking systems for admissions, enrollments, progression, attrition, graduation rates and certification rates.
8. Admits new students in graduate programs, in collaboration with program Coordinators.

Annual Reports and Accreditation

1. Collaborate with the Director of the School of Nursing, the Associate Director for Undergraduate Programs and Operations, and with SON Faculty to write self-study reports for accreditation.
2. Provide data related to graduate programs to the Director for completion of Annual Reports, College Evaluation plan, and specific reports to external organizations.
3. Complete US News and World Report data requests each year.
4. Provide data related to the nurse anesthesia program to the Clinical Nurse Anesthesia Director, as needed.

Program Development

1. Evaluate program attainment of student learning outcomes for graduate programs.
2. Develop and conduct needs assessments, exit surveys, surveys of students and alumni, to guide program planning.
3. Collaborate with Program Coordinators to develop, implement, and maintain an effective

recruitment plan for graduate programs.
4. Seek and apply annually for grants that support SON mission, vision, and values, including annual traineeship awards.
5. Ensure timely and accurate entry of Curriculog proposals.

Administrative Operations

1. Provide primary oversight of Coordinators and work with the Director to ensure each Coordinator receives adequate training in essential responsibilities.
2. Provide the Director with feedback related to the performance of Coordinators.
3. Provide the Associate Dean of the College of Health and Human Services with timely information for the establishment of affiliation agreements.
4. Conduct annual teaching evaluations of part-time faculty teaching graduate courses.
5. Collaborate with administrative staff to ensure effective onboarding of new graduate faculty and staff.
6. Contributes to curriculum development and evaluation through direct classroom/clinical observation to ensure adherence to all accreditation standards, incorporation of *The Essentials,* as well as evaluation of Student Learning Outcomes, ensuring collaboration with the Curriculum Committee.
7. Plan and provide new faculty orientation in collaboration with the Associate Director for Undergraduate Programs and Operations.
8. Perform/complete other duties as assigned by the Director of the School of Nursing

Appointment Criteria

The Associate Director may be an appointed position or filled through a national search. Appointments will be reevaluated every three years. The Associate Director must hold a Master's Degree in Nursing and a terminal degree in nursing (or related field). The Associate Director should have substantial experience as a faculty member in graduate nursing education, experience in program evaluation and planning, and curriculum development. The Associate Director must hold a current unrestricted license as a registered nurse in North Carolina or a compact state.

Date of Origin: 10/06
Revised 03/07; 06/07; 11/08; 7/11, 8/12, 7/13, 8/16, 07/18, 08/19
Last Reviewed: 8/26

POSITION DESCRIPTION: UNDERGRADUATE PRE-LICENSURE BSN PROGRAM COORDINATOR

General: The Undergraduate Prelicensure BSN Program Coordinator in the School of Nursing provides administrative support for the undergraduate prelicensure program including activities related to student program management and faculty support. The Undergraduate Prelicensure Program Coordinator is directly responsible to the Director of the School of Nursing and holds a 9-month faculty appointment with administrative, teaching and service responsibilities. The Undergraduate Prelicensure Program Coordinator also reports to the Associate Director of Undergraduate Programs of the School of Nursing on all curriculum and student matters related to the Prelicensure program. The Undergraduate Prelicensure Program Coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty and holds a current unrestricted license as a registered nurse in North Carolina or compact state.

The Undergraduate Prelicensure BSN Program Coordinator is responsible for the following activities:

1. In collaboration with faculty and Faculty Governance committees, facilitate regular review and revision of admission and progression policies related to the Undergraduate Prelicensure Program Options.
2. In collaboration with the Associate Director of Undergraduate Programs implement and evaluate the Undergraduate Prelicensure Program curriculum. Facilitate regular review, revision, and implementation of Prelicensure curricula to meet educational standards.
3. Serve as a standing member of the Undergraduate Admissions and Curriculum Committees.
4. Manage the student portfolio requirements including course development and student enrollment.
5. Communicate recommended changes from the faculty for curricula and admission and progression policies to the SON Faculty Governance for approval and to the Associate Director for planning and implementation.
6. In collaboration with the Student Success Coordinator, support faculty in the implementation of ATI resources related to testing, test construction, and student learning activities.
7. Provide support for undergraduate faculty who serve as mentors, and serve as a mentor, for full- time and part-time faculty teaching in the prelicensure program related to the prelicensure program, curriculum, course, and student learning issues.
8. Assist in the management of clinical processes. Activities include student compliance management, formation of clinical groups, and submission of agency required student permissions to participate in clinical activities.
9. Assist in the Part-time faculty hiring, onboarding, and evaluation of Part time faculty in consultation with the Strategic Clinical Partnership Coordinator and Associate Director.
10. In collaboration with the Associate Director for Undergraduate Programs, collects and maintains prelicensure admission and graduation data for external reporting.
11. In collaboration with the Associate Director for Undergraduate Programs, collects and maintains prelicensure student learning outcome (SLO) data for accreditation purposes.
12. Collaborate with the Undergraduate Associate Director and University to participate in the recruitment of prelicensure students.

13. Perform/complete other duties as assigned by the Director of the School of Nursing and Associate Director of UG Programs.

Date of Origin: 4/24
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: CLINICAL LIAISON AND COORDINATOR OF STRATEGIC PARTNERSHIPS

General: The Clinical Liaison and Strategic Partnership Coordinator is a full-time, 9-month position with administrative, teaching, and service responsibilities. It is the role of the Coordinator to ensure excellence in graduate and undergraduate clinical education by serving as a clinical liaison for new full and part-time faculty and providing management and oversight of the clinical placement/preceptor process across all programs. This position requires a Monday-Friday presence, as well as travel to clinical sites.

The Coordinator reports directly to the Director of the School of Nursing and indirectly to the Associate Directors for Graduate and Undergraduate Programs.

The duties specific to the Coordinator role include:

1. Works in cooperation with program coordinators, administrative support specialists and external partners to prepare and place students in facilities which are equipped to facilitate student achieve of course and program outcomes;
2. Completes pre-placement clinical site evaluations;
3. Provides support to new full-time and part-time faculty to reinforce understanding of clinical roles and responsibilities, as well as compliance with academic and regulatory requirements of the University, College, School and community partners;
4. Collaborates with faculty and administration to provide clinical faculty with professional development to promote sound clinical practices.
5. Develop relationships with external partners to maintain sufficient clinical sites across all programs;
6. Collaborates with the Undergraduate Associate Director to participate in the recruitment of prelicensure students.
7. Ensures compliance with clinical guidelines set by approving and accrediting bodies;
8. Teaches a minimum of 2-4 courses per year
9. Other duties as assigned by the Director for the School of Nursing.

Qualifications

1. Graduate of an accredited nursing program; MSN required.
2. Demonstrated management experience in a university or similar complex environment;
3. Strong leadership skills;
4. Experience in supervision and teaching face-to-face and online;
5. The ability to establish priorities and manage competing deadlines;
6. Excellent communication skills;
7. A record of community service/engagement;
8. Experience working with diverse* populations;
9. Demonstrated ability to collaborate with others;
10. Current BCLS certification;
11. Experience working with Excel and database management.

Date of Origin: 8/19
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: RN-BSN COORDINATOR

General: The RN-to-BSN Coordinator in the School of Nursing provides administrative oversight for the RN-to- BSN concentration and is responsible for the recruitment, admission, and advisement of the RN-to-BSN students. The RN-to-BSN Coordinator is directly responsible to the Director of the School of Nursing and holds a 9-month faculty appointment with administrative, teaching and service responsibilities. The RN- to-BSN Coordinator also reports to the Associate Director of Undergraduate Programs of the School of Nursing on all curriculum and student matters related to the RN-to-BSN program. The RN-to-BSN Coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty and holds a current unrestricted license as a registered nurse in North Carolina or compact state.

The RN-to-BSN Coordinator is responsible for the following activities.

1. In collaboration with faculty and Faculty Governance committees, facilitate regular review and revision of admission and progression policies related to the RN-to-BSN concentration.
2. Serve as a standing member on the Undergraduate Admissions Committee.
3. Collaborate with the Associate Director of Undergraduate Programs to implement and evaluate the RN-to-BSN curriculum.
4. In collaboration with faculty and Faculty Governance committees, facilitate regular review, revision, and implementation of RN-to-BSN curricula educational standards.
5. Communicate recommended changes from the faculty for curricula and admission and progression policies to the SON Faculty Governance for approval and to the Associate Director for planning and implementation.
6. Serve as the primary faculty contact for faculty teaching in the RN-to-BSN concentration and community partnerships related to RN-to-BSN program, curriculum, course, and student learning issues.
7. Serve as the advisor to all RN-to-BSN students to ensure admission, progression, and graduation requirements are met.
8. In collaboration with the Associate Director for Undergraduate Programs, collects and maintains RN-to-BSN admission and graduation data for external reporting.
9. In collaboration with the Associate Director for Undergraduate Programs, collects and maintains RN-to-BSN student learning outcome (SLO) data for accreditation purposes.
10. In collaboration with the School of Professional studies, maintain enrollment data and orientation for RN-to-BSN distance education students.
11. Advise and recruit potential RN-to-BSN students. Activities include planning and conducting recruitment events, advising, and transcript reviews regarding prerequisites and general education requirements.
12. Perform/complete other duties as assigned by the Director of the School of Nursing and Associate Director of UG Programs.

Date of Origin: 6/20/13
Date position reactivated: 8/22
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: FNP COORDINATOR

General: The FNP Coordinator is a full-time, 9-month position plus summer with administrative, teaching, and service responsibilities. It is the role of the coordinator to provide administrative oversight for the School of Nursing's FNP MSN and FNP Post Master's Certificate programs and meet the "Standards for Quality Nurse Practitioner Education (National Task Force on Quality Nurse Practitioner Education, 2022). The coordinator reports directly to the Director of the School of Nursing and collaborates with the Associate Director of Graduate Programs and other graduate program directors. The FNP Coordinator must hold a current unrestricted license as a registered nurse in North Carolina or a compact state and have approval to practice as a Nurse Practitioner by the NC Board of Nursing. The coordinator must be educated and certified in the NP specialty they are overseeing. The coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty teaching in the program.

Specific duties and responsibilities include:

1. Collaborate with faculty and faculty governance committees related to courses and curriculum in the FNP program and facilitate regular review and revision of admission and progression policies related to the program.
2. Communicate recommended changes in curricula, admission, and progression policies to the NP faculty and SON Faculty Governance for approval and to the Associate Director for Graduate Programs for planning and implementation.
3. Provide orientation and mentoring to full-time and part-time NP faculty teaching in the program including clinical faculty regarding the processes and responsibilities of clinical teaching.
4. Collaborate with the NP Clinical Placement Coordinator as needed to review and modify criteria for appropriate clinical placements and preceptors.
5. Collaborate with the NP Clinical Placement Coordinator to evaluate clinical and preceptor placements for effective and supportive NP student learning.
6. Serve as the primary faculty contact for preceptors who have agreed to work with students in FNP clinical courses.
7. Collaborate with clinical faculty to manage clinical learning/performance issues that may arise for FNP students.
8. Support faculty in advising and progression of students and work with faculty and students to revise plans of study when needed.
9. Participate in completing program reports, surveys, and accreditation documents that include but are not limited to US News, AACN, CCNE, Learning Outcomes, out of state placements for SPS.
10. Collaborate with the Associate Director for Graduate Program to ensure accuracy of plans of study.
11. Ensure compliance with accreditation standards and guidelines. Consult with the Director and Associate Director for Graduate Programs as needed to ensure NP curriculum and instructional methods meet quality benchmarks.
12. Maintain and report accurate statistics to the various stakeholders for admission, enrollment, retention, graduation, certification pass rates, and out-of-state placements.

13. Engage in effective enrollment management and consult with the Assoc Director for Graduate Programs as needed to ensure course building to meet student needs.
14. Coordinate student and faculty access and use of required program resources such as MEDATRAX and standardized testing/review products.
15. Work with the Graduate Admission Committee to oversee admissions to the FNP program. Admit applicants meeting admission requirements.
16. Coordinate and participate in student recruitment initiatives.
17. Conduct annual new student orientations in partnership with other NP program coordinators.
18. Coordinate with other NP Coordinator and Clinical Placement Coordinators to assess and create preceptor fee invoices.
19. Develop and provide a plan of study for students once admitted.
20. Other assignments as assigned.

Date of Origin: 03/07
Revised 9/08; 07/11, 07/13; 07/17, 08/18, 1/24
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: AGACNP COORDINATOR

General: The AGACNP Coordinator is a full-time, 9-month position plus summer with administrative, teaching, and service responsibilities. It is the role of the coordinator to provide administrative oversight for the School of Nursing's AGACNP MSN and AGACNP Post-Master's programs and meet the "Standards for Quality Nurse Practitioner Education (National Task Force on Quality Nurse Practitioner Education, 2022). The coordinator reports directly to the Director of the School of Nursing and collaborates with the Associate Director of Graduate Programs and other graduate program directors. The AGACNP Coordinator must hold a current unrestricted license as a registered nurse in North Carolina or a compact state and have approval to practice as a Nurse Practitioner by the NC Board of Nursing. The coordinator must be educated and certified in the NP specialty they are overseeing. The coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty teaching in the program.

Specific duties and responsibilities include:

1. Collaborate with faculty and faculty governance committees related to courses and curriculum in the AGACNP program and facilitate regular review and revision of admission and progression policies related to the program.
2. Communicate recommended changes in curricula, admission, and progression policies to the NP faculty and SON Faculty Governance for approval and to the Associate Director for Graduate Programs for planning and implementation.
3. Provide orientation and mentoring to full-time and part-time NP faculty teaching in the program including clinical faculty regarding the processes and responsibilities of clinical teaching.
4. Collaborate with the Atrium Health Clinical Program Coordinator as needed to review and modify criteria for appropriate clinical placements and preceptors.
5. Collaborate with the Atrium Health Clinical Program Coordinator to evaluate clinical and preceptor placements for effective and supportive student learning.
6. Serve as the primary faculty contact for preceptors who have agreed to work with students in AGACNP clinical courses.
7. Collaborate with clinical faculty to manage clinical learning/performance issues that may arise for AGACNP students.
8. Support faculty in advising and progression of students and work with faculty and students to revise plans of study when needed.
9. Participate in completing program reports, surveys, and accreditation documents that include but are not limited to US News, AACN, CCNE, Learning Outcomes, out of state placements for SPS.
10. Collaborate with the Associate Director for Graduate Program to ensure accuracy of plans of study.
11. Ensure compliance with accreditation standards and guidelines. Consult with the Director and Associate Director for Graduate Programs as needed to ensure NP curriculum and instructional methods meet quality benchmarks.
12. Maintain and report accurate statistics to the various stakeholders for admission, enrollment, retention, graduation, certification pass rates, and out-of-state placements.
13. Engage in effective enrollment management and consult with the Assoc Director for Graduate Programs as needed to ensure course building to meet student needs.

14. Coordinate student and faculty access and use of required program resources such as MEDATRAX and standardized testing/review products.
15. Work with the Graduate Admission Committee to oversee admissions to the AGACNP program. Admit applicants meeting admission requirements.
16. Coordinate and participate in student recruitment initiatives.
17. Conduct annual new student orientations in partnership with other NP program coordinators.
18. Coordinate with other NP Coordinator and Clinical Placement Coordinators to assess and create preceptor fee invoices.
19. Collaborate with the Atrium Health Clinical Coordinator and SON Assoc Director Graduate Programs to meet program expectations of the partnership with Atrium Health to offer the AGACNP program and ensure the program has adequate resources.
20. Develop and provide a plan of study for students once admitted.
21. Other assignments as assigned.

Date of Origin: 1/24
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: SYSTEMS MAJOR COORDINATOR

General: The Systems Major coordinator is a full-time, 9-month position plus summer with administrative, teaching, and service responsibilities. It is the role of the coordinator to provide administrative oversight for the MSN and Certificate concentrations represented in the School of Nursing's System's Majors. The coordinator reports directly to the Director of the School of Nursing and collaborates with the Associate Director of Graduate Programs and other graduate program directors. The Systems Major Coordinator must hold a current unrestricted license as a registered nurse in North Carolina or a compact state. The coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty teaching in the Systems Major.

Specific duties and responsibilities include:

1. Collaborate with faculty and faculty governance committees related to courses and curriculum in the Systems Major and facilitate regular review and revision of admission and progression policies related to the program.
2. Communicate recommended changes in curricula, admission, and progression policies to the faculty and SON Faculty Governance for approval and to the Associate Director for Graduate Programs for planning and implementation.
3. Provide orientation and mentoring to full-time and part-time faculty teaching in the program including clinical faculty regarding the processes and responsibilities of clinical teaching.
4. In collaboration with the CHHS Compliance Specialist, ensure that affiliation agreements are current for clinical sites and that students have met compliance requirements.
5. Oversee evaluation of clinical and preceptor placements for effective and supportive student learning.
6. Serve as the primary faculty contact for preceptors who have agreed to work with students in Systems clinical courses.
7. Collaborate with clinical faculty to manage clinical learning/performance issues that may arise for students.
8. Support faculty in advising and progression of students and work with faculty and students to revise plans of study when needed.
9. Participate in completing program reports, surveys, and accreditation documents that include but are not limited to US News, AACN, CCNE, Learning Outcomes, out of state placements for SPS.
10. Collaborate with the Associate Director for Graduate Program to ensure accuracy of plans of study.
11. Consult with the Director, Associate Director for Graduate Programs, and the Graduate Curriculum Committee as needed to ensure the curriculum and instructional methods meet quality online benchmarks and accreditation standards or in the development of new programs as needed.
12. Maintain and report accurate statistics to the various stakeholders for admission, enrollment, retention, graduation, certification pass rates, and out-of-state placements.
13. Engage in effective enrollment management and consult with the Assoc Director for Graduate Programs as needed to ensure course building to meet student needs.
14. Review program applicants and make recommendations to the Graduate Admission Committee for admission. Admit applicants meeting admission requirements.
15. Coordinate and participate in student recruitment initiatives.

16. Conduct regular new student orientations in partnership with the School of Professional Studies Online Programs.
17. Collaborate with the School of Professional Studies to ensure that DE offerings are sufficient and students enrolled in DE courses have adequate resources.
18. Collaborate with the School of Professional Studies to ensure that UNCC can offer clinical placement to out of state clinical placements for DE students.
19. Develop and provide a plan of study for students once admitted.
20. Other assignments as assigned.

Date of Origin: 6/20/13
Date position reactivated: 8/22
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: DOCTOR OF NURSING PRACTICE COORDINATOR

General: The Coordinator of the Doctor of Nursing Practice (DNP) Program works in collaboration with the Associate Director of Graduate Programs for the overall management, implementation, and evaluation of the DNP Program(s). The Coordinator must hold a current unrestricted license as a registered nurse in North Carolina or a compact state. It is preferred that the Coordinator be certified in an APRN and has APRN approval to practice in the State of North Carolina. The DNP Coordinator holds a 9-month faculty appointment with teaching and administrative duties and reports directly to the Director of the School of Nursing. Professional, school, and university service and scholarship of practice are additional expectations. The Coordinator receives a stipend to perform administrative duties. Payment of the annual stipend will be spread out over the academic year and comes with the expectation of continued support and availability over the summer. Availability is defined as both "physical and electronic availability sufficient to meet the needs of the students, the programs you coordinate and the School of Nursing."

Responsibilities

1. Work in collaboration with the Associate Director for Graduate Programs and the faculty review and revise admission and progression policies related to the Doctor of Nursing Practice (DNP) degree.
2. Serve as chair of the DNP Advisory Committee.
3. Develop and revise all Doctor of Nursing Practice policies and processes related to student and curriculum activities.
4. Monitor student progression through the DNP program.
5. Communicate recommended changes from the DNP program regarding curricula and admission and progression policies to the SON Faculty Governance structure for approval, and to the Associate Director for Graduate Programs for planning and implementation purposes.
6. Develop and revise DNP courses, including syllabi development in collaboration with graduate faculty and the Associate Director of Graduate Programs.
7. Evaluate and implement current initiatives and directives from professional and accrediting organizations, (e.g., NONPF and CCNE) regarding DNP program development and implementation.
8. Participate in the recruitment and admission of students to the DNP program.
9. Recruit Clinical Residency sites and preceptors as necessary.
10. Oversee distribution and collection of evaluation surveys as part of the Master Evaluation Plan and report results to appropriate faculty governance committees and the Director and Associate Director for Graduate Programs.
11. Provide orientation to preceptors and clinical experts as appropriate.
12. Coordinate new student orientation.
13. Serve as a member of the Graduate Curriculum Committee and Graduate Admissions Committees.
14. Update the DNP Student Handbooks annually.
15. Annually review and update the DNP section of the SON Handbook to reflect faculty approved policy changes and to ensure accuracy.
16. Develop criteria for scholarly projects in collaboration with the Associate Director of

Graduate Programs.

17. Maintain own practice involvement and engagement in the scholarship of practice.
18. Serve as a practice and clinical research/scholarship mentor for faculty and students.
19. Orient faculty to the DNP program curriculum and other processes impacting implementation of the program.
20. Monitor course content and evaluation of student outcomes in DNP courses.
21. Promote DNP student evidence-based practice scholarly activities within the School and communities of interest.
22. Collaborate with the administrative support team to maintain and regularly update graduate Google Groups to facilitate regular communication with DNP students and faculty.
23. Manage the daily functions of the DNP program and related initiatives and activities.
24. Act as a liaison in maintaining positive communication and relationships with the Graduate School, DNP concentrations, students, and agencies/clinical experts.
25. In collaboration with appropriate faculty and administration, apply for grant funding to develop specific innovative projects related to the DNP program.
26. Provide the lead in identifying faculty development activities to support the DNP program.
27. Collaborate, as a leader and member of the Expanded Administrative Team, to support the mission of the School.
28. Perform other duties as directed by the Director of the School of Nursing.

Date of Origin: 07/13
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: THE CAROL GROTNES BELK DISTINGUISHED PROFESSOR IN NURSING

General: The University of North Carolina at Charlotte received a gift from Mr. Irwin Belk to establish the Carol Grotnes Belk Distinguished Professor or Distinguished Scholar in Nursing. The purpose of the Carol Grotnes Belk Distinguished Professor/Scholar in Nursing is to appoint a nationally recognized scholar to support and further nursing research activities in areas that complement or provide depth to existing faculty expertise and that align with the focus of the School of Nursing.

Terms of the Distinguished Professorship
This Distinguished Professor/Scholar is assigned to the School of Nursing in the College of Health and Human Services. The holder of the Distinguished Professor will make a wide range of contributions to the educational, research, and service missions of the School and University. In addition to teaching and service expectations, the Distinguished Professor will be expected to have an ongoing externally funded research agenda and experience mentoring junior faculty and graduate students.

The appointment of the Distinguished Professor/Scholar will be for a period of five years. The holder may be reappointed to subsequent five-year terms upon the recommendation of the Dean.

Selection of the Distinguished Professor
A national search for an Associate Professor or Professor to hold this Distinguished Professorship will be conducted in accordance with the appointment and tenure policies of The University of North Carolina at Charlotte. In accordance with the *Rules and Regulations for the Distinguished Professors Endowment Trust Fund*, an appointed Professor will hold the title of Distinguished Professor and an appointed Associate Professor will hold the title of Distinguished Scholar. The search committee is appointed by the Dean of the College of Health and Human Services, in consultation with the Director of the School of Nursing. Following the *Rules and Regulations for the Distinguished Professors Endowment Trust Fund,* the appointment shall be subject to approval by the Board of Governors.

Date of Origin: 08/10
Revised: 09/12, 06/19, 5/25
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: COORDINATOR OF SIMULATION AND INTERPROFESSIONAL PRACTICE

General: The Coordinator of Simulation and Interprofessional Practice is responsible for planning and implementing major programs of simulation training with the School of Nursing. The Coordinator reports directly to the Director for the School of Nursing. Under minimal supervision, the Coordinator develops and executes systems and processes needed to advance simulation in the SON. The Coordinator leads the SON in the use of advanced and innovative technology and techniques to support the teaching/learning needs of undergraduate and graduate students, in a fiscally sound manner. Additionally, the Coordinator develops and implements strategic initiatives, in support of the mission, vision and values of the SON, which improve and strengthen simulation, clinical programs, remediation, and student success.

Responsibilities

1. Provides leadership to ensure the day-to-day structures and processes are in place to promote student and faculty success in simulation;
2. Identifies opportunities for improvement, innovation, implementation and integration of patient simulation technology into existing and proposed curricula;
3. Designs and implements effective training programs for faculty to ensure the delivery of high quality, innovative simulation experiences;
4. Promotes faculty teamwork, continuous staff development and provides feedback to faculty regarding best practices in simulation learning.
5. Collaborates with faculty to develop and implement innovative pedagogy and evidence-based teaching practices in a simulation environment;
6. Collaborates with faculty across the College of Health and Human Services, UNC Charlotte, and among community partners, to advance interprofessional simulation programs between SON nursing and other professions
7. Identifies grants/partnerships and funding opportunities for simulation education and growth;
8. Supports SON faculty conducting research with simulation-based education, as appropriate
9. Mentors faculty in the use of simulation/simulators;
10. Determines simulation priorities and goals in accordance with SON, CHHS and University mission;
11. Collaborates with faculty, coordinators and administration to develop and implement policies, procedures and practice standards to support course and program outcomes;
12. Oversees preventive maintenance of high-fidelity equipment according to manufacturers' recommendations;
13. Collaborates with Academic Technology on the purchasing and installation of new simulation equipment, software, or hardware;
14. Serves as a liaison to college initiatives related to simulation
15. Develops, maintains and prepares all simulation equipment, support materials, applications, props and moulage before and after each simulation event in conjugation with the simulation technician and faculty as appropriate
16. Provides oversight of student assistants and part-time faculty while participating in simulation experiences as needed. Maintains membership in one nationally recognized

organization dedicated to promoting simulation-based education.
17. Direct supervisory responsibilities for the Simulation Operations Manager, and indirectly for the Simulation Technician
18. Collaborates with the Director, in a timely manner, to ensure service warranties are maintained;
19. Teaching and other activities as designated by the Director of the School of Nursing.

Knowledge and Skills

1. Financial management
2. Staff management
3. Excellent communication
4. Experience in strategic planning

Minimum Required Job Qualifications

1. A terminal degree in nursing or related field. If a terminal degree is in a field other than nursing, then must have an MSN.
2. Minimum of one (1) year experience in simulation (e.g. developing, implementing, evaluating and validating case studies), interprofessional simulation, simulation assessment/evaluation and debriefing methods.
3. Must hold an unencumbered license to practice as a Registered Nurse in North Carolina
4. If functioning as an APRN, must have approval to practice and be licensed in North Carolina

Preferred

1. Certified Healthcare Simulation Educator (CHSE) certification or ability to gain certification within 1 year of employment.
2. Knowledgeable about guidelines for simulation center accreditation.
3. Holds BCLS instructor certification.

Originated: *1/18*
Last Reviewed: *8/26, 9/26*

POSITION DESCRIPTION: ACADEMIC SUCCESS COORDINATOR

General: The Academic Success Coordinator is responsible for general oversight of the components of the School of Nursing's undergraduate Student Success program. This position collaborates with the Associate Director Undergraduate Programs and SON Operations and reports directly to the Director of the School of Nursing. The Academic Success Coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty

Qualifications
Minimum of a master's degree in nursing and eligible for a lecturer or higher faculty position as described by the University. Requires experience with curriculum, instructional design, and student support.

Responsibilities

1. Track student retention per student cohort.
2. Counsel high risk students.
3. Coordinate resources to support student retention such as, but not limited to, study skills, test taking strategies, referral to campus student support services.
4. Collaborate with the Associate Director of Undergraduate programs and SON Operations to administer and monitor the external testing program.
5. With collaboration of the UG Coordinator, mentor new and part-time faculty in their understanding of the external testing program.
6. Assisting faculty in developing teaching methodologies that promote critical thinking and clinical judgment.
7. Create LMS sites for tracking completion of academic success plans.
8. Collaborate with faculty and UG Coordinator to develop academic success plans for students not meeting the benchmark scores in the external testing program.
9. Collaborate with students and advisors/faculty mentors to implement academic success plans.
10. Secure computer labs for testing each semester.
11. Assist incoming students to understand the external testing program and navigation of the testing website, including account set up.
12. Collaborate with faculty and administration on policies and procedures associated with the Academic Support program.

Date of Origin: 11/06
Revised: 2/10, 07/13, 8/17
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: COORDINATOR OF NURSE ANESTHESIA SPECIALTY CONCENTRATION

General: The Coordinator of the Nurse Anesthesia specialty concentration has responsibilities in the areas of curriculum, students, faculty, preceptors, and the community. The Academic Coordinator holds a graduate faculty appointment in the School of Nursing. These responsibilities are incorporated in the job description of the Associate Director of Graduate Programs.

Responsibilities

1. Provides leadership to Anesthesia faculty and Atrium Health's Anesthesia Program Director in reviewing courses to ensure compliance with certification/ accreditation criteria and makes recommendations for changes to the appropriate structures within the School and/or College.
2. Monitors courses for progression/consistency of anesthesia content assuring that essential competencies are taught and built upon as required by the Council of Accreditation (COA) of Nurse Anesthesia Programs.
3. Reviews applications and applies admission criteria established by the Faculty of the School of Nursing. Refers qualified applications to the Atrium Health Nurse Anesthesia faculty.
4. Serves on the nurse anesthesia interview committee at Atrium Health/Carolina's Medical Center. Participates twice a year in two-day applicant interview sessions.
5. Works collaboratively with the School of Nursing, College of Health and Human Services, Graduate School, other University divisions, and Atrium Health faculty and administrators according to policies to resolve student and/or programmatic concerns.
6. Serves as a resource person/mentor for faculty with limited teaching experience in the Nurse Anesthesia Program.
7. Participates in the Nurse Anesthesia's Advisory Committee, Evaluation Committee, and Curriculum Committee.
8. Responds to inquiries from prospective students.
9. Serves as the academic advisor to nurse anesthesia students
10. Validates that students are registered for the required courses.
11. Forwards paperwork through the university for payment to Atrium Health each semester.
12. Writes and submits HRSA Nurse Anesthetist Traineeship annually.
13. Calculates the amount of financial award that each eligible student will receive from traineeships each semester and authorizes payment using usual Financial Aid processes.
14. Participates and provides support/guidance in the development of the accreditation reports (yearly reports plus the major site visit reports), and changes in the program that must be filed with the COA.
15. Depending upon state funding availability, represents the University of North Carolina at Charlotte at the Anesthesia Assembly of School Faculty meeting each year.

Revised: 3/01/04; 06/09, 06/10, 08/18; 08/19
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: PART TIME FACULTY

General: Part-time faculty will be appointed by the Director of the School of Nursing. Individuals interested in teaching for the School of Nursing will submit an electronic application through Niner Talent. The Associate Directors will review the qualifications of applicants for Undergraduate and Graduate programs to determine if the candidate is educationally and experientially qualified to teach. Determinations will include consideration of regulations set by the North Carolina Board of Nursing (NCBON), National Task Force on Quality Nurse Practitioner Education (NTF), Commission on Collegiate Nursing Education (CCNE), and requirements set forth by the University.

Qualifications
To be considered for part-time employment in the School of Nursing, individuals must be educationally and experientially qualified. Qualifications vary based upon majors and degree concentrations. At a minimum, part-time faculty shall have a master's degree in nursing, an unencumbered license to practice nursing in the state of North Carolina or a compact state. Additionally, part-time faculty teaching in a program leading to initial licensure must meet NC Board of Nursing rule 21 NCAC 36.0318 which requires either a baccalaureate in nursing or graduate degree in nursing from an accredited institution and 2-calendar years or the equivalent of full time clinical experience as a registered nurse, and have education in teaching and learning principles for adult education, including curriculum development, implementation and evaluation, appropriate to faculty assignment. Please see the NCBON for ways in which this criterion may be met.

Responsibilities
1. Provide students with clinical and/or classroom instruction in designated specialty;
2. Orient to the assigned clinical facility and to the School of Nursing;
3. Attend class/clinical orientation sessions held by Lead Faculty to actively engage in course planning;
4. Keep current evidence of licensure and education on file with the School of Nursing;
5. Maintain evidence of current BCLS certification with the School of Nursing;
6. Maintain accurate records of grades, attendance, clinical performance, anecdotal notes, and submit as necessary;
7. Ensure that grades are submitted to Banner on time;

*The School of Nursing recognizes that its part-time faculty typically hold positions with other organizations; however, it is important to us that **part-time faculty engage in faculty governance**. If unable to attend face-to-face, we encourage part-time faculty to attend meetings remotely when possible.

Created 05/10
Revised: 07/13; 8/16; 8/18, 8/19
Last Reviewed: 8/26,9/26

POSITION DESCRIPTION: PRECEPTOR

General: Preceptors will be appointed by Coordinators of the various programs within the School of Nursing. Coordinators will review the qualifications of each potential preceptor to determine if the candidate is educationally and experientially qualified for the role. Determinations will include consideration of regulations set by the North Carolina Board of Nursing (NCBON), National Task Force on Quality Nurse Practitioner Education (NTF), Commission on Collegiate Nursing Education (CCNE), and requirements set forth by the University.

Qualifications

To be considered for the role of preceptor in the School of Nursing, individuals must be educationally and experientially qualified. Qualifications vary based upon majors and degree concentrations and are outlined in the School of Nursing's preceptor selection process. At a minimum, preceptors should hold a Master's in Nursing and an unencumbered RN license to practice. However, individuals without an MSN may be considered provided the individual has significant experience and expertise, relevant to assist students in meeting course and program outcomes. Within the graduate program, non-nursing preceptors may be considered under special circumstances; however, they must hold a graduate degree. Preceptors in APRN programs must be certified in the appropriate specialty. Preceptors receive no monetary compensation.

Responsibilities

1. Engage in preceptor orientation;
2. Review responsibilities of faculty, preceptor and student;
3. Ensure understanding of syllabus and course objectives;
4. With faculty and students, assess learning needs, set goals and objectives based upon identified learning needs;
5. Familiarize student with staff, policies and organization of the unit;
6. Plans appropriate learning activities;
7. Act as a role model and clinical resource for student(s);
8. Identify problems related to the preceptor role and/or student and refer these to the appropriate faculty member;
9. Meet periodically with students and faculty to determine student progress.

Created: 05/10
Revised: 07/13, 8/16, 8/18, 8/19
Last Reviewed: 8/26, 9/26

POSITION DESCRIPTION: LEAD FACULTY

General: Lead faculty are full-time faculty who provide course and/or clinical oversight when greater experience in a subject area or program of student is needed. Lead Faculty (LF) may be administratively appointed to oversee select courses and are assigned by the Director with input from the Associate Directors of Graduate and Undergraduate Programs. Lead faculty will receive 1.0 course credit to perform duties listed below. Lead faculty of any clinical course, for which the Clinical Coordinator does not secure placement sites, will be eligible to receive a stipend, each semester, in addition to the 1.0 course release credit.

Qualifications
Faculty must hold a full-time position in the School of Nursing with a minimum of a master's degree. Must also meet NC Board of Nursing rule 21 NCAC 36.0318 which requires either a baccalaureate in nursing or graduate degree in nursing from an accredited institution and 2-calendar years or the equivalent of full-time clinical experience as a registered nurse.

Responsibilities
1. Collaborate with the Associate Directors and/or Coordinators to assist in course/clinical planning.
2. Update syllabi and assist faculty in textbook and material selections.
3. Assist faculty, as needed, in the creation of course content within the University's Learning Management System (LMS), ensuring that Associate Directors and/or Coordinators are added to all sections with ability to view student roster.
4. If applicable, assist Coordinators and Associate Directors in securing qualified preceptors for all precepted clinical activities ensuring that University, School of Nursing and North Carolina Board of Nursing policies and procedures are followed.
5. Lead scheduled meetings of all faculty before or during the first week of class to discuss course expectations.
6. Hold course meetings at least 2 times each semester (including for the completion of End of Course Reports) to discuss issues involving student performance, anticipated changes to course content or delivery and any other issues which may impact student outcomes.
7. Ensure that minutes from all required meetings are placed in the appropriate electronic folder.
8. Orient new part-time faculty to the course and clinical agencies. If needed, accompany new faculty to clinical sites and introduce them to personnel, policies and typical scheduling of student experiences.
9. Provide oversight of course/clinical sections to ensure consistent application of agreed upon approaches to achieve student outcomes and School of Nursing policies and procedures.

Revised 3/04; 6/09; 7/11, 7/13, 8/16, 8/18, 08/19
Last Reviewed: 8/26, 9/26

SCHOOL OF NURSING UNDERGRADUATE RETENTION PLAN STUDENT SUCCESS AND ACADEMIC SUPPORT

Overall Goals

1. Achieve and sustain a first-time pass rate of 90% on the NCLEX-RN exam.
2. 85% of students in each cohort will achieve Level 2 on ATI assessment of nursing knowledge exams, as well as Comprehensive Predictor.
3. Retain 90% of the admitted upper division nursing students.
4. All faculty teaching undergraduate courses will attend faculty development programs to enhance teaching and evaluation skills.

Policy

The policy is in the Student Handbook.

Date of Origin: 07/16
Last Reviewed: 8/26

UNDERGRADUATE PRE-LICENSURE PROGRAM TESTING GUIDELINES AND PROCEDURES

Please refer to the testing guidelines and procedures in the Student Handbook

Additional Faculty information related to student testing

Time Provided for Test Administration

1. Test reliability can be increased by increasing the length of the test and by increasing the items' discrimination level. Exams must be of sufficient length to produce an acceptable reliability score:
2. 2 Credit Courses: 40-50 items for unit exams, including multiple choice, math (if applicable), and alternate format (1½ minute per question); Comprehensive final examinations should include 75 items.
3. 3-5 Credit Courses: 50-60 items for unit exams, including multiple choice, math (if applicable), and alternate format (1 1⁄2 minute per question); Comprehensive final examinations should include 100 items.
4. >5 Credit Courses: 60-70 items for unit exams, including multiple choice, math (if applicable), and alternate format (1½ minute per question); Comprehensive final examinations should include 125 items.
5. Students with documented and approved disability accommodation will receive the recommended time accommodation. For Canvas, faculty set the extension for the student for each exam. For ATI proctored tests, course faculty will provide the name of student with disability accommodation to the Academic Success Coordinator in order to set extended ATI test time. Faculty should verify appropriate time extension in ATI. No accommodation is noted as 0.0 time extension in ATI.

Test Development Suggestions

Item Development In keeping with NCLEX-RN® format, the following format for multiple-choice questions (MCQ) should be used:

1. Stem (question format)
2. Four responses (a correct response + three distractors)
3. Acceptable Alternate Format Items
4. Course faculty should use other types of questions, particularly to test at the application, analysis, and evaluation level. These types of questions must not exceed the recommended percentage of the total number of questions on a test. Steps should be taken to ensure grading consistency. These may include but are not limited to:
5. Multiple response questions/ Select all that apply
6. Fill in the blank (FIB) drug calculations, intake/ output, etc.
7. Visual interpretation (i.e., fetal monitoring, cardiac rhythms, laboratory result trends)
8. Hotspots
9. Next Generation NCLEX (NGN)-type questions - extended multiple response, case studies, bowtie, trend item, enhanced hotspot (highlighting/underlining), CLOZE (drop-down), and matrix/grid questions.

**** Recommendation to ensure progression in using alternate format questions across the curriculum***

Level	Standard MCQ	Alternate Format Questions
J1	90%	10%
J2	85%	15%
S1	80%	20%
S2	75%	25%

**Note: The NCLEX is computer adaptive, and items are based on the candidate's ability. Different item types will be used on the NCLEX and across all difficulty levels, with 21% of scored items expected to be NGN (https://www.nclex.com/faqs.page). Each NCLEX tester will experience three scored case studies and 10% standalone items (bowties/ trends).*

Test Blueprint Format

1. A test blueprint provides visualization to assist faculty in assessing the relationship between the test item and course competency/ learning outcome through (1) the major topics or the objectives that the test will cover, (2) level of complexity (Bloom's), (3) and the emphasis each topic will have, indicated by the number of questions. Under the content area, the number of questions should be based on the emphasis placed in the course. Further, blueprints improve test validity (Billings & Halstead, 2020).
2. Critical thinking test items are written at the cognitive levels of application or higher. To prepare students for NCLEX, it is suggested that each semester progressively increase the level of difficulty to increase cognitive processing skills such as critical thinking and clinical judgment. The majority of the NCLEX-RN® examination questions are written at the application and/or analysis level of cognitive ability. The six categories of Bloom's taxonomy of cognition are collapsed into the following three categories:

Remembering/Understanding

1. Applying/Analyzing
2. Evaluating/Creating
3. The NCLEX-RN Categories of Client Needs should also be considered when developing the test blueprint. Depending on the course, the following categories of client needs should be used and distributed appropriately.
    a. Physiologic integrity
    b. Basic care and comfort
    c. Risk reduction potential
    d. Physiological adaptation
    e. Pharmacological and parenteral therapies
    f. Safe and effective care environment
    g. Management of care
    h. Safety and infection control

i. Health promotion and maintenance
j. Psychosocial integrity

Bloom's Taxonomy and Level of Difficulty (See Table example below)

Post Test Analysis

1. The quality of a test as a whole is assessed by estimating its "internal consistency." The quality of individual items is assessed by comparing students' item responses to their total test scores. Using feedback from tests to guide and improve instruction is an essential part of the process.
2. Using statistical information to review a multiple-choice test can provide useful information. Four measurement concepts are to be used to analyze multiple-choice examinations: (1) overall test reliability, (2) test item difficulty (*p*-values), (3) test item discrimination (point biserial), and (4) distractor effectiveness.

Test Reliability

1. The Kuder-Richardson 20 (KR-20) for items with one right answer or Cronbach's alpha for dichotomous scores provides the overall reliability of the test (Hensel & Cifrino, 2022). This statistic is an estimate of how close the same set of scores would be if the same set of items were given again. Reliability is determined by (1) the number of test items on the exam, (2) student performance on every test item, and (3) the variance for the set of student test scores. The index ranges from 0.00 to 1.00. The higher the score, the more reliable the test.
2. To calculate reliability correctly, exams need to have at least >30 test items
3. Reliability is ultimately reliant on test item discrimination
4. A reliability coefficient of 0.60 is considered acceptable (Billings & Halstead, 2020).
5. A reliability coefficient of 0.70 to 1.0 indicates good reliability (ATI, 2022).

Item Analysis

1. A 3-step method for item analysis is recommended (See Appendix E for Test Item Analysis Grid):
2. Review the difficulty level (*p*-value)
3. Review the discrimination data (point biserial)
4. Review the effectiveness of distractors
5. Revise as needed

Item Difficulty – *P*-Value

The *p*-value describes the percentage of correct responses to a question. Optimal *p*-value for test items is 0.70 -0.80 which ensures that questions separate learners from non-learners (or 70 – 80% of the students answered correctly) (Billings & Halstead, 2020). Items with a *p*-value of 0.20 or less are considered too difficult and should be reviewed for possible confusing language and removed from the test. The item should be revised prior to use on subsequent tests. Conversely, items with a *p*-value of 0.90 or above may be too easy and should be revised for subsequent tests.

Item Discrimination – Point Biserial Correlation Coefficient (PBCC)

Item discrimination is a measure of a question's ability to differentiate high and low achievers (Hensel & Cifrino, 2022). The Point Biserial Correlation Coefficient (PBCC) is a useful measure of discrimination because it computes the correlation between each student's item performance and their total test score. Please note: If you include mastery material on your test, test reliability may be lower since the items will tend to be answered correctly by many students and those

questions may not be good discriminators (Billings & Halstead, 2020). Ideally, the point-biserial of all correct (key) options is positive and all incorrect (distractor) options are negative (Hensel & Cifrino, 2022). Values range from -1.00 to +1.00; the higher the value, the more discriminating the item.

A guideline for test discrimination values is listed below:

- >0.40 and positive Excellent discrimination
- 0.30- 0.39 Good discrimination
- 0.15-0.29 Satisfactory discrimination
- <0.15 Poor discrimination (review, revise, and/or eliminate)
- No discrimination (equal poor/strong performers chose item) Negative on key Poor discrimination (review, revise, and/or eliminate)

Distractor Evaluation

- Distractors should have negative PBCC
- Each distractor should be evaluated individually
- Effective distractors should appeal to the non-learner (negative point biserial)
- Distractors with a zero PBCC means that no one selected it - review & replace with a more plausible option
- Distractors not selected increase the chances that the student obtained the answer by guessing
- One way to develop good distractors is to ask open-ended questions in class to get responses that determine most common errors in thinking

Distractor Effectiveness

- The quality of distractors influences student performance on a test item. One way to study responses to distractors is with a frequency table. Review individual test questions on analysis printout to review response frequencies.
- If the majority or a large number of the students selected one incorrect response, it is possible that the item was keyed incorrectly. Check the keyed response.
- If the majority of students selected two of the four responses, check to be sure that there is only one correct alternative.
- If some response choices were not selected, consider revision before using again.

Item Revision

- Test item analysis form
- Enter analysis for each question into the form
- Questions that fall outside of the ideal range should be considered for revision
- Look for the following issues
- P values too high or too low (0.50 is ideal but 0.7-0.8 is acceptable)
- Key discrimination with low positive or negative point biserial (>0.30 is ideal)
- Distractors with positive point biserial values (negatives are ideal)

Key Grading Principles

- Inform students of specific grading criteria at the beginning of the course (in the syllabus)
- Base grades on learning outcomes, not things like attendance and effort
- Record data quantitatively
- Apply grading systems equitably to all students
- Keep grades confidential

- Follow SON grading policy in Faculty Handbook as related to rounding and extra credit
- All grade calculations during the semester will be rounded to two decimal places (i.e., 93.589-93.59).
- No rounding is to be applied to the final semester grade.
- Extra credit is not provided.
- Use statistically sound principles when assigning grades (Billings & Halstead, 2020)

Determining Test Grades

Determining test grades is a fundamental faculty task. Faculty should conduct a thoughtful, statistical review of item performance following each exam and prior to releasing grades to students. When partial scoring is used, the total points of that test item may be increased, but overall exam performance should never be greater than 100%.

Poorly performing items (see item analysis above) should be reviewed and modified, improved, or removed from future use based upon item analysis (Nurse Tim, 2018). Current education leaders and item writing experts indicate the best practice is to give each student credit for a poorly performing item as if they had gotten the item correct (Nurse Tim, 2018). In other words, adjusting the item to give full credit to all who missed the item. Throwing out an item has drawbacks because it decreases the denominator of points possible and at least slightly increases the value of those remaining (Rudolph et al., 2019). Research has demonstrated that a high percentage of exams likely have flawed questions so that faculty should exercise caution and "find a healthy balance" between adjusting scores to be fair to students and maintaining examination integrity (Rudolph et al., 2019, p. 1502).

BSN COURSE GRADING SCALE

The following scale is used in all nursing courses that constitute the BSN program.

90% to 100%	A	Excellent
80% to 89.99%	B	Good
70% to 79.99%	C	Fair
60% to 69.99%	D	Failing
≤60	F	Failing

Test Writing Support Group

The Undergraduate Curriculum Committee (UGCC) provides support to faculty on test development through the Test Writing Support Group. Faculty needing assistance with test development, including NGN test items and use of the ATI Custom Assessment Builder can reach out to the UGCC chairperson.

Resources can be found in Dropbox, UG Faculty Documents, Item Writing and Analysis

References

Assessment Technology Institute (ATI). www.atitesting.com

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Rudolph, M. J., Daugherty, K. K., Ray, M. E., Shuford, V. P., Lebovitz, L., & DiVall, M. V. (2019). Best practices related to examination item construction and post-hoc review. *American Journal of Pharmaceutical Education*, *83*(7), 7204. https://doi.org/10.5688/ajpe7204

Appendix A:

Examples of Blueprinting

	Bloom's Taxonomy					
	Remembering 5%	**Understanding 10%**	**Applying 60%**	**Analyzing 25%**	**Evaluating 0%**	
	2-3	5	30	12-13	0	
	Nursing Process					
Topic	**Assessment**	**Diagnosis**	**Planning**	**Implementation**	**Evaluation**	**Total**
Antianxiety Agents (10%)	1	2	2			5
Antimanic Agents (10%)	1	1	1	1	1	5
Antipsychotic Agents (30%)	3	3	3	3	3	15
Antidepressant Agents (40%)	4	4	4	4	4	20
Antiparkinson Agents (10%)	1	1	1	1	1	5
Totals	10	11	11	9	9	50

Second Example of Blueprinting

Question	Chapter	Blooms	Exam Item Key Concepts
1	Article, ATI chap 2	Analyze	Determining priority for Rapid Response Team
2	Article	Understand	Monitoring for Clinical Deterioration: VS & Rapid Response Teams
3	ATI chap 2	Apply	Coordinating Client Care: SBAR Tool during RRT
4	Chap 10	Analyze	Acid base imbalance: Metabolic acidosis, partial compensation
5	Chap 10	Analyze	Acid base imbalance: Respiratory acidosis
6	Chap 10	Understand	Expected acid-base imbalance in acute renal failure
7	Chap 10	Apply	arterial blood gas interpretation, metabolic alkalosis
8	Chap 45	Apply	Myxedema Coma Interventions: Levothyroxine
9	Chap 45	Apply	Interventions for thyroid storm: Seizure precautions

Third Example of Blueprinting

QUESTION	UNIT OBJECTIVE	NURSING PROCESS	NCLEX-RN CATEGORY OF CLIENT NEED	TYPE OF QUESTION	REFERENCES		ITEM ANALYSIS (Difficulty index, discrimination index)	COMMENT
					MS Textbook	ATI		
1	I.6	Implementation	BCC	MCQ	Ch. 18, p. 438		92.7%, 0.24	
2	I.7	Implementation	SIC	MCQ	Ch. 18, p. 438		96.4 %, -0.01	Review/revise
3	I.10	Implementation	PHY	MCQ	Ch. 18, p. 448	Ch. 94, p. 635	61.8%, 0.41	
4	II.8.a, II.9	Implementation	PPT	MCQ	Ch. 52, p. 1515	Ch. 79, p. 514	100%, 0.00	Review/revise
5	II.8.a, II.9	Implementation	PHY	MCQ	Ch. 52, p. 1523	Ch. 78, p. 507	89.1%, 0.39	
6	II.7, II.9	Implementation	RRP	MCQ	Ch. 51, p. 1495		89.1%, 0.27	
7	II.8.b. II.9	Implementation	PHY	MCQ	Ch. 52, p. 1528-29		87.3%, 0.35	
8	II.8.b	Assessment	PHY	MCQ	Ch. 52, p. 1529-30			
9	II.8.c	Assessment	PHY	MCQ	Ch. 52, p. 1510			
10	II.8.c, II.9	Implementation	PHY	MCQ	Ch. 52, p. 1510			

The above example is more detailed, using unit/module objectives (which are based on the course objectives) as they are more specific to the course content, NCLEX categories of client needs, and the nursing process. Adding a column for the Clinical Judgment Measurement Model could be done. After the exam is administered, this blueprinting includes details of each item's analysis.

ATI provides generalized blueprinting but depends upon how each question is developed and how categories are checked. Each item's analysis is included in the exam performance report.

Test Item Analysis Grid

Test: _____ Course: _____ Date: _____

Point Biserial (Item Discrimination) Across P- Value (Item Difficulty) Down	**>.50**	**.40-.49**	**.30-.39**	**.20-.29**	**.10-.19**	**.01-.09**	**0**	**Negative**	**Total Number of Items**
P = 50% or less (Very Difficult)									
P = 51%-69% (Difficult)									

P = 70%-80% (Average)									
P = 81%-100% (Easy)									
Total Number of Items									

Mean:_____ SD:_____ Reliability:_____

Last Reviewed: 8/26

BSN PROGRESSION POLICY

Criteria for Progression in the Major

- Students must earn a grade of C (2.0) or higher in all courses beginning with the NURS prefix.
- Failure to earn a grade of C (2.0) or higher will result in course failure.
- Only one (1) nursing course failure and one (1) repeat attempt to pass that nursing course will be permitted throughout the program.
- Students will be required to repeat the failed nursing course during the next available offering on a space available basis.
- Students must notify the Associate Director in writing their intent to repeat the failed nursing course. Failure to submit this request will be considered withdrawn from the program. Priority is given to the first student who submits the request in writing.
- Students achieving less than a C (2.0) in more than one nursing course are no longer eligible to continue in the UNC Charlotte School of Nursing's upper division major and will be advised to pursue other options both within and outside of the university.

Repeating a Failed Nursing Course

- Students failing to achieve a C (2.0) in a course will meet with the Associate Director for the Undergraduate Division prior to enrolling to repeat the course.

Failure to Repeat

- Students who do not take the failed nursing course during the next available offering will be considered withdrawn from the program.
- Any consideration for re-entry will be addressed on an individual basis in accordance with the University's appeal process.

Withdrawal

- Withdrawals (grade of W or WE) from nursing courses will be issued to students wishing to withdraw from any or all courses in accordance with the University's withdrawal policies and procedures.
- Withdrawal from any course requires withdrawal from the corresponding co-requisite courses (if applicable).
- Students may request to return to the program once, following withdrawal, with the understanding that re-entry is on a space available basis. This request must be made in writing to the Associate Director. Priority is given to the first student who submits the request in writing.
- Students out of the program for more than 12 months must reapply for admission to UNC Charlotte and to the School of Nursing through the competitive admission process for entry into the program's first semester.

Academic Integrity

- Issues associated with academic integrity violations will be addressed in accordance with University policy 407, The Code of Student Conduct.

Violations of Ethics

- The UNC Charlotte School of Nursing adheres to the American Nurses' Association Code of Ethics as its guiding framework for ethical practice. Students found to be in violation of one or more provisions of the ANA Code of Ethics will be ineligible to continue in the upper division major.

Unsafe Practice

- The School of Nursing recognizes that making mistakes is a part of the learning process. However, we are also aware of nursing's responsibility to provide safe, timely, efficient, effective, equitable, patient-centered care (IOM, 2001).

On the occasion when a student has engaged in unsafe practice, faculty will evaluate the system for causative factors (Ross, 2013; Zieber & Williams, 2015; Armitage, 2009). The student will be advised by faculty and appropriate measures to remediate the behavior will be taken. However, repeated unsafe behaviors will make the student ineligible to continue in the upper division major.

Date of Origin: 5/05
Revised: 10/05, 6/10, 8/16, 8/19
Last Reviewed: 8/26

GRADUATE STUDENT PROGRESSION POLICY

Graduate students must maintain a graduate GPA of 3.0 or higher as required by the Graduate School. Upon earning the third grade of C, students will be suspended by the Graduate School consistent with Graduate School Policy. Individual programs may have stricter guidelines. The Graduate Catalog describes progression requirements for individual programs.

Withdrawal

- Withdrawals (grade of W or WE) from nursing courses will be issued to students wishing to withdraw from any or all courses in accordance with the University's withdrawal policies and procedures.
- Withdrawal from any course requires withdrawal from the corresponding co-requisite courses (if applicable).
- Students may request to return to the program once, following withdrawal, with the understanding that re-entry is on a space available basis. This request can be made to the Program Coordinators.
- Students out of the program for more than 12 months must reapply for admission to UNC Charlotte/Graduate School through the established admission's process.

Leave of Absence

- Students can take a leave of absence for a maximum of two semesters consistent with the Graduate School Policy. Students are to work with their advisors, course faculty, and program coordinators.
- An academic petition is completed by the student.

Academic Integrity

- Issues associated with academic integrity violations will be addressed in accordance with University policy 407, The Code of Student Conduct.

Violations of Ethics

- The UNC Charlotte School of Nursing adheres to the American Nurses' Association Code of Ethics as its guiding framework for ethical practice. Students found to be in violation of one or more provisions of the ANA Code of Ethics will be ineligible to continue.

Unsafe Practice

- The School of Nursing recognizes that making mistakes is a part of the learning process. However, we are also aware of nursing's responsibility to provide safe, timely, efficient, effective, equitable, patient-centered care (IOM, 2001).

On the occasion when a student has engaged in unsafe practice, faculty will evaluate the system for causative factors (Ross, 2013; Zieber & Williams, 2015; Armitage, 2009). The student will be advised by faculty and program coordinators of appropriate measures which may include remediation of the behavior or suspension following SON and University policies. Repeated unsafe behaviors will make the student ineligible to continue.

Date of Origin: 5/05
Revised: 10/05, 6/10, 8/16, 8/19
Last Reviewed: 8/26

GUIDELINES ON INCOMPLETE IN CLINICAL COURSES (NEW)

UNC Charlotte has policies on grading that include the use of the grade of Incomplete (I). Grading policies can be found in the Graduate and Undergraduate Catalogs and on the Academic Affairs website.

1. Graduate. https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/grading-graduate/
2. Undergraduate. https://provost.charlotte.edu/policies/grading-undergraduate/

However, clinical experiences present additional challenges in assigning an Incomplete grade and being able to resolve the Incomplete grades.

Rationale

University policy identifies the grade of Incomplete (I) as a grade at the discretion of the instructor when a student is otherwise passing a course but through some event is unable to complete all the work. Incompletes must be resolved within 12 months or at the time set by the faculty member. Clinical courses present unique challenges when assigning the grade of "I". There needs to be consideration of issues such as compliance, site availability, faculty availability for the student and the clinical agency (including summer when faculty are not on contract), preceptor agreements, and liability issues while the student is completing hours but not registered for a course, and curricular progression issues for students. The following guidance is provided for faculty in assigning a grade of "I" for clinical courses.

Guidelines

1. The goal is to always complete the semester if it is possible. Students having health issues should go through Disability Services to determine the need for accommodations.
2. In scheduling completion of an I grade in clinical; the Associate Directors and/or the Director need to be consulted to determine if additional resources are needed such as preceptor fees, faculty stipends, etc. Students cannot complete hours in the days between semesters or on holidays when the university is closed.
3. If students are having issues completing clinical hours/course requirement prior to the last withdrawal date (after spring or fall break) they should be advised to withdraw. Ideally, students should have met approximately 75% of the required clinical hours/course requirements to consider using the grade of "I".
4. Students may not be able to progress to the next semester with an "I" grade.
5. Faculty are responsible for creating a plan for student completion. Use the Request and Conditions for Grade of Incomplete form (several departments have such a form, sample https://politicalscience.charlotte.edu/wp-content/uploads/sites/635/2023/08/incomplete_grade_contract.pdf). Part of the plan needs to include how and who will provide student performance feedback when preceptors are involved.

6. Three options
    a. Withdraw from course and retake course next time offered (current practice and changes graduation date).
    b. Create an independent study plan for 1 credit (P/F) to complete the hours in the next semester (based on financial and agency/preceptor availability and must have some activity to evaluate based on completion of the hours being counted in the course with an "I").
    c. Enroll in the next clinical course and finish as part of that course.

Date of Origin: 7/25
Last Reviewed: 8/26

SCHOOL OF NURSING ACADEMIC DISMISSAL POLICY

The faculty members of the UNC Charlotte School of Nursing have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional nursing practices. The UNC Charlotte School of Nursing has adopted the American Nurses' Association (ANA, 2025) Code of Ethics for Nurses as its standard for ethical conduct by students and faculty. The Code is a key element of this policy:

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

Provision 2
A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3
The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4
Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5
The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6
Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7
Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8
Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9
Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10
Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Source: American Nurses Association. (2025). *Code of Ethics for Nurses*, Washington, D.C.: American Nurses Publishing. https://codeofethics.ana.org/home.

Last Reviewed:, 8/26

1. The faculty members of the UNC Charlotte School of Nursing have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional nursing practices. A violation of the guidelines set forth in the School of Nursing Course and Activities Behavior Guidelines may be grounds for removal from class or clinical.
2. **Standards:** A student may be removed from class or clinical if he or she:
    a. Demonstrates behavior which conflicts with safety essential to nursing practice
    b. Demonstrates physical or emotional impediments which conflict with safety essential to nursing practice and do not respond to appropriate treatment or counseling within a reasonable period of time
    c. Engages in conduct, which violates the North Carolina Nursing Practice Act
    d. Engages in conduct, which violates the Code of Ethics for Nurses of the American Nurses' Association.
    e. Engages in nursing practice for which the student has not been authorized or for which the student has not been educated at the time of the incident
    f. Engages in conduct which threatens or has the potential to threaten the physical, emotional, mental, or environmental health or safety of a client, a client's family member or substitute familial person, another student, a faculty member, another health care provider, general public, or the student himself or herself
    g. Through verbal or written words compromises the integrity and/or reputation of the programs of the School of Nursing, the profession, or its affiliates
    h. Fails to participate in or complete clinical work for any reason or fails to perform clinical work which is consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified on the evaluation tool for each course
    i. Fails to adhere to College, School and clinical site policies and procedures.

All students are regularly evaluated against the above standards in relation to clinical practice and may be removed from any course or from the nursing program upon violation of any of the stated standards, regardless of course grades.

3. **Action:** Where the Director of the School of Nursing or his/her designee determines that a student may have violated one or more of the standards defined in Section II, that administrator will determine whether the violation warrants program removal (Section IV), or should be addressed through warning and follow-up (Section V). The Director of the School of Nursing may temporarily suspend the student from further clinical activity pending the outcome of the procedure for removal (Section IV), or issuance of the written and oral warning (Section V).

4. **Program Removal:** Where the Director of the School of Nursing or designee determines that the procedure for removal from the program should be invoked, he or she will provide the student with a written statement of the facts upon which the proposal to remove is based. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course

evaluation. The student will have the opportunity to appear before the Director of the School of Nursing and a panel of faculty members of the School of Nursing to refute the facts, offers other information, or makes any other statement concerning the proposed program removal. The Director of the School of Nursing and panel will consider that information together with the information upon which the proposal to remove was based and determine whether adequate cause for removal has been established. The Director of the School of Nursing will notify the student of the decision.

5. **Warning:** Where the Director of the School of Nursing or designee determines that violation of any of the standards should be addressed through warning and follow-up, the faculty member involved will provide the student with oral and written warnings outlining the exact nature of the behavior and possible consequences. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation.

   In appropriate circumstances the student may be afforded an opportunity to correct the behavior, as agreed upon by the faculty member, in consultation with the Director of the School of Nursing. Written evaluation of each clinical day's work by the student shall be carried out by the faculty member involved and shared with and signed by the student. Should the student subsequently fail to meet any of the academic standards stated, dismissal from the course with a failing grade and/or from the School of Nursing may be invoked.

   The review of students' behaviors related to the above shall be carried out in a course team meeting.

6. **Post-Dismissal Procedure:** Upon dismissal from a course or from the School of Nursing, the student may invoke the "Academic Grievance Policy of the College of Health and Human Services." The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Senior Associate Dean of Academic Affairs of the College of Health and Human Services.

Date of Origin: 12/85
Revised: 7/18, 5/25
Last Reviewed: 8/26

SCHOOL OF NURSING COURSE ACTIVITIES AND BEHAVIOR POLICY

Standards: A student may be removed from class or clinical if he or she:

- Demonstrates behavior which conflicts with safety essential to nursing practice
- Demonstrates physical or emotional impediments which conflict with safety essential to nursing practice and do not respond to appropriate treatment or counseling within a reasonable period of time.
- Engages in conduct which violates the North Carolina Nursing Practice Act
- Engages in conduct which violates the Code of Ethics for Nurses of the American Nurses' Association.
- Engages in nursing practice for which the student has not been authorized or for which the student has not been educated at the time of the incident
- Engages in conduct which threatens or has the potential to threaten the physical, emotional, mental, or environmental health or safety of a client, a client's family member or substitute familial person, another student, a faculty member, another health care provider, the general public, or the student themself
- Through verbal or written communication compromises the integrity and/or reputation of the programs of the School of Nursing, the profession, or its affiliates
- Fails to participate in or complete clinical work for any reason or fails to perform clinical work which is consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified on the evaluation tool for each course
- Fails to adhere to College, School and clinical site policies and procedures.
- All students are regularly evaluated against the above standards in relation to clinical practice and may be removed from any course or from the nursing program upon violation of any of the stated standards, regardless of course grades.

Actions: Where the Associate Dean/Director of the School of Nursing or his/her designee determines that a student may have violated one or more of the standards defined in Section II, that administrator will determine whether the violation warrants program removal (Section IV) or should be addressed through warning and follow-up (Section V). The Associate Dean/Director of the School of Nursing may temporarily suspend the student from further clinical activity pending the outcome of the procedure for removal (Section IV), or issuance of the written and oral warning (Section V).

Program Removal: Where the Associate Dean/Director of the School of Nursing or designee determines that the procedure for removal from the program should be invoked, he or she will provide the student with a written statement of the facts upon which the proposal to remove is based. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation. The student will have the opportunity to appear before the Director of the School of Nursing and a panel of faculty members of the School of Nursing to refute the facts, offer other information, or make any other statement concerning the proposed program removal. The Director of the School of Nursing and panel will consider that information together with the information upon which the proposal to remove was based and determine whether adequate cause for removal has been established. The Director of the School of Nursing will notify the student of the decision.

Warning: Where the Director of the School of Nursing or designee determines that violation of any of the standards should be addressed through warning and follow-up, the faculty member involved will provide the student with oral and written warnings outlining the exact nature of the behavior and possible consequences. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation.

In appropriate circumstances the student may be afforded an opportunity to correct the behavior, as agreed upon by the faculty member, in consultation with the Associate Dean/Director of the School of Nursing. Written evaluation of each clinical day's work by the student shall be carried out by the faculty member involved and shared with and signed by the student. Should the student subsequently fail to meet any of the academic standards stated, dismissal from the course with a failing grade and/or from the School of Nursing may be invoked. The review of students' behaviors related to the above shall be carried out in a course team meeting.

Post-Removal Procedure: Upon dismissal from a course or from the School of Nursing, the student may invoke the Academic Grievance Policy of the College of Health and Human Services. The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Associate Dean of Academic Affairs (or their designee) of the College of Health and Human Services.

Date of Origin: 12/85
Revised: 4/94, 2/96, 7/02, 6/03
Last Reviewed: 8/26

GUIDELINES FOR THE USE OF SOCIAL MEDIA

The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication. However, these technologies also hold the possibility of a host of unintended consequences. The Guidelines presented are to help you recognize the implications of participation in social media and to identify and avoid potential issues.

General Guidelines

- Maintain confidentiality: Use good ethical judgment and follow HIPAA and (Family Educational Rights and Privacy Act (FERPA) guidelines.
- Maintain privacy: Do not discuss a situation involving named or pictured individuals; do not post anything that you would not present in any public forum.
- Do no harm: To the SON, University, or yourself.
- Understand your personal responsibility for the content that you post on Facebook or any other type of social media. Be mindful that what you publish will be public for a long time.
- Be aware of liability: You are responsible for what you post on your own site as well as others' sites.
- Maintain transparency: The line between professional and personal business is sometimes blurred. Be thoughtful about your content and potential audiences.
- Correct mistakes: If you make a mistake, admit it. Make it clear when you modify a previous posting.
- Respect others: Be constructive and respectful.
- Think before you post: There is no such thing as a "private" social media site. Comments can be forwarded and copied. Archival systems save information even if you delete a post. If you are frustrated, angry or passionate about something, delay a posting until you are calm and clear-headed.

Social Media Guidelines when Posting as an Individual

Be authentic: Be honest with your identity. If you identify yourself as a UNC Charlotte faculty or student, be clear that you are sharing your personal views and are not speaking as a formal representative of UNC Charlotte. Ensure that your profile and related content are consistent with how you wish to present yourself to colleagues. A common practice among individuals who write about the industry in which they work (or study) is to include a disclaimer on their site, usually on their "About Me" page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this:

- "The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of UNC Charlotte." This is particularly important if you could be perceived to be in a leadership role at UNC Charlotte.
- Use a disclaimer: If you publish content to any website outside of UNC Charlotte and it has something to do with the work you do or subjects associated with UNC Charlotte, use a disclaimer such as the: "The postings on this site are my own and do not represent UNC Charlotte's positions, strategies, or opinions."
- **Do not use the UNC Charlotte logo**: Do not use any of the UNC Charlotte logos or images on your personal online sites. Do not use the UNC Charlotte name to promote or endorse any product, cause, political party or candidate. Be aware of the UNC Charlotte

logo and trademark guidelines.

- **Take the high ground:** If you identify yourself with UNC Charlotte in your comments, readers may associate you with the University, even with the disclaimer that your views are your own. Remember that you are most likely to build a high- quality following if you discuss ideas and situations civilly. Do not pick fights online.
- **Do not use pseudonyms:** Never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to the authors.
- **Protect your identity:** Do not provide personal information that scam artists or identity thieves could use. Do not list your home address or telephone numbers. It is a good idea to create a separate email address that you use only with social media.
- **Does it pass the publicity test?** If the content of your message is not acceptable for face-to-face conversation, over the phone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, "Would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?"
- **Respect your audience**: Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the UNC Charlotte community. Also show proper consideration for others' privacy and for topics that may be considered sensitive, such as politics and religion.
- **Monitor comments:** While most people who maintain social media sites welcome comments (to build credibility and community), you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments, to delete spam, and to block any individuals who repeatedly post offensive, insensitive, or frivolous comments.

Safety and Privacy Tips for Social Media Networking

- The internet is open to a world-wide audience. When using social Media channels, ask yourself:
- Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.
- How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.
- Is the image I am projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?
- What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site's privacy and catching statements? Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you've completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.
- Have I asked permission to post someone else's image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or FERPA or HIPAA privacy rules?
- Does my equipment have spyware and virus protection installed? Some sites collect

profile information to SPAM you.

- Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks

Source: University of Michigan. Voices of the Staff (2010). Guidelines for the Use of Social Media. The Regents of the University of Michigan, Ann Arbor, MI. www.voices.umich.edu. Permission granted from Laurel Thomas Gnagey, University of Michigan, January 13, 2012.

Implemented: 7-3-12
Last Reviewed: 8/26

FACULTY POLICIES RIGHTS AND RESPONSIBILITIES

University Policies related to faculty rights and responsibilities are listed on the Legal Affairs Website:

The Legal Affairs website contains specific policies defining a variety of formal complaints and procedures for faculty who file a formal complaint under the category of Academic Policies and/or Ethics Policies, Laws, and References found at http://legal.uncc.edu/policies/#faculty. Discrimination or harassment due to race, color, creed, or sexual orientation is prohibited and procedures for filing a grievance are outlined by the Legal Affairs Office.

Faculty who have been denied reappointment, promotion, or tenure have the right of appeal and the processes are outlined in the Tenure part of the College Faculty Handbook, the Academic Affairs website, and on Legal Affairs website. The Legal Affairs website has the entire university Tenure policy on their website including Process for Review of Unfavorable RPT Decisions*, Request for Hearing, Due Process, and Termination*:

Reviewed: 8/26

STATEMENT ON FACULTY PRACTICE

Definitions: Expertise in a clinical area is an important faculty characteristic. There are several ways faculty stay current such as professional development, scholarly work and presentation, and faculty practice in a clinical area. Ongoing faculty practice in a clinical area is important for faculty to maintain advanced certifications that meet qualifications to teach in many areas of nursing.

Process for Faculty Engaged in Faculty Practice Outside UNC Charlotte

- Faculty must comply with annual University policies regarding external professional activities for pay and conflicts of interest.
- External Professional Activities UNCC Policy 102.1 (http://legal.charlotte.edu/policies/up-102.1)
- Conflict of Interest UNCC Policy 101.24 (https://legal.charlotte.edu/policies/up-101.24)

Complete annual declarations of external activities and conflicts of interest using the Niner Research COI Module URL by first logging in at https://research.charlotte.edu/niner-research. COI declarations must be updated and a new declaration completed if any professional activities change during the academic year.

Faculty desiring a faculty practice can discuss faculty practice options with the SON Director. Faculty practice options should not interfere with the duties assigned in the School of Nursing.

Approved: 3/06
Revised: 8/24
Last Reviewed: 8/26

CIVILITY CHARTER

Goal: To foster and support an ethical, respectful, and professional academic work and learning environments for all members of the School of Nursing (SON).

Preamble: We, as Niner Nurses and members of the SON, pledge to uphold the Noble Niner and Provision 1.5 of the Code of Ethics for Nurses with Interpretive Statements (2015), which states that all nurses are responsible for creating "an ethical environment and culture of civility and kindness……' any form of bullying, harassment, intimidation, manipulation, threats or violence are always morally unacceptable and will not be tolerated" (p.4).

Creed: To honor this pledge, all members of the SON commit to an environment that is free from uncivil behaviors, promotes respect, diversity*, collegiality, professionalism, integrity, and productive discourse. We pledge to abide by our vision, mission, values, and co-created norms and to communicate and interact with civility, professionalism and respect. When we disagree, we will restrict our differences to the issue itself while continuing to respect the person with whom we disagree. To accomplish our commitment, we agree to abide by and be accountable for the following norms:

- Assume goodwill and best intentions;
- Be respectful in all interactions;
- Use direct communication and speak directly to the person involved;
- Role model professionalism, civility and ethical conduct;
- Listen carefully and with intention to understand;
- Honor and respect the diversity* of all in the university community;
- Promote an environment which is free from discrimination;
- Be open to other points of view;
- Hold self and others accountable for abiding by co-created norms;
- Empower one another to create and sustain a more ethical and civil environment;
- Abstain from disparaging or acrimonious speech, in all interactions

Adopted: 8/17
Last Reviewed: 8/26

FACULTY QUALIFICATIONS FOR PARTICIPATING IN SIMULATION

To become credentialed as a SON Simulation Educator, faculty must provide evidence of formal education in simulation competencies. Current CHSE (Certified Healthcare Simulation Educator) or CHSE-A (Certified Healthcare Simulation Educator - Advanced) designation through the Society for Simulation in Healthcare satisfies this requirement. Only those persons currently credentialed as SON Simulation Educators are qualified to facilitate simulation. In lieu of CHSE or CHSE-A certification, the following are acceptable as evidence of initial simulation formal education:

1. Completion of the following two courses with the National League for Nursing's Simulation Innovation Resource Center - SIRC (for a fee):
    a. Foundations: Laying the Groundwork for Teaching with Simulation
    b. Pre-briefing and Debriefing: facilitating the Learning Experience
2. Completion of Essentials of Clinical Simulation Across the Health Professions, available through Coursera (for a fee).
3. Completion of the University of Washington's Teaching with Simulation Lessons, modules 101-104 (free – but only available through May 31, 2027)
4. AACN's From Prebrief to Debrief: Building Conversation Competence in Simulation – all content (free)

To maintain SON Simulation Educator credentials, faculty must:

1. Complete mandatory annual education module "Simulationists' Code of Ethics and Simulation Dictionary" and attest to reviewing the Healthcare Simulation Standards of Best Practice.
2. Submit annual evidence of scholarship or continuing education in the field of simulation including:
    a. Attendance at a simulation conference (AHEC, INACSL, SSIH, NLN, etc.)
    b. Completion of 1 additional SIRC module
    c. Completion of University of Washington's Teaching with Simulation modules 201-204 (ending 5/2027)
    d. Completion of 2 simulation webinars or podcasts sponsored by INACSL or HealthySimulation.com
    e. Presenting at a simulation conference
    f. Publishing a simulation manuscript or article

Simulation Educators who maintain CHSE or CHSE-A certification are exempt from number 2 above. The Coordinator of Simulation and Interprofessional Practice may approve other forms of continuing education that are listed win the SON Simulation Educator Resources Canvas site. Annual mandatory competency requirements are due by the first day of the Fall semester. Annual scholarship or continuing education may be submitted from August to July of each academic year. Records will be maintained by the Coordinator of Simulation and Interprofessional Practice.

Originated: 11/17
Revised: 08/18, 8/25
Last Reviewed: 8/26

FACULTY WORKLOAD ASSIGNMENT FORM

The Faculty Workload Assignment Form and the procedures outlined below reflect concern for both fairness and accountability. This form provides an opportunity for discussion between unit directors and faculty members about teaching loads, as well as other duties associated with the faculty role. These discussions will also provide valuable information related to promotion, tenure, and merit issues.

It is understood that the strengths, responsibilities, and goals of each faculty member will vary. Additionally, the needs and goals of the SON, CHHS and University will also fluctuate. A balance of these needs and goals is desirable and the Faculty Workload Assignment is part of the process in achieving this balance.

All faculty contribute to the overall mission, vision and values of the SON, College and University. While **all faculty workloads are based on 24 SHC per academic year**, adjustments are made in accordance with the policies of General Administration, the University, the College of Health and Human Services and the School of Nursing, as well as position, title, rank/classification, and special circumstances negotiated with the Director.

Special Faculty Appointments
As per University policy, lecturers typically carry a 4:4 (24 credit) workload per academic year. Clinical track faculty are expected to teach a 3:3 (18 credit) workload per academic year, in lieu of the 4:4, to provide time for scholarship, as defined by the SON.

Tenure-Line Faculty
Based on UNC Policy 400.3.4 *Policy on Faculty Workload;* UNC Charlotte Academic Procedure: Teaching Load and the College of Health and Human Services *Workload and Performance Review*

1. Teaching load includes providing didactic and/or clinical instruction, as well as developing supervising undergraduate and graduate research, and academic mentoring. The standard faculty teaching workload is four 3-credit hour courses, or the equivalent, per academic year. Loads may vary in accordance with the faculty member's job title and activity mix.
2. For tenure line faculty, assignments of fewer than four courses per year (12 credits) must reflect **strong**, ongoing contributions to the university's research mission, a **heavy** commitment to graduate education, or a **significant** administrative responsibility.

The Director is responsible for reporting to the Dean all faculty course reductions for the reporting year as part of the college annual report. The Provost reviews all reports to ensure that instructional productivity is at acceptable levels.

Faculty Workload 2026=2027					
Name:		**Faculty Status:**			
Banner ID:					
Telephone: Office: **Home:** **Cell:**		**Email:**			
Address:					
TEACHING					
Year & Semester	**Course Number**	**Course Name**	**Course Type**	**Total Course Credits**	**Course Credit Equivalency for Workload**
2024 Fall	NURS 6304 001	Practicum in Teaching Nursing	P	3	3
	NURS 6090 001	Interprofessional Education	L	3	3
	NURS 4450 LEAD	LEAD FACULTY	XXX	0	1
		Semester Total:			7
2025 Spring	NURN 4203 080	Nursing Leadership	L	2	2
	NURS 6212 080	Program Improvement and Quality	L	3	3
	NURS 4450 LEAD	LEAD FACULTY	XXX	0	1
		Semester Total:			6
Fall and Spring TOTAL:					13

- Faculty shall mentor a **minimum of 12 students** per academic year. Exceptions include: new hires, reassignment of duties, significant responsibilities associated with grant management.
- Service on SON, College and/or University committees is an expectation of service. Exceptions: New faculty will not be assigned to a SON committee for their first year of employment; however, they **may serve on a committee if they choose**.
- Scholarship requirements vary by rank. Please refer to the CHHS and SON faculty handbook for the requirements. Note that the scholarship of practice must include

evidence of how practice informs students and enhances SON outcomes.

Negotiating workload reduction:

The School of Nursing will follow University and General Administration guidelines and CHHS workload guidelines associated with workload requirements. However, workload reduction will be considered if a faculty member is a new faculty to the school, or can provide evidence of **strong**, ongoing contributions to the university's research mission, a **heavy** commitment to graduate education, or a **significant** administrative responsibility. The combination of items below may be considered for workload reduction. The amount of workload reduction will vary based on the combination presented. Other item combinations may be considered on an individual basis.

- Chairing or co-chairing more than two DNP committees;
- Serving as project manager for a grant funded initiative;
- Serving as Lead Faculty for a course/clinical with multiple sections;
- Submitting research grants (evidence of completion and submission required);
- Manuscript preparation and submission above and beyond requirements associated with rank (evidence of submission required);
- Excessive, complex committee work which is continuous or ongoing.
- Consideration given to role on committees, number of time committee routinely meets and scope of work performed.
- Significant administrative duties not paid through a stipend.

If successfully negotiated, workload reduction is not ongoing and must be renegotiated each academic year with faculty providing measurable outcomes. Without evidence of outcomes, a faculty's teaching load may be increased.

*Subject to change based on unit needs

_____ _____

Faculty Signature Date

_____ _____

Director's Signature Date

CHHS FACULTY WORKLOAD AGREEMENT

Name:_____ Unit:_____ AY_____

Table: Full-time faculty percent workloads by track and rank assuming no teaching buyout (from research grants) or release (e.g., from administrative service, to support on-boarding initial appointment)

X Select track/rank	Faculty Track/Rank	Teaching % and approx. credit hours	Research/ Scholarship	Service
	Full-time Administrators (Dean, Associate Deans, Unit Heads)	10% (1-3 credit hours)	10%	80%
	Tenure Track (TT)			
	Distinguished Professor	30% (9 credit hours)	50%	20%
	Professor	40% (12 credit hours)	40%	20%
	Associate Professor	40% (12 credit hours)	40%	20%
	Assistant Professor	40% (12 credit hours)	50%	10%
	Non-tenure Track (NTT)			
	Clinical Professor	60% (18 credit hours)	10-20%	10-20%
	Clinical Associate Professor	60% (18 credit hours)	10-20%	10-20%
	Clinical Assistant Professor	60% (18 credit hours)	10-20%	10-20%
	Senior Lecturer	80% (24 credit hours)	N/A	20%
	Lecturer	80% (24 credit hours)	N/A	20%

- **Except for their first year in this administrative service role, all Administrators in CHHS teach at least one course/year.**
- **Initial appointments in each faculty track/rank may be granted one course release to support teaching prep and onboarding.**
- **Tenure track faculty may use external research grants to buy out of teaching workload.**
- **TT and NTT faculty may be released from teaching workload to take on administrative service (e.g., Program Directors, Program Coordinators).**
- **The maximum of combined research buy out and/or administrative service release from teaching workload is down to 20% (e.g., two 3 credit courses).**
- **Example 1: Associate Professor buys out of two 3 credit courses with external research grant: 30%/50%/20%**
- **Example 2: Senior Lecturer receives administrative service release to take on Program Coordinator role: 60%/N/A/40%**

Adjustment Notes:

_____

_____

_____

Agreed upon workload (to total 100%):

Teaching _____% Research _____% Service _____%

Date of original agreement: _____

Faculty Signature: _____ **Supervisor's Signature:** _____

N.B. Revised signed and dated agreements will supersede the original agreement.

Form updated 9/24

CRITERIA FOR APPOINTMENT/REAPPOINTMENT TO SON GRADUATE FACULTY

The Associate Director of Graduate Programs in the School of Nursing makes recommendations to the Director of the School of Nursing and to the Dean of the Graduate School through the electronic portal. Eligibility and recommendations for Graduate Faculty will be guided by the criteria described below. The initial appointment to the Graduate Faculty will be for 3 years, subsequent reappointment will be for a 5-year period.

Regular Appointment to the Graduate Faculty
The Associate Director for Graduate Programs in the School recommends faculty for appointment and reappointment as Graduate Faculty based on review of their curriculum vitae and evidence of effective teaching and potential contribution to graduate students and programs.

Rank:
Full-time faculty in the SON who have a terminal degree and teach or advise graduate students are eligible.

Responsibilities:
Responsibilities include leading or participating in graduate matters such as teaching graduate courses or simulation, chairing or co-chairing graduate student committees or exams, providing leadership to curriculum and other committees of faculty governance related to graduate programs and students, and appointments to committees and task forces in the school, college and university related to graduate matters.

Criteria for Appointment:
1. Education: Doctoral preparation in a field recognized by the discipline and full-time appointment in the School of Nursing.
2. Teaching: Recognition as an effective teacher as evidenced by positive student or peer evaluations, participation in curriculum and program development, submission of curriculum and program grants, advising, chairing thesis/capstone projects, leadership in academic or professional organizations, and other relevant activities and recognitions.
3. Scholarship: Demonstrated ongoing scholarly activities such as participation in funded or unfunded research, dissemination of scholarly work, or participation in health policy development, and other creative works or recognition. A new faculty member may demonstrate potential for scholarship and research through planned dissemination of dissertation research, planned application for scholarship funding, presentations, and publications.
4. Service: Participation in School, College, and University graduate student and faculty organization activities; leadership in academic, practice, and professional organizations.

Associate Appointment to the Graduate Faculty
The Associate Director for Graduate Programs in the School recommends faculty for appointment and reappointment as Graduate Faculty based on review of their curriculum vitae and evidence of effective teaching, practice, and potential contribution to graduate students and programs.

Rank:
Full-time faculty in the SON who have a terminal degree and teach or advise graduate students are eligible. It includes Adjunct Faculty, Visiting Faculty, and externally appointed members of student DNP projects.

Responsibilities:
Responsibilities may include providing instruction to graduate students in didactic, clinical, or simulation courses; serves on graduate student committees, serves as a regular guest lecturer; and serves on faculty organization committees or appointment to taskforces of the School, College, or University dealing with graduate matters. Associate Graduate Faculty members may also represent faculty and administrators related to essential partnerships with clinical agencies in offering graduate curricula and programs. Re-appointment is based on continued involvement in education and/or scholarship in the School of Nursing and evidence of continued professional development in their area of expertise.

Criteria for Appointment:

1. Education: Doctoral or Master's preparation in a field recognized by the discipline. National certification may be required in Advanced Practice specialties.
2. Teaching: Recognition as an effective teacher as evidenced by student or peer evaluations, repeated guest lectures, participation in curriculum and program development, or serving on the School of Nursing advisory committee and/or other relevant activities and recognition. Professional certification is considered and may be required to teach in certain specialties.
3. Scholarship: Scholarly activities such as participation and dissemination of scholarly work, quality improvement projects, and other contributions to quality and safety in health care is not required but will be considered.
4. Service: Participation in School of Nursing professional development activities; leadership in academic, practice, and professional organizations; and ongoing service on School of Nursing graduate committees or task forces.

Approved & Revised: 5/07, 8/24
Last Reviewed: 8/26

PROCEDURES FOR COURSE SYLLABI AND END OF COURSE REPORTS

Policy: Effective Fall semester 2026 the UNC System implemented a new regulation requiring institutions to provide public access to course syllabi. The course faculty are responsible for providing an electronic copy of syllabi and end of course reports using the procedure below. The syllabi **must** include the following minimum required elements: syllabus date, course information, course description, grading information, a non-endorsement statement and all required purchase materials (physical and electronic). Departments and colleges may have additional syllabus requirements, and instructors may include additional information beyond the minimum requirements. Instructor names, instructor contact information, course location and meeting times are not required but may be included at the instructor's discretion. Each course should have only one syllabus, which is identical to the publicly posted syllabus. Additional descriptions of assignments, policies, rubrics, etc. can be introduced to the course with the title of "course outline". See UNCC's FAQs About the Public Syllabi Regulation All course files are to be maintained for a minimum of three years each time a course is offered.

Procedure

- Faculty will upload the syllabus to the public portal by the published deadlines.
- Faculty will post the course outline in the course management system.
- Faculty will forward a copy of a complete course syllabus and outline as part of the Annual Review process to the Director of the School of Nursing.

End of Course Reports

Faculty will complete the End of Course Reports each semester for courses taught and submit them to the respective Curriculum Committees. The Curriculum Committees review End of Course Reports annually and document any actions taken.

Date of Origin: 9/98
Revised: 7/02; 06/09; 08/11, 06/12
Last Reviewed: 8/26

POLICY AND PROCEDURES RELATED TO FACULTY MENTORSHIP

Policy Statement: Mentoring is defined as a "dynamic process of providing guidance and counseling for mentees at all states in their academic careers." Through the provision of a formal mentoring process, the School of Nursing (SON) strategically develops faculty, and invests time and resources needed to promote faculty success.

Reason for the Policy
The SON is committed to the recruitment and retention of highly qualified faculty. It is our intention to provide mentorship to faculty at all levels of their academic career. In doing so, we help faculty, the SON and the College of Health and Human Services, attain goals related to teaching, scholarship, and service. Additionally, effective mentorship will serve to ensure that faculty gain organizational awareness including a full understanding of the School's mission, vision and values, strategic plan, as well policies and procedures impacting the faculty role, and reappointment, promotion and tenure.
The mentoring plan includes:

- Mentor/mentee component
- Administration leadership

Individual Mentorship Program Mentor/Mentee Component
A mentor/mentee match is made by the Director of the School of Nursing after consultation with relevant nursing leadership. All newly appointed faculty, at any rank will be assigned a mentor. However, any faculty member may request to be assigned a mentor. The mentor/mentee relationship will continue as long as desired, or at least one year. Tenure-track faculty will receive mentorship until they are promoted to associate professor.

Role of the Director
The Director of the School of Nursing will meet with new faculty members upon their appointment to UNC Charlotte. During the initial meeting, the Director (or their designee) will review the new faculty member's teaching responsibilities and set goals for research and practice/service during the year. The Director will meet with the mentee at least once a year, to review progress. The faculty member will perform a self-evaluation at the end of each academic year, as part of the annual review process, which summarizes progress in the areas of teaching, scholarship and service. The Director is responsible for overseeing mentor/mentee pairs annually and ensuring mentoring resources are available and up to date.

Role of the Faculty Mentor

- Participates in mentorship activities.
- Reaches out to mentees to ensure the development of collegial relationships.
- Initiates meetings with the mentee at least once per semester.
- Acts as an advocate, connecting the mentee with appropriate colleagues and resources.
- Helps the mentee establish goals related to teaching/service and scholarship (if applicable).
- Facilitates the mentee's success in meeting established goals.
- Maintains strict confidentiality.

Role of the Mentee

- Takes full responsibility for his/her career
- Actively participates in mentoring activities
- Actively reflects on constructive feedback
- Discusses perceived conflicting career advice with the Director
- Familiarizes self with School of Nursing, CHHS and University policies and procedures related to reappointment, promotion and tenure
- Becomes familiar with the School of Nursing's strategic plan
- Commits to increase knowledge in area of expertise
- Provides documented evidence of productivity in the areas of teaching, scholarship, and service to the Director annually.

Planned Outcomes:

- Successful recruitment and retention
- Successful reappointment, promotion, and conferral of tenure
- Increased faculty satisfaction

Mentors and mentees should notify the Director, in writing, if either party believes the mentor/mentee relationship is not progressing. The notification should be sufficiently detailed as to provide data which can be used for process improvement and to identify a mentor who may be more able to meet the needs of the mentee.

Recognizing Engagement

While providing mentorship to new faculty comes with its own rewards, the School of Nursing values faculty engagement in a culture of mentorship. Therefore, faculty mentors should be recognized for mentoring efforts annually. Recognition may take the form of showcasing in various forms such as end of year reports, at CHHS faculty organization events, and/or in social media.

Mentorship External to the School of Nursing

The School of Nursing also values the opportunity for new faculty members to engage with colleagues across the University. Therefore, new faculty members are encouraged to explore the following opportunities:

Academic Affairs Faculty Mentoring Program
Year Two Learning Community
SON Mentoring Resources Handbook (dropbox, Official Documents)

Origin: 8/19
Last Reviewed: 8/26

POLICY AND PROCEDURES RELATED TO FULL-TIME FACULTY ORIENTATION

Policy Statement: Orientation lays the foundation for the success of a new faculty members' career in academia. It is the intention of the School of Nursing to invest in all faculty members, to promote confidence and to help new employees adapt to their new role.

Reason for the Policy
The School of Nursing is committed to the recruitment and retention of a highly educated, highly skilled, and diverse* workforce. Ensuring that new faculty members have information required to be successful in the roles of teaching, scholarship, and service, contributes to positive individual and aggregate faculty outcomes.

University & College Orientation
Full-time faculty will participate in the University and CHHS orientation process that is typically held the first week of the academic year. Faculty who are hired outside of this time frame will participate in individual hiring process procedures with the University Human Resources department but are expected to attend both orientations the following semester.

SON Orientation
The School of Nursing Program Administrative Associate will provide information related to the hiring process including:

- Human resources requirements
- Office set up including keys, phone, email, computer, etc.
- SON, NCBON, and clinical agency requirements.
- The Director or Associate Director will provide the faculty workload assignment for the upcoming semester or academic year.
- The Associate Directors, Coordinators, and Lead Faculty will provide resources related to specific course assignments.

ONBOARDING

- The Associate Directors for Graduate and Undergraduate programs will meet a minimum of twice with new full-time faculty during their first semester of hire. See Faculty Onboarding guidelines in Dropbox, Official Documents
- During these meetings, information related to University, College, and School processes are discussed that include but are not limited to the following:
- SON structure and participation in faculty governance, including SON and CHHS meeting schedules
- Mission, Vision, and Values
- Accreditation processes
- Expectations such as office hours
- Reappointment, Promotion and Tenure
- Annual self-evaluation
- Learning Management System
- Drop/Add/Withdrawals

- Academic petitions
- Banner Self Service/Course management
- Class lists
- Email
- MyUNCC
- Canvas Assistance
- Policies and Procedures
- Handbooks
- Midterm grades
- Ordering textbooks
- Advising expectations and processes
- Location of handbooks
- Undergraduate curriculum
- Graduate curriculum
- Course and teaching evaluation-policy and processes
- End of course evaluation
- Final exam policy and expectations
- Testing policies and procedures
- During the second semester of hire, faculty will meet individually with the Associate Director(s) as needed.
- Documentation of meetings will be maintained by Associate Director(s)

MENTORING
New full-time faculty are assigned a mentor as outlined in Policy and Procedures Related to Faculty Mentorship

Originated: 8/19
Last Reviewed: 8/26

POLICIES AND PROCEDURES RELATED TO HIRING OF PART-TIME FACULTY

Potential part time faculty apply through UNC Charlotte HR Jobs for part-time employment.

- The Director and/or Associate Directors review applications in the University system to review applicants to fill a vacant need on a semester basis.
- Determination is made whether an applicant meets the qualifications required for the School of Nursing and specific course requirements.
- Applicants that meet criteria are then contacted and further screened.
- Once screened and qualifications deemed met, a recommendation for hire is made.
- The Administrative staff then contacts the applicant and begins the hiring process as outlined by the University.
- Once all elements of the hiring process are verified an offer of part-time employment is made.

Onboarding

- Once an applicant is hired through human resources, the Associate Director will contact and provide specific course information, such as syllabi, course coordinator/lead faculty, and/or introduce program coordinators.
- Part-time faculty are enrolled in the Part-time Faculty Canvas training course.
- The canvas training course includes the following:
- Part-time faculty policy and procedure.
- University, College, and School handbooks that contain relevant policy and procedures.
- Announcements postings from Associate Directors related to important University, College and/or School or course related information.
- Notification of SON meeting schedule for the Faculty Organization.
- Reference materials for Undergraduate, Graduate, and Distance Education teaching.
- Discussion area to ask questions of Associate Directors and/or other part-time faculty
- Clinical agency related policies and procedures for part-time faculty teaching clinical.

SON Orientation

- The Administrative staff will provide information related to the hiring process including:
- Human resources requirements
- University processes such as ID badge, parking, etc.
- Location of and access to CHHS hoteling spaces
- SON, NCBON, and clinical agency requirements.
- The Associate Directors will provide the faculty workload assignment for the upcoming semester or academic year.
- The Associate directors will provide resources related to specific course assignments.

Evaluation

Policy

- Part-time faculty members will be evaluated annually and as needed. Part-time faculty will participate in their evaluation process.

Procedure

- Associate Directors will review student evaluations and provide part-time faculty evaluation and feedback annually.
- Part-time faculty will sign and return the evaluation to the Associate Director(s) using email or Docusign.

- Associate Directors can solicit input from program coordinators, Course Coordinators and/or Lead faculty members as needed at the time of the annual evaluation and throughout the academic year.
- Associate Directors will provide feedback to part-time faculty and provide additional support/resources, if needed, to promote success. This feedback may be provided in writing or in person. Notes from meetings will be documented in the evaluation sent to part-time faculty. An electronic copy of the evaluation sent to part-time instructors will be kept in the School of Nursing.
- Part-time faculty who are provided with a plan for improvement will be re-evaluated the following semester. Those not demonstrating improvement or not following the plan for improvement will not be considered for rehire.
- Part-time faculty evaluations will be filed electronically and available to the SON Director.

Date of Origin: 3/27/14
Revised: 8/18, Combined PT P&P: 7/19
Reviewed: 8/26

PROCEDURE FOR HIRING A GRADUATE ASSISTANT

Prior to Recruitment: A faculty member must seek approval from the Director of the School of Nursing to recruit a Graduate Assistant. Approval depends upon **available funding, unit priorities and hiring rationale**. Once approved, the hiring department/faculty member determines the position responsibilities and qualifications. The faculty member determines the type of appointment (i.e., teaching assistant, research assistant, etc.). Responsibilities, type of appointment and hourly rate must be approved by the Director of the School of Nursing. Beginning in 2022 the University implemented new procedures related to student funding, assistantships, and tuition remission for student positions available on sponsored awards. University policy and guidelines are available at https://graduateschool.charlotte.edu/faculty-and-staff- resources/student-support/student-funding-assistantships.

Advertising

- If a faculty member has already recruited a student for a Graduate Assistantship, advertising through Hire-a-Niner, is not necessary. Faculty members should complete a job description for the student using the template below and send it to the Director of Nursing. Once received, the Director of Nursing will complete a Request to Hire form and complete the necessary steps for further processing.
- Hire-A-Niner is the University's official portal for advertising available positions across campus. Students log into the platform with their existing NinerNet credentials, review current postings, upload their resume, and apply for jobs, internships, and co-op experiences. If a faculty member needs to advertise for a Graduate Assistantship, s(he) should complete a job description for the student using the template below and send it to the Director of Nursing. Once received, the Director of Nursing will complete a Request to Hire form and complete the necessary steps for further processing.

Responsibilities

- The faculty member orients new Graduate Assistants to the roles and responsibilities of the position for which they were hired. Graduate Assistants who will be involved in teaching must meet North Carolina Board of Nursing, SACSCOC and CCNE requirements. Faculty are responsible for ensuring that Graduate Assistants are provided education on the Family Educational Rights and Privacy Act (FERPA) as well as any School of Nursing policies which may impact their role. For additional information related to Graduate Assistantships, please visit the Graduate School's website.
- Graduate Teaching/Research Assistant Position School of Nursing
- Master's student in nursing preferred but other health related graduate students may apply for this position.
- Refer to the UNC Charlotte website at https://graduateschool.charlotte.edu/funding/assistantships-and- employment for guidelines on hiring a graduate assistant or teaching assistant.

Duties/Role/Responsibilities: This individual will have duties related to *teaching* nursing courses e.g. assist with maintaining student records, grade assignments per instructions, critique student papers, post grades, assist with discussion boards and group activities to ensure active participation, proctor examinations, tutor or mentor students, review and work with instructor to modify and enhance learning assignments; and *research* duties e.g. conduct data searches and literature reviews, write summaries of findings as requested, assists with preparation of research projects and related reports, manuscripts, and presentations, code data for electronic processing,

analyze data; and perform *other duties* as assigned.
Purpose: The Graduate Teaching/Research Assistant will gain teaching and research experience under the supervision of experienced faculty and enhance their resume while earning a graduate degree.

Doctoral and Master's Student Compensation:
Refer to the UNC Graduate School guidelines https://graduateschool.charlotte.edu/faculty-and-staff- resources/student-support/student-funding-assistantships

Application process: Submit the items listed below in a packet to:
Faculty Name:
The University of North Carolina at Charlotte, School of Nursing
9201 University City Blvd. | #444F CHHS Bldg.
Charlotte, NC 28223 Phone: | Email:
Letter of interest with summary of experience pertinent to the responsibilities for this position.
Resume or vitae that includes work history.

Originated: 07/19
Last Reviewed: 8/26

POLICY ON RECORDS MANAGEMENT & RETENTION

The University of North Carolina General Administration maintains Record Retention policy related to general records retention and disposition schedules. UNC Charlotte School of Nursing faculty should refer to this policy if specific questions related to student academic records are not outlined in this policy and/or if additional information related to records in other categories is needed.

Examinations, Tests, Term Papers, and Course Work Records: Records documenting examinations, tests, term papers, and course work completed by students. This series may include but is not limited to completed student examinations, tests, term papers, course work, grade books and related documentation and correspondence.

Confidentiality: Comply with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records.

- See Also: Credit by Examination. Disposition Instructions:
- Destroy in office 1 year after completion of course for uncontested grade results.
- If challenged, destroy after resolution of challenge.

Admissions Records: Records documenting student applications for admission to the University. This series may include but is not limited to: undergraduate and graduate applications, recommendations, transcripts, committee and review records, and related documentation and correspondence. Offices of Record: Office of Undergraduate Admissions, the Graduate School

Confidentiality: Comply with G.S. 132-1.1 (f) regarding confidentiality of personally identifiable admissions information of non-enrolled students. Comply with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records.

Disposition Instructions: Enrolled students, destroy in office letters of recommendation 3 years after admission, and reclassify remaining records as Undergraduate Student Academic Records or Graduate Student Academic Records when accepted.
Non-enrolled students, destroy in office 1 year after application period if no litigation, claim, audit, or other official action has been initiated. If official action has been initiated, destroy in office after completion of action and resolution of issues involved.

Class Lists: Class lists documenting the names and other information about students enrolled in courses taught at the University.

Confidentiality: Comply with 20 U.S.C.1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records.

Disposition Instructions: Destroy in office at end of semester or when reference value.

Graduate Student Academic Records: Records documenting the academic record of graduate students earning Masters or Doctoral degrees from the unit. This series may include but is not

limited to accepted applications, statements of purpose, writing/production samples (audio or video media), degree requirement materials, credit by examination records, and related documentation and correspondence.

Confidentiality: Comply with applicable provisions of 20 U.S.C. 1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records. Office of Record: Office of the University Registrar; Graduate School; schools, departments, or units. See Also: Drop/Add Forms Note: Records covered by this series may be maintained by multiple offices of record. Consult with other offices to determine whether your records are reference copies.

Disposition Instructions:

- Permanent for institutional academic transcripts, applications for admission, and official enrollment and grade change records of all enrolled students.
- Destroy in office remaining records of graduated students 5 years after degree awarded.
- Destroy in office remaining records 10 years after date last registered or date of last activity with the University.

Reference Copy: the schools, departments, or units Disposition Instructions:

- Destroy in office records 3 years after degree awarded for graduated students.
- Destroy in office remaining records 7 years after last date registered or date of last activity with the University.

Last Reviewed: 8/26

POLICY ON DISTRIBUTION OF INDIRECT COST RECOVERY FUNDS

Policy Statement
It is the policy of the School of Nursing (SON) to support the sponsored research activities of its faculty to contribute to the pursuit of knowledge, the enhancement of student learning and the promotion of the mission, vision and values of the SON, College of Health and Human Services, and UNC Charlotte.

Reason for the Policy
According to the new guidelines, effective August 1, 2025, the University will allocate a portion of F&A receipts from sponsored awards to the College (https://legal.charlotte.edu/policies/up-601.16). The College will determine the amount, if any, that will be awarded to the units and/or individuals.

Policy
The new policy is currently under development.

Additional Details
It is important to note that indirect cost recovery funds are considered state funds and are therefore subject to the same limitations and guidelines imposed on all state funds. Principal Investigators and unit directors are accountable for all expenditures of indirect cost recovery funds and responsible for ensuring that the expenditures adhere to state guidelines. Amounts distributed are to be made available for research-related expenditures to support (e.g., publication, conference travel, GA support). With appropriate justification, funds may be used to supplement summer salary; however, supplementing faculty salary during the academic year is not permitted.

Funds do not expire and current balances of indirect accounts (PIFA) will remain in the PIs account or use until all funds are exhausted. Any equipment purchased with state funds remains the property of the University and must be surrendered to the University when the faculty member terminates their employment. Additionally, if the PI leaves or retires from the University, any unexpended funds remaining in their indirect cost fund will be returned to the University.

Origin: 8/18
Revised: 8/25
Last Reviewed: 8/26

FUNDING FOR DOMESTIC AND INTERNATIONAL TRAVEL

Opportunities for faculty and staff travel are based on the availability of sufficient operating funds and upon approval of the Director of Nursing. These opportunities are provided to all faculty, regardless of rank, in support of the research and teaching mission of the School of Nursing. However, any faculty member applying for a grant should include funding for travel in the application, as allowed. Use of SON operating funds for travel will only be provided after grant funds and start-up funds have been expended. Faculty are responsible for following the travel guidelines in the UNC Charlotte travel manual:
https://finance.charlotte.edu/resources/travel/travel-manual/

International Travel

- Funding for international travel may be provided to faculty members who are traveling for the purpose of scholarly presentations.
- International travel for other purposes may be considered on an individual basis. SON will NOT assume additional costs for expenditures for international travel such as wire transfers, variations in dollar values, or other special arrangements for such travel. If faculty elect to travel internationally, they must assume responsibility for compliance with specific UNC Charlotte guidelines for international travel.
  https://finance.charlotte.edu/about-us/offices/controllers-office/disbursements/travel/

National/Local Travel

Each faculty member shall be offered travel support annually as the budget allows. Program Coordinators (or their designee) will be provided **additional** (over and above the individual allocation for each faculty member) travel funds - for one person - to attend the following national conferences as applicable:

*AACN Annual Doctoral Conference
*AACN Leadership Annual Conferences
*NONPF NP Annual Conference
*INACSL Annual Conference
*NLN Summit
Other conferences as appropriate (AACN, ATI, AANP, etc.) upon approval by the Director.
(*A brief presentation of key lessons learned will be expected at the completion of travel)

PLEASE NOTE:

- Staff professional development expenses will be considered on an individual basis as the budget allows.
- Faculty whose scholarly work is accepted for presentation (podium, poster, other) are NOT guaranteed travel costs to attend the conference, if such travel exceeds their annual allowance.
- Other exceptions will be considered on a case-by-case basis as the budget allows.

Origin: 3/20
Revised: 8/25
Last Reviewed: 8/26

POLICY ON POSTING OF CLASS SCHEDULE WITH OFFICE HOURS

Policy Statement: It is the goal of the School of Nursing (SON) to provide support to its students, faculty, staff and colleagues, to achieve the School's mission and vision, and to actively participate in faculty governance. To do so effectively requires both presence and active engagement.

Reason for the Policy:
The SON strives to provide the highest quality nursing education, scholarship, and practice in its efforts to educate a highly skilled nursing workforce and promote the health of the citizens in the Charlotte region and beyond. Innovation, teamwork, and scholarship cannot be effectively cultivated without a commitment to meaningful engagement. Engagement is also required for meaningful contributions to faculty governance as required by the Commission on Collegiate Nursing Education, the North Carolina Board of Nursing (21.NCAC 36.0318), and the Southern Association of Schools and Colleges (Standard 3.7.5).

Policy
Faculty members are expected to schedule office hours sufficient to meet the needs for consultation with students in their classes, with advisees, and colleagues. Provisions should be made to accommodate student schedules and to maintain flexibility to meet the needs of the academic unit. Having office hours "by appointment only," would not be considered sufficient, given that, without an appointment, no physical presence is maintained to provide any flexibility or to meet the needs of individuals who may be interested in speaking to you about a program or course. Faculty class schedules with office hours should be posted outside the office, and they must be filed in the School of Nursing prior to the first day of class. Just prior to advance registration and during periods which require collaboration and decision making, faculty may need to schedule additional office hours. Virtual office hours are not a replacement for physical presence.

Origin: 7/18
Last Reviewed: 8/26

ORDERING TEXTBOOKS THROUGH CAMPUS BARNES & NOBLE BOOKSTORE

Policy: It is University policy that the instructor of any course has the responsibility to select the textbook and/or educational materials specified for formal use in teaching the course, using his or her professional judgment and avoiding conflicts of interest. These textbooks and/or instructional materials may be made available to students in print or electronic formats and may include but are not limited to: textbooks; substantive materials dealing with course content, including documents authored by the faculty member or by other faculty members in the department such as parts of texts, laboratory manuals, descriptions of experimental protocols, hypothetical cases for discussion, and similar items; substantive collected materials authored by the faculty member or by others inside or outside the University and reproduced from professional journals, periodicals, and books (i.e. course packs); and high quality Open Education Resources (OER) as well as other Open Access materials.

- University Policy 204, Textbooks and Instructional Materials, specifies the primary criteria for selection of instructional materials, and outlines actions required of the faculty regarding orders, book selections, conflicts of interest, and sale of materials. For more information, refer to University Policy 204, Textbooks and Instructional Materials.
- Interim desk copies of textbooks are available from the Campus Bookstore until the publisher's complimentary copy arrives. Since publishers often mark desk copies in a manner that renders them non- returnable, books that are obtained from the Campus Bookstore must be kept clean so that these may be returned to the publishers. If the desk copy is not returned to the bookstore or replaced within 60 days from the date of issue, the department of the faculty member is required to pay for the desk copy. Unsold copies of textbooks cause a financial drain on the Campus Bookstore in several ways and faculty members are asked to use good judgment in placing orders. To order your textbooks please follow the following process: **Note that this process MUST be completed even if you are not ordering textbooks**

Go to AIP (Adoptions and Insights Portal) at
(https://aux.uncc.edu/bookstore/textbooks/textbook-adoption)

- Log-in using Niner log-in
- If you have no textbook for the course, please check "No Text Required for This Course."
- Final, "Review and Submit" your textbook order.
- Niner Course Pack- a program for students to opt out and be charged a flat rate for textbooks that are turned in at the end of the semester.
- Niner Course Pack considerations

Some of the texts that are required for SON courses may be used throughout the program. For example, the Medical/Surgical, Pathophysiology, Concept Mapping, and Nursing Diagnosis Handbook are all texts that will be utilized in different courses, but they may not be listed as required after the first course. Faculty should keep this in mind when evaluating the use of Niner Course Pack each semester.

Other information to consider: **Costs Fall 2026**

- The charge for NCP is $20/credit hour enrolled. Example: 15 credit hours/semester =

$300. Students should evaluate the expected costs of textbooks/course materials to determine if NCP is beneficial.

- After each semester, textbooks are to be returned to B&N. For textbooks that will be used over multiple semesters, students should calculate the cost over time of the NCP vs. out-of-pocket payment for course materials.
- Students may have the option to purchase the textbooks at the end of the semester for a "reduced" price.

Opting Out of NCP

Opting out dates are from 30 days before the first day of class, up until the Census date for the semester. After that, students cannot opt out.

- Students should receive a link to opt out if they choose.
- If they opt out, digital/eBooks will no longer be available in Canvas. Students will have to purchase and download digital materials on a device/platform independent from Canvas.
- Faculty do not receive any notifications for which students have opted out.

Origin: 8/19
Revised: 8/24
Last Reviewed: 8/26

MANAGING CURRENCY OF LIBRARY MATERIALS

Policy: Atkins Library policy defines deletion as a by-product of the collection policies of the library, and consequently, the collection is weeded on a regular basis to reflect changing needs, and to delete outdated information. The responsibility for implementing the weeding policy rests with the library faculty and staff in consultation with the related academic units throughout the campus. A representative from each college is elected as part of faculty governance to sit on the Library Committee.

Procedure

The nursing collection is reviewed every two years to identify materials in the nursing collection that should be deleted. The following criteria are used:

- Obsolescence
- Material containing outdated information (e.g., directories, membership lists, yearbooks)
- Non-book materials in obsolete formats (e.g., audiovisual materials)
- Earlier editions of general texts for which the library owns later editions.
- In the fall of even years, a subspecialty of the nursing collection as well as 1/3 of the general nursing collection is reviewed. No more than 6 years will lapse between complete collection reviews. The Nursing Librarian generates a list of nursing materials owned by Atkins Library which are designated for review. The Associate Dean/Director of the School of Nursing and/or designees appoint faculty in each specialty area to review the list and recommend deletion. Nursing faculty will identify the reason for deletion as obsolescence, an earlier edition or other reason and provide their name.
- The list of titles recommended for weeding will be referred to the Nursing Librarian who will make one of the following recommendations:
- Retain, in which case the requester is notified.
- Withdraw, in which case the material will be handled in accordance with Library procedures for the processing of weeded materials.
- Other, (e.g., retain latest edition, withdraw earlier editions) in which case the materials will be handled in accordance with corresponding Library procedures.
- If nursing faculty and the Nursing Librarian offer conflicting recommendations for an item, the item is retained.
- Before the designated materials are removed from the collection, members of the campus community associated with health issues will have the opportunity to comment on their deletion. The library will maintain a file of all weeding requests that will be retained for five (5) years.

Date of Origin: 9/94
Revised: 7/02
Last Reviewed: 8/26

RESEARCH PUBLICATION ASSESSMENT

The School of Nursing encourages various forms of scholarly work, including quantitative and qualitative methods as well as theoretical and policy work. Assessing journal quality is a complex process that requires a multidimensional approach. Evaluating journal worth can encompass a variety of approaches including indexing, and other criteria. Foremost, given the large number of nursing journals and the appropriateness of publishing in interprofessional journals that traditionally are not classified as nursing, it is incumbent on each faculty member to indicate and document the relevance and importance of each specific journal publication to her or his area of scholarship. Primary consideration in selecting a journal should be in alignment with the author's research contributions (discovery) to the appropriate audience.

To assess the quality of a publication in annual evaluations and tenure and/or promotion reviews for tenured and tenure-track faculty on the research track (e.g., a three-year average of 2 new publications per year) two thirds of the articles must appear in scholarly journals that meet the following criteria:

1. The journal is peer reviewed and indexed (Cited in CINAHL or British Nursing Index or Medline/International Nursing Index, Pub Med, EBSCO host, etc.); and
2. The journal meets at least one of the following: a. Nursing journals b. Interprofessional or other discipline journals

Other scholarly products can be included in the three-year publication average but are limited to no more than one-third of the total publications included in any three-year average. Such products include invited book chapters, invited first-author editorials, etc.

Faculty, in annual self-evaluation documents and documents for reappointment/promotion, and Tenured Faculty Performance reviews, should speak to the criteria listed above as well as the placement of a publication within their overall program of research/scholarship and any recognition associated with that publication (such as reprinted in another journal, or requests for copies).

Approved: Scholarship Translation Committee 12/09, SON faculty 12/09, Scholarship Translation Committee 3/10
Last Reviewed: 8/26

GUIDELINES FOR THE APPOINTMENT, REAPPOINTMENT AND PROMOTION OF CLINICAL FACULTY

Please refer to the CHHS RPT handbook for full criteria: https://health.charlotte.edu/node/1649/

Nursing Specific Criteria for Clinical Track Faculty

Criterion	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Educational Qualifications	Terminal degree in nursing from an accredited institution. *21 NCAC 36.0318* *CCNE Standard II-D*	Terminal degree in nursing from an accredited institution. *21 NCAC 36.0318* *CCNE Standard II-D*	Terminal degree in nursing, or related field, from an accredited institution. *21 NCAC 36.0318* *CCNE Standard II-D*
Certification(s)	National certification in specialty area APRN: *NONPF Criterion V.A.2*	National certification in specialty area APRN: *NONPF Criterion V.A.2*	National certification in specialty area APRN: *NONPF Criterion V.A.2*
Licensure	Unencumbered license to practice as an RN in the state of North Carolina *21 NCAC 36.0318* *NONPF Criterion V.A.2*	Unencumbered license to practice as an RN in the state of North Carolina *21 NCAC 36.0318* *NONPF Criterion V.A.2*	Unencumbered license to practice as an RN in the state of North Carolina *21 NCAC 36.0318* *NONPF Criterion V.A.2*
Registration and Approval to Practice	If teaching clinical for APRN students must maintain Approval to Practice in North Carolina. *21 NCAC 36.0803*	If teaching clinical for APRN students must maintain Approval to Practice in North Carolina. *21 NCAC 36.0803*	If teaching clinical for APRN students must maintain Approval to Practice in North Carolina. *21 NCAC 36.0803*
Teaching Experience	Prefer 1-year. May include online face to face, precepting students in clinical or combination. *If teaching in undergraduate program, Prior to or within the first 3- years have education in teaching and learning principles for adult*	Minimum of 2 years. May include online face to face, precepting students in clinical or combination. *If teaching in undergraduate program, Prior to or within the first 3- years have education in*	Minimum of 2 years. May include online face to face, precepting students in clinical or combination. *If teaching in undergraduate program, Prior to or within the first 3- years have education in teaching*

	education. *21 NCAC 36.0318*	*teaching and learning principles for adult education.* *21 NCAC 36.0803*	*and learning principles for adult education.* *21 NCAC 36.0803*
****Scholarship Requirements/ Standards**	Refer to CHHS RPT guidelines	Refer to CHHS RPT guidelines	Refer to CHHS RPT guidelines
Teaching	Meets college minimum criteria of teaching for rank	Meets college minimum criteria of teaching for rank	Meets college minimum criteria of teaching for rank
Service	Meets college minimum criteria of service for rank	Meets college minimum criteria of service for rank	Exceeds college minimum criteria of service for rank

*Workload will be negotiated on an annual basis based on scholarship productivity. Individuals not meeting minimum scholarship expectations, after sufficient opportunities for mentoring, may be given an increased teaching load (3:4 or 4:4) to meet the teaching needs of the academic unit.

+ During the initial 1-year appointment, clinical assistant professors will be expected to develop a plan for meeting scholarship requirements and share this plan with the Director, seeking guidance as needed and as required by the Director.

**Several factors are considered when determining reappointment or promotion. Scholarship represents only one factor which is considered when determining reappointment or promotion. In keeping with the tripartite mission of the University, decisions regarding reappointment and/or promotion will be based on evaluation of performance in teaching, scholarship and service.

Criteria Considered for Early Promotion

* A faculty member may request early consideration for promotion. Faculty must first discuss early consideration with the Director to determine level of support. If early promotion is supported, a formal request shall be in writing, on the School of Nursing letterhead, and shall outline clear and concise rationale for the request. The Director, in consultation with the School Review Committee (SRC), and the Dean of the College will make the final determination and provide written notice of the decision, with rationale, to the faculty member.

Definitions and Examples

- Sustained Outstanding Performance in Teaching
- Overwhelmingly positive student evaluations
- National certification in nursing education
- Excellent peer evaluations of teaching
- Demonstration of innovative classroom strategies which produced positive outcomes for students
- Satisfy all essential teaching related behaviors:
- Preparing and distributing syllabi which are accurate and follow current University standards

- Meeting class on a consistent basis, including on-time arrival and dismissal
- Professional classroom behavior
- Effective and logical organization of course content and lectures
- Effective, courteous communication with students in and out of the classroom
- Effective delivery of appropriate content material
- Using agreed upon policies and practices for evaluating student learning
- Meeting the reasonable needs of students and advisees through availability during scheduled office hours, appointments and online (if applicable)
- Teaching material that is current within the discipline
- Effective and consistent use of data (evaluation, item analyses, constructive feedback) to engage in continuous quality improvement

Measurement of Sustained Outstanding Performance in Teaching is achieved through (1) submission of course syllabi, (2) peer evaluations, (3) student evaluations, (4) advisee surveys, and (5) faculty completion of annual self-evaluation documents.

- Demonstrated expertise in positive teaching through student engagement, classroom and clinical teaching innovations conducted on behalf of students or the School of Nursing:
- Creating innovative projects and assignments
- Conducting review sessions outside of normal class time
- Effectively incorporating technology in the classroom
- Serving as a teaching mentor for other faculty
- Being readily available for students beyond required office hours
- Developing a new course
- Developing a new teaching area
- Mentoring or precepting students
- Effectively supervising independent study projects
- Incorporating projects that involve service learning (does not have to have official service-learning designation)
- Creating ways to honor diversity* in the classroom

Sustained Outstanding Performance in Service

- Sustained outstanding performance involves (1) engaging in significant service over a minimum of a 5-year period and (2) engaging in leadership in teaching or service.
- Significant service supports the mission, vision and goals of the School of Nursing, the College of Health and Human Services and the University or addresses the needs of the community or the profession in ways that require a faculty member's professional expertise. Significant service is characterized more by quality than by quantity. Active and engaged involvement in appropriate committees, faculty searches, unit, college and university governance structures, leadership within the unit, college or university life, work in professional organizations, and effective performance of administrative duties are all examples of significant service.
- Leadership in teaching or service can be demonstrated by major initiatives with substantial and ongoing impact, a number of significant leadership contributions that form a pattern of continuing engagement, or a combination of the two. All items within service and leadership in teaching or service may not be of equal value. Factors which may impact the value include:
    - The impact of the effort

- The relative prestige (awards, publications)
- The varied levels of responsibility
- The candidate's combined activity and achievement must be of high quality, must exceed routinely assigned teaching, service and must include demonstrated leadership.

Scholarship

See CHHS RPT handbook for definition of scholarship according to Boyers Model, pp. 24-25

Date of Origin: 8/18
Revised 8/25
Last Reviewed: 8/26

GUIDELINES FOR THE APPOINTMENT, REAPPOINTMENT AND PROMOTION OF LECTURER FACULTY

NURSING-SPECIFIC Criteria for Lecturer Appointment, Reappointment, and Promotion

Criterion	**Lecturer**
Educational Qualifications	MSN in nursing
Certifications	Not required
Licensure	Unencumbered license to practice as an RN in the state of North Carolina or compact state *21 NCAC 36.0318*
Initial Appointment	1-year
Maximum Length of Initial Reappointment	3-years
Subsequent Reappointments	5-years
Clinical Experience	Minimum of 2 calendar years or the equivalent of full-time clinical experience as a registered nurse *21 NCAC 36.0318*
Teaching Experience	Prior to or within the first 3-years have education in teaching and learning principles for adult education. *21 NCAC 36.0318*
Workload	12 credits per semester
Teaching	Meets college minimum criteria of teaching for rank
Service	Meets college minimum criteria of service for rank

Promotion to Senior Lecturer

Criterion	**Lecturer to Senior Lecturer**
Educational Qualifications	MSN in nursing
Certifications	National Certification in clinical area or nursing education
Licensure	Unencumbered license to practice as an RN in the state of North Carolina or compact state
Clinical Experience	Minimum of 5 calendar years clinical experience
Teaching Experience	Minimum of 5 years' teaching experience at UNC Charlotte
Workload	See CHHS workload expectations
Teaching	Record of sustained, outstanding performance in teaching
Service	Record of sustained, outstanding performance in service
***Time in Rank**	5-years before consideration for promotion

* A faculty member may request early consideration for promotion. The formal request shall be in writing, on the School of Nursing letterhead, and shall outline clear and concise rationale for the request. The Director, in consultation with the School Review Committee (SRC), and the Dean of CHHS will make the final determination and provide written notice of the decision, with rationale, to the faculty member.

Definitions and Examples

Sustained Outstanding Performance in Teaching

- Overwhelmingly positive student evaluations
- National certification in nursing education

- Excellent peer evaluations of teaching
- Demonstration of innovative classroom strategies which produced positive outcomes for students
- Satisfy all essential teaching related behaviors:
- Preparing and distributing syllabi which are accurate and follow current University standards
- Meeting class on a consistent basis, including on-time arrival and dismissal
- Professional classroom behavior
- Effective and logical organization of course content and lectures
- Effective, courteous communication with students in and out of the classroom
- Effective delivery of appropriate content material
- Using agreed upon policies and practices for evaluating student learning
- Meeting the reasonable needs of students and advisees through availability during scheduled office hours, appointments and online (if applicable)
- Teaching material that is current within the discipline
- Effective and consistent use of data (evaluation, item analyses, constructive feedback) to engage in continuous quality improvement.
- Measurement of Sustained Outstanding Performance in Teaching is achieved through (1) submission of course syllabi, (2) peer evaluations, (3) student evaluations, (4) advisee surveys, and (5) faculty completion of annual self-evaluation documents.
- Demonstrated expertise in positive teaching through student engagement, classroom and clinical teaching innovations conducted on behalf of students or the School of Nursing:
- Creating innovative projects and assignments
- Conducting review sessions outside of normal class time
- Effectively incorporating technology in the classroom
- Serving as a teaching mentor to other faculty
- Being readily available for students beyond required office hours
- Developing a new course
- Developing a new teaching area
- Mentoring or precepting students
- Effectively supervising independent study projects
- Incorporating projects that involve service learning (does not have to have official service-learning designation)
- Creating ways to enhance engagement in the classroom
- Sustained Performance in Service
- Sustained outstanding performance involves (1) engaging in significant service over a minimum of a 5- year period and (2) engaging in leadership in teaching or service.
- Significant service supports the mission, vision and goals of the School of Nursing, the College of Health and Human Services and the University or addresses the needs of the community or the profession in ways that require a faculty member's professional expertise. Significant service is characterized more by quality than by quantity. Active and engaged involvement in appropriate committees, faculty searches, unit, college and university governance structures, leadership within the unit, college or university life, work in professional organizations, and effective performance of administrative duties are all examples of significant service.

- Leadership in teaching or service can be demonstrated by major initiatives with substantial and ongoing impact, a number of significant leadership contributions that form a pattern of continuing engagement or a combination of the two. All items within service and leadership in teaching or service may not be of equal value. Factors which may impact the value include:
    - The impact of the effort expended,
    - The relative prestige (awards, publications) or the varied levels of responsibility

The candidate's combined activity and achievement must be of high quality, must exceed routinely assigned teaching, service and must include demonstrated leadership.

Origin: 8/18
Revised 8/25
Last Reviewed: 8/26

FACULTY EMPLOYMENT INFORMATION

Provost's Office: Faculty Handbook https://facultyhandbooks.uncc.edu/full-time-faculty-handbook#7term

Employment Status
Although recruitment of faculty members takes place within individual departments and colleges, faculty members work with the Human Resources Department regarding matters pertaining to their status as state employees.

EHRA and SHRA Employees
Full-Time employees of the University are either exempt from the State Human Resources Act or subject to it. Exempt employees are sometimes referred to as EHRA, and those subject to the Act as SHRA. All full-time faculty members are EHRA employees. Promotion and salary decisions for faculty members are made differently from similar decisions for employees who are subject to the State Human Resources Act. Promotion and tenure decisions for faculty members are made according to the provisions of University Policy 102.13, Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte.

Twelve-Month and Nine-Month Appointments
Most full-time faculty members hold nine-month appointments that coincide with the period of the academic year. Nine-month faculty members may teach in UNC Charlotte summer sessions and earn extra income; however, summer teaching appointments are subject to availability and not guaranteed. Assignments to summer school teaching positions are made by Director and Associate Directors based on enrollment, courses offered, and available resources.

Some full-time faculty members, including department chairpersons, deans and some lecturers, have twelve-month appointments. These twelve-month faculty members earn vacation leave (24 days per year) and sick leave (12 days per year). They are expected to work every day, except official holidays when the University is closed. All twelve-month faculty are required to request time off when absent from work.

For a faculty member on a 9-month appointment, the date for removal from the payroll at the end of the academic year is June 30. Regular payroll checks received in July and August are advance payment for work to be done during the fall semester. The faculty member who leaves employment before completing that fall semester must reimburse the University for the full amount of any overpayment.

SICKNESS, TEMPORARY ABSENCES AND VACATION FOR 12 AND 9-MONTH APPOINTMENTS

UNC Charlotte has no regular program of sabbatical leave for faculty members. However, educational leaves of absence may be granted on an individual basis. Educational leaves of absence are designed to permit faculty members to conduct activities or engage in endeavors which will enhance their professional growth and enrich their teaching, research, or service. The process of obtaining such a leave begins when a faculty member submits a request to the department chairperson or dean at least one semester before the desired leave period. An educational leave of absence may be granted with or without pay. Personal leaves of absence are granted to nine-month tenure-track faculty members and senior lecturers without pay to accommodate personal or family needs or to enable participation in activities that will benefit the faculty member of the UNC Charlotte community. Parents of newborn or newly adopted children may request personal leave with or without pay, depending on the circumstances, for up to twelve weeks. Faculty members on twelve-month contracts and who accrue sick leave are governed by policies set forth in Personnel Information Memorandum Number 9 (PIM-9).

The decision whether to grant a leave of absence depends upon the circumstances of each case. For more information, refer to University Policy 102.6, Family and Medical Leave for Nine-Month Faculty; University Policy 102.15, Personal (Non-FMLA) Leaves of Absence for Nine-Month Faculty; and University Policy 102.7, Personnel Policies for Designated Employment Exempt from the State Human Resources Act.

Sickness and Temporary Absence

Full-time twelve-month faculty members earn twenty-four days of annual leave per year. They earn sick leave in accordance with the provisions of the State Personnel Manual. Part-time permanent twelve- month faculty members earn annual leave and sick leave on a pro rata basis. Nine-month faculty members earn no sick leave and no annual leave. If a faculty member is ill or otherwise unable to meet their classes, they should contact their chair or dean as far in advance as possible so that provisions can be made. For more information, refer to University Policy 102.4, Annual and Sick Leave for Faculty Members.

Vacation

Faculty members on regular nine-month appointments accrue no vacation leave. Twelve-month faculty members earn twenty-four days of annual leave per year. Part-time permanent twelve-month faculty members earn annual leave on a pro rata basis. For more information, refer to University Policy 102.4, Annual and Sick Leave for Faculty Members. Time for nine-month faculty members to take vacations is available when the University is closed and during the summer when they are not teaching. All weekdays during the academic year are considered workdays except when the University is officially closed. Periods when classes are not in session and the University is not closed may be used for meetings, student advising and registration, and other University activities in addition to the professional activities of individual faculty members.

Origin: 8/18
Last Reviewed: 8/26

FACULTY AS STUDENT POLICY

The Faculty as Student Policy specifies that one may not simultaneously be a full-time faculty member in the SON and student in one of the graduate programs within the SON.

Although faculty members are eligible to enroll for courses at UNCC and other North Carolina System state schools, full-time faculty within the School of Nursing cannot apply or enroll in graduate programs or graduate courses offered within the School of Nursing. This policy is consistent with practices at other universities and is in keeping with appropriate graduate education practices. The overlap of assigned faculty responsibilities with the role of student place faculty members and faculty as students in often difficult or conflictual relationships with their colleagues related to:

- Potential conflicts of interest
- Timely progress toward degree
- Inappropriate responsibilities/assignments relative to one's student and/or faculty peers
- Voting on curricular issues.
- Faculty can enroll in programs offered outside the School of Nursing and within the College or UNC Charlotte given the following conditions are met.
- The unit/program of enrollment is separate and distinct from the unit/program of employment.
- Faculty members associated with employment and responsible for employment supervision of the faculty member cannot be members of the faculty members graduate committee and are not responsible for evaluation of the faculty members' performance as a graduate student.
- The faculty member is not involved in any duties that include instruction or evaluation of other graduate students in the program in which they are enrolled.
- The faculty member is not involved in any academic/program decisions within the unit of enrollment or the program in which they are enrolled.

Origin: 8/18
Last Reviewed: 8/26

GUIDANCE FOR CAMPUS EMERGENCIES AND INCLEMENT WEATHER

Please pay close attention to the UNC Charlotte website, as well as Niner Alerts (sign up for these if you have not already). In the event of a university emergency, every faculty member must provide an emergency telephone number annually.

The University will issue campus status using Condition 1 – Condition 3.

- C1 conditions, meaning still open but with reduced operations, use your best judgment for yourselves and your students, always keeping safety in mind. If you move forward with class or clinical under C1 conditions, please don't penalize students who are not in attendance, as their best judgment when it comes to their safety priorities may be different from your own.
- C2, or suspended operations, plan on not having class or clinical.
- C3 means the University is closed and we cannot and should not mandate that a student be in clinical, even if it means they may need to make up clinical hours.

Additional information on this policy may be found on the website of Emergency Management.

Origin: 8/18
Last Reviewed: 8/26

SON & UNIVERSITY HEALTH SAFETY PROCEDURES

The SON follows the policies set forth by the University for health protocols in place on campus. Please refer to the Niner Nation Cares website.
Home | Niner Nation Cares | UNC Charlotte
SON students in clinical agencies must also follow the health protocols set forth by that specific agency.

Date of Origin: 8/22,
Last Reviewed: 8/26

RELATED POLICIES LOCATED IN THE STUDENT HANDBOOK
Bloodborne Pathogen Control Plan Latex Response Plan
Clinical Incident Report Policy and Procedure

ADDITIONAL COLLEGE POLICIES
Policy for Topics Courses
Please refer to the College of Health and Human Services Faculty Handbook.

Policy for Creating and Grading Independent Study Format for Course Syllabi
Faculty in the School of Nursing are expected to use the approved College Syllabus Template for their courses. Please refer to the College of Health and Human Services Faculty Handbook.

Textbook Policy
Please refer to the College of Health and Human Services Faculty Handbook.

Policy for Writing a Letter of Recommendation for Students
Before requesting a reference from any faculty or staff member at UNC Charlotte, students must complete a Consent form that gives permission for an individual to divulge academic information to the person or agency requiring the reference.

Grade Change Procedure
http://registrar.uncc.edu/final-grading-instructions
To begin the grade change process, select the Grade Change Menu under the Faculty & Advisors tab in Banner Self-Service. Complete online grade change instructions on pages 23 – 25 of the Banner Self- Service manual.

SELECT UNIVERSITY POLICIES

- Policies, Regulations, and Procedures/Selected Faculty Policies and Resources
- Procedures for Resolving Faculty Grievances Arising from Section 607(3) of The Code of The University of North Carolina
  - Grievance Procedures https://hr.charlotte.edu/employees/employee-relations/grievance-procedures/
- Sexual Harassment Policy and Grievance Procedure (Policy Statement #61)
- Code of Student Academic Integrity
- Code of Student Responsibility
- Formal student complaint resolution log
- Policy on Withdrawal from Courses at UNC Charlotte
- Textbooks and Instructional Materials
- Consent for Letters of Recommendation/Evaluation

UNC Charlotte Academic Policy and Procedure: Grading

Grade Replacement Policy

Policy for the Appeal of a Final Course Grade

Policy for Grading Undergraduate | Graduate

Reporting Midterm Grades

Early Warning – email sent from Provosts Office at the beginning of each semester

GUIDELINES FOR ADVISING GRADUATE STUDENTS

Rationale

Advising is a constantly evolving and essential role in maintaining student enrollment and student success. Factors such as admissions far in advance of the first day of class, faculty availability during summer, and students taking Leaves of Absence create challenges for advisors. The following is offered as best practice to assist advisors in improving communication with their advisees. A folder or resources is available in Dropbox/Advising Resources.

1. On admission to a graduate nursing program students are assigned a faculty academic advisor.
2. Advisors will be cc'd on the Welcome/Admission Letter that is sent from the SON.
3. Check Banner Self-Serve to verify your advising list and its accuracy (my.uncc.edu/faculty & advisor self-serve/student search). Then select "View my Advisee List". Be aware that students who took Leaves of Absence or did not enroll are still considered students and continue to need advising. If errors are found, please report them to the program coordinator.
4. Advisors can send a welcoming letter to newly admitted advisees reasonably soon after their admission. A template is available in Dropbox/Advising Grad Resources.
5. It is best practice that faculty contact their advisees at least once a semester. Advising can be done in-person, remotely, individually or in groups. Sensitivity to privacy concerns should guide group advising sessions.
6. The Graduate Program specialist will send periodic updates (esp to newly admitted students more than a month away from the beginning of classes) inviting them to follow us on social media sites or provide other information particularly over the summer months.
7. An outline by month of advising activities particularly relevant to the NP program is available in Dropbox/Advising Resources.
8. Faculty as they prepare to end the academic year and the summer recess should email their advisees for one last check and provide information about their availability and who to contact for advising during the summer semester. In most cases this will be the program coordinator. A template is available in Dropbox/Advising Grad Resources.
9. The Assoc Director of Grad Programs will notify the program coordinator, the advisor, and the program specialist when students submit a petition for a leave of absence or withdrawal.
10. Advisors will be notified of students with less than acceptable scores in classes and, for the APRN programs, on standardized certification preparation exams.

Date of Origin: 4/25
Last Reviewed: 8/26

EVALUATION AND REPORTING POLICY AND PROCEDURE RELATED TO CLINICAL SITE EVALUATION

Policy Statement
It is the goal of the School of Nursing (SON) to ensure that students are engaged in clinical experiences within appropriate learning environments. Therefore, prior to placing student(s) in a clinical facility, the facility should be assessed to determine its capacity to meet course objectives, student learning outcomes and program outcomes.

Reason for the Policy
The SON strives to provide the highest quality nursing education, scholarship, and practice, in its efforts to educate a highly skilled nursing workforce and promote the health of the citizens in the Charlotte region and beyond. This policy ensures our compliance with standards set forth by the The National Taskforce *2022 Standards of Quality Nurse Practitioner Education, 6th edition* as well as CCNE's *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (CCNE, 2024).

Policy
Prior to placing students in a new clinical facility, it shall be assessed for its capacity to meet course objectives, student learning outcomes, and program outcomes. The *Pre-Clinical Site Evaluation* will be documented electronically. Faculty are responsible for student placement and should review the clinical assessment prior to moving forward with placing students. Following a positive evaluation, continued evaluation of the facility will occur through faculty feedback using End of Course Reports, and student evaluations related to clinical experiences.

Date of Origin: 5/86
Revised: 6/03, 8/18, 8/19
Last Reviewed: 8/26

PRECEPTOR ASSIGNMENT AND STUDENT PLACEMENT POLICY

Policy Statement
Preceptors serve as an extension of faculty and are defined by UNC Charlotte School of Nursing as nurses, or related professionals with specific expertise to support student achievement of outcomes. It is the goal of the School of Nursing to ensure that students are provided access to preceptors who can effectively guide students in the achievement of course objectives, student learning outcomes, and program outcomes.

Rationale
The School of Nursing endeavors to meet all rules, regulations and guidelines provided by its approval and accrediting bodies related to the use of preceptors. Therefore, to ensure consistency in the placement process and appropriate distribution of information, graduate and undergraduate programs using preceptors will make preceptor assignments using the process outlined below. Failure to follow the process could delay student progression.

Preceptor Identification and Selection Criteria by Major
DNP Post-Masters: Clinical experts are identified collaboratively by students and the program coordinator/faculty.
Clinical expert qualifications include:

- A minimum of the terminal degree in their discipline, appropriate licensure and certification, and experiential preparation validated by the program coordinator.
- Qualified clinical experts are forwarded to the DNP Coordinator or the Associate Director for Graduate Programs to submit to the Graduate School for appointment as Associate Graduate Faculty.
- In addition to providing support and expertise to students, the Clinical Expert serves on the Scholarly Project Committee and participates in the approval process for the proposal and final presentation of the scholarly project.
- Clinical Experts are typically selected from the DNP students work environment, as such there is no affiliation agreement or clinical compliance process required.

MSN - Advanced Clinical Majors: Preceptors are identified by students and the clinical placement coordinator(s) prior to the start of each semester. Preceptor qualifications include:

- A minimum of a graduate degree, appropriate licensure and certification, and a minimum of 2 years' practice experience.
- Educational and experiential preparation are validated by the clinical placement coordinator(s).
- The clinical placement coordinator(s) communicates to the clinical agency the number of precepted hours, time frame, level of student, and desired preceptor.

MSN - Systems Major: Preceptors are identified by the student. Preceptor names and qualifications are forwarded to the course faculty. Faculty, in collaboration with the Program Coordinators, are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical. Preceptor qualifications include:

- A minimum of a graduate degree, current licensure and certification (if required), a minimum of 1 year of practice experience, and appointment to position relevant to the

clinical course.

- Educational and experiential preparation are further validated by the systems coordinator on a case-by-case basis.
- Preceptors who are an RN with a BSN and graduate education in MHA or MBA (administration) or MPH (community/public health) are acceptable in programs focusing on those specialties.

DNP-Nurse Anesthesia across the Lifespan: Preceptors are identified by Nurse Anesthesia faculty pursuant to the partnership agreement with Atrium Health. In compliance with CoA standards, the Nurse Anesthesia faculty are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical. Preceptor qualifications include:

- A minimum of a graduate degree, current licensure and certification, a minimum of 1 year of practice experience, and current employment in the role of CRNA.

Undergraduate Programs-Prelicensure BSN: Preceptors are identified by faculty. Faculty, in collaboration with the Associate Director for Undergraduate Programs, are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical.

Undergraduate Programs-RN-to-BSN: If required, preceptors are identified by the student and/or the faculty. Faculty, in collaboration with the Associate Director for Undergraduate Programs, are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical. Preceptor qualifications:

- Pursuant to *NCAC 36.0318*, clinical preceptors shall have competencies, assessed by the nursing program, related to the area of assigned clinical teaching responsibilities and may be used to enhance faculty-directed clinical learning experiences after a student has received basic instructions for that specific learning experience.
- As recommended by the North Carolina Board of Nursing, UNC Charlotte gives preference to preceptors with a minimum of a BS degree, who are interested in assuming the role of preceptor and who have participated in professional learning activities commensurate with clinical experience.
- Clinical preceptors shall hold an active unencumbered license to practice as a registered nurse in North Carolina.

Affiliation Agreements

The individual requesting an identified preceptor will notify the coordinator or designee, via email, of the preceptor's name and employer. The coordinator or designee verifies that the institution or agency has an active affiliation agreement with the College of Health and Human Services. If no such agreement exists or requires renewal, the coordinator(s) forward required contact and other information to the CHHS Dean's office. A representative from the Dean's Office will work with the agency and UNC Charlotte in developing or updating the agreement.

The clinical placement coordinator will verify that a current agreement is in place prior to a student starting a precepted experience. The letter to the preceptor includes a copy of the syllabus, student evaluation form, compliance data (if requested), a copy of student CV (if

requested), as well as roles and performance expectations with respect to teaching, supervision and performance feedback. The clinical placement coordinator(s), lead faculty or course faculty, notify students when clinical practice can begin.

Preceptor Notification Process

- The administrative associate responsible for preceptor notification letters will be responsible for creating and distributing **ALL** preceptor letters. To ensure that the preceptors selected are secured early, the following process should be followed:
- Students, faculty, lead faculty and/or placement coordinators identify qualified preceptors using established SON criteria, specific to track, as outlined above;
- Undergraduate faculty submit a Clinical Placement Request form directly to the appropriate administrative associate;
- Graduate faculty submit a completed Clinical Placement Request form to the appropriate program coordinator who verifies the accuracy of all information. The program coordinator then sends the completed form to the appropriate administrative associate;
- Course faculty, lead faculty, or placement coordinators provide the assigned administrative associate with the following documents:

Documents Required
*Completed preceptor placement form
**Documentation of preceptor education and experience
Curriculum Vitae of student being placed (Graduate only, if requested)
Current course syllabus

*Includes date of current affiliation agreement
**Send preceptor names as soon as secured

- Compliance updates from CHHS Academic Advising Center are reviewed by the appropriate faculty or staff member.
- Once the above documents have been received and deemed complete, the administrative associate will complete the following:
- Create the preceptor agreement letter;
- Electronically file the preceptor and student CVs (if required);
- The administrative associate will then send the preceptor or practice manager the following documentation:
- Preceptor agreement letter
- Student CV (if requested)
- Documentation which outlines roles and responsibilities of the student, faculty member and preceptor;
- Current syllabus;
- Verification of compliance is provided to course faculty, lead faculty, and clinical placement coordinators via email. An electronic copy of the email is kept in each student's file.

***Invoices from organizations charging for preceptors will only be paid once documents outlined above have been received.**

Preceptor Orientation
The process for preceptor orientation varies by degree track. However, at a minimum, all preceptors are provided documentation regarding the role of the preceptor, student and faculty member.

Preceptor and Site Evaluation

- Students provide feedback at the end of each semester to the course faculty regarding the preceptor, as well as the clinical site. This is formally submitted by individual course faculty using the School of Nursing preceptor evaluation form for each preceptor in their section.
- Course faculty also provide feedback concerning the preceptor and clinical site.
- Course faculty, lead faculty, placement coordinators, and/or program coordinators, review feedback to ensure that preceptors are meeting the needs of students.
- Should any concerns arise regarding the effectiveness of a preceptor or a site in meeting student needs, the site and/or preceptor should not be used in the future.

Consolidation and Revision: 8/19
Last Reviewed: 8/26

PRECEPTOR SELECTION AND DOCUMENTATION OF QUALIFICATIONS
GRADUATE NURSING PROGRAMS

- Preceptors will be identified by the clinical placement coordinator in partnership with faculty, clinical agencies and graduate students prior to the start of each semester.
- Qualification criteria to be a preceptor includes:
    - Licensed provider, a minimum of 2 years' experience, and in good standing with the licensure boards. Criteria are validated by the clinical placement coordinator.
- The clinical placement coordinator will communicate to liaisons at clinical agencies the number of precepted hours, time frame, level of student, and desired preceptor upon request of preceptor placements.
- The clinical placement coordinator will verify that the institution or agency has an active affiliation agreement with the College of Health and Human Services.
- If no such agreement exists or requires renewal, the Clinical Placement Coordinator will forward information to the Dean's office.
- The Dean's Office in the CHHS will work with the agency in developing or updating the Affiliation Agreement and the clinical placement coordinator will verify that a current agreement is in place prior to a student starting a precepted experience.
- Preceptor letters generated by the School of Nursing will state the start and end dates for the clinical experience.
- The preceptor letter includes a copy of the syllabus, student evaluation form and a copy of student faculty and clinical faculty expectations, also other information required by the individual agency regarding the assigned student.
- The Clinical Placement Coordinator is responsible for notifying students when clinical practice can begin.
- Preceptors for NP programs must be properly credentialed for their role and the student's program.
- Nurse Administrator, Community/Public Health Nursing, and Nurse Educator programs, preceptors will be identified by the course coordinators in partnership with clinical agencies and graduate students prior to the start of each semester.
- Course faculty will communicate recommended minimum preceptor qualifications to the education students.
- Preceptor qualifications include:
    - Minimum Master's prepared,
    - 2 years clinical experience and 1 year's teaching experience (Nursing Ed). Degrees in Nursing are preferred,
    - Preceptors are reviewed on a case-by-case basis if they have a nursing degree,
    - RN license, but graduate degree in a related discipline ie MPH, MBA, MHA.
- The course coordinator will verify that the institution or agency has an active affiliation agreement with the College of Health and Human Services.
- If no such agreement exists or requires renewal, the course coordinator will forward designated information to the Dean's office.
- A representative from the CHHS Dean's Office will work with the agency in developing or updating the affiliation agreement and the course coordinator will verify that a current agreement is in place prior to a student starting a precepted experience.

- Preceptor letter will state the start and end dates for the clinical experience that is generated by the School of Nursing. A copy of the syllabus, responsibilities of the faculty and student and preceptor, as well as evaluations forms.

Date of Origin: 08/19
Last Reviewed: 8/26

PRECEPTOR AND SITE EVALUATION - GRADUATE NURSING PROGRAMS

Course faculty and students provide feedback at the end of each semester to the course coordinator or clinical placement coordinator regarding the preceptor's effectiveness and quality of the clinical site. This is formally submitted by individual course faculty using the School of Nursing preceptor evaluation form for each preceptor in their section. Data regarding clinical site evaluation is included in the End of Course Reports completed by faculty each semester and submitted to the Graduate Curriculum Committee.

Course coordinators and/or clinical placement coordinator work with course faculty to identify preceptors that adequately contributed to the students meeting the objectives of the course.

Created 04/15
Last Reviewed: 8/26

FACULTY CLINICAL VERIFICATION REQUIREMENTS

Policy
Each nursing faculty member (full time or part time) teaching a clinical course is to provide the following:

- Current CPR certification accepted by the School of Nursing.
- Current unrestricted North Carolina RN license.
- TB (PPD) results – initial two-step and then annually screening. Screening form managed by clinical sites.
- For graduate clinical faculty only: Current individual malpractice policy must be a minimum of $1,000,000 individual and $3,000,000 aggregate with the policy in effect for the duration of the academic year. Individual liability insurance is paid by faculty.
- Updated faculty immunization and Health History records.
- Bloodborne Pathogens Training Verification – annually available through the University or Regional Consortium Core Module training.
- Criminal Background Check (one time only for entire faculty career)
- Drug Screen (if required by agency)
- Agency Compliance Material – specific to assigned clinical agency.
- UG faculty teaching clinical in a Regional Consortium agency will meet clinical requirements as indicated in My Clinical Exchange (MCE).

Procedure
At the beginning of each academic year, nursing faculty members are required to submit proof of requirements listed above to the Academic Programs Manager in the SON and/or MCE Program Manager. Faculty failing to submit the required information will not be permitted in the clinical setting.

Date of Origin: 5/89
Revised: 7/02, 7/03, 8/05; 06/09, 06/10, 7/11, 6/12
Last Reviewed: 8/26

DEFINING FORMAL COMPLAINTS

Policy Statement
The School of Nursing strives to provide person(s) internal or external to the academic unit, the opportunity to openly share concerns which may be related to the application or interpretation of a work process, policy or procedure in the School of Nursing. This excludes academic integrity issues, which are managed according to the Code of Student Academic Integrity.

Reason for the Policy
To provide a clear definition of what constitutes a formal complaint and to ensure understanding of established policies related to the reporting process.

Informal Resolution

- Students are strongly encouraged to use the School of Nursing's Lines of Communication policy to reach an informal resolution to any perceived conflict, concern or issue. Should it be necessary to file a formal complaint, prompt reporting is important to ensure a fair and accurate resolution; therefore, formal complaints should be submitted within fifteen (15) days of the alleged incident.
- Before making a formal written complaint, students should seek resolution by raising concerns and discussing them informally with the relevant faculty member. **A concern can usually be resolved through open and honest communication.**
- If, after discussing with the relevant faculty member, a student believes the complaint remains unresolved, the student should bring the concern to the appropriate Associate Director. Complaints which remain unresolved may be submitted, as a formal complaint, to the Director of the School of Nursing.

Formal Complaint Definition
The School of Nursing defines a formal complaint as an allegation by a currently enrolled student that there has been, in an individual case, an arbitrary or discriminatory application of, or failure to act pursuant to, School of Nursing policies, in relation to students. The complaint should be a written statement submitted by a student about a matter that requires formal consideration and resolution by the School of Nursing, in the terms set out in this policy.

Application and Scope

- A formal complaint is a request for assistance with a problem, conflict, concern, or issue that negatively impacts a student that could not be addressed by informal resolution with the faculty of record, or staff member.
- Appropriate complaints are defined as a noted dissatisfaction with any application or interpretation of a work process, policy or procedure in the School of Nursing. Those for which a university process already exists (e.g., Final Grade Appeal, Academic Integrity, Title IX issues) will not be considered.
- Complaints which question the academic judgment of faculty will not be considered.
- No action will be taken on malicious or anonymous complaints.
- A complainant must be able to demonstrate that the complaint is brought without malice, that it is based on evidence and that the complainant honestly and reasonably believes it to be substantially true.

- Those involved in resolving the complaint must take all reasonable steps to ensure that the complainant is protected against any subsequent recrimination. Procedure
- Students will submit a written, signed complaint to the Director of the School of Nursing within fifteen (15) days of the alleged incident.
- The Director (or designee) will respond to the complaint in writing, within 10 business days of receipt.
- If resolution of the complaint cannot be achieved at the unit level, the complaint will be addressed through additional University processes which will be provided in the Director's response.
- External Stakeholders
- External stakeholders (clinical agencies, providers, and the public) are encouraged to submit concerns via email to the Director of the School of Nursing. The Director (or designee) will respond to the concern within ten (10) business days of receipt.
- Guidelines under "Application and Scope," also apply to external stakeholders.

Originated: 7/19
Last Reviewed: 8/26

NOTIFYING STAKEHOLDERS OF CHANGES IN PROGRAMS OR POLICIES

Goal Statement
It is the goal of the UNC Charlotte School of Nursing to be open and transparent regarding changes which impact internal and external stakeholders.

Students
It is expected that students will use the Student Handbook as a resource throughout their time in the program; however, policy and program changes are communicated to students at the start of each semester. Mid-year policy or program changes, when they occur, are communicated to current students, electronically, using their official UNCC email address and the UNC Charlotte School of Nursing website and social media platforms (when appropriate).

Faculty
- Changes in administrative policy are communicated to faculty through email, Notes from the Administrative Team, Program meetings, and at regularly scheduled FO meetings.
- Changes related to curriculum are managed through the faculty governance process at UNC Charlotte in accordance with the Constitution of the Faculty and within the School of Nursing in accordance with School of Nursing Bylaws.

External Stakeholders
External stakeholders are notified of changes through the official UNC Charlotte School of Nursing website, newsletters, and email, when appropriate. In addition, the SON Advisory Council is notified of changes during the annual/biannual meetings.

Origin: 7/19
Last Reviewed: 8/26

CALCULATION OF PROGRAM COMPLETION RATES

Policy Statement
It is the goal of the School of Nursing (SON) to ensure that students complete their program of study in a timely manner. While on-time program completion is an indicator of student success, it also reduces student costs and potential indebtedness.

Reason for the Policy
The SON strives to provide the highest quality nursing education, scholarship, and practice in its efforts to educate a highly skilled nursing workforce and promote the health of the citizens in the Charlotte region and beyond. This policy ensures our compliance with standards set forth by *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (CCNE, 2026).

Policy
The School of Nursing will calculate completion rates as the number of students who, once admitted and enrolled in the major, complete the program in no more than 150% of the stated program length, which can vary based on program.

Origin: 8/19
Last Reviewed: 8/26

SCHOOL OF NURSING MINUTES TEMPLATE

All meetings of the SON faculty and administration will keep minutes using the following template. Meeting minutes will be submitted to the Directors Administrative Associate who will post them in the appropriate online repository.

Origin:8/17
Last Reviewed: 8/26



Agenda and Minutes Template Meeting Name

Time and Place

Conducting: Attending:

Discussion Topics	Issues/Concerns	Action Steps

Respectfully Submitted by: Date of Next Meeting:

APPENDIX – A

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING
UNDERGRADUATE END OF COURSE REPORT & CLINICAL AGENCY EVALUATION FORM

This data is collected via a google form sent each semester to faculty in the EOC report
Course Number/Name:_____
Term: _____
Faculty: _____
Clinical Agency Evaluation: (facility and unit) Day of week on unit and shift:

End of Course Report					
Total number of students in the course?					
FINAL Grade distribution of the course? Please provide # for each grade.	**A**	**B**	**C**	**D**	**F**
Was the course taught as it was planned?	**Yes**	**No**			
Were the learning objectives met?	**Yes**	**No**			
Does this course have an associated SLO?	**Yes**	**No**			
Are the learning objectives appropriate for the course? If not, what revisions need to be considered?					
What revisions were made to the course and why?					
Do you have recommendations for course improvement?					
What data was used to make or recommend revisions to the course?					
Describe the delivery method of the course.					
What learning activities did you use to facilitate achievement of course objectives?					
Describe your formative assessment measures and how the results guide your teaching?					
Describe your summative assessment measures and how the results guide your teaching?					
Describe how you use item analysis to improve multiple choice tests?					

Information used for Annual report, NCBON – 21NCAC 36.0318, & CCNE Key elements

For Clinical Courses ONLY:

Clinical Agency Evaluation					
	5 Excellent	**4 Good**	**3 Average**	**2 Below Ave**	**1 Poor**
The unit/agency provided opportunities for meeting the clinical focus & course objectives					
The unit agency provided opportunities for meeting the required competencies					
The unit agency provided opportunities for practicing skills					
Staff served as effective role models					
The learning opportunities available on the unit were appropriate for achieving the objectives of the course and met the needs of the students.					
The unit/agency provided opportunity for and encouraged collaboration with other health care professionals.					
Overall rating of the unit/agency for clinical use in the future					

Additional comments:

Student Learning Outcome (SLO) Data:
Pre-licensure UG BSN program: For NURS 3430, 3440, 4430, and 4450 ONLY
This data is collected via a google form sent each semester to faculty in the EOC report

NURS 3430	Percent (%) of students with a rating of 2 or higher on Evidence Based Items #7 on the Clinical Evaluation Form for NURS 3430. (SLO #3)	
NURS 3440	Percent (%) of students with rating of 3 or higher on #11 on the clinical evaluation tool for NURS 3440 (SLO #1)	
NURS 3440	Percent (%) of students with rating of rating of 3 or higher on item #9 on the Clinical Evaluation Form for NURS 4430. (SLO #5)	
NURS 3440	Percent (%) of students with grade $\geq$ 80 on Health Fair Project (SLO #5)	
NURS 4430	Percent (%) of students with a grade of $\geq$ 80 on the nursing concept map. (SLO #4)	
NURS 4450	Percent (%) of students with rating of 4 on #1 on the Clinical Evaluation Form for NURS 4450 (SLO #2)	
NURS 4900	Percent (%) of students with a grade of 80% better on the literature critique assignment for NURS 4900 (SLO #6)	

RN to BSN program: For NURN 4100 and 4450 ONLY

NURN 4100	Percent (%) of students with grade $\geq$ 85 on Oral Presentation Assignment	
NURN 4450	Percent (%) of students with grade $\geq$ 85 on Chronic Disease Paper	
NURN 4450	Percent (%) of students with grade $\geq$85 on Ethical Assignment	
NURN 4450	Percent (%) of students with grade $\geq$ 85 on Collaborative Class Assignment	
NURN 4450	Percent (%) of students with grade $\geq$ 85 on Care Plan Paper	
NURN 4450	Percent (%) of students with grade $\geq$ 85 on Quality/Safety Assignment, or with a grade of satisfactory/passing grade on written discussion forum.	

Reviewed by:	**Date**	**Actions**
UGCC		

Rev. 2/09; 8/18, 8/29, 8/20, 8/21, 8/22, 8/23, 8/24

APPENDIX – B

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING EVALUATION OF PRECEPTOR AND CLINICAL SITE (GRADUATE STUDENT)

Name of Preceptor:_____ Clinical Site:_____

Course Number:_____ Semester:_____

Directions: For each item, record the letter that most closely corresponds to your experiences with the preceptor. Codes: **A**=Strongly Agree; **B**=Agree; **C**=Disagree; **D**=Strongly Disagree; **U**=Unable to Evaluate.

Rating	Clinical Performance Criteria
	1. Demonstrated knowledge and skills for working with the client population at the agency.
	2. Demonstrated open and honest communication so that a feeling of trust developed between preceptor and student.
	3. Showed understanding and recognition of the individuality of the student.
	4. Demonstrated flexibility.
	5. Followed through on commitments.
	6. Established an environment conducive to dialog, discussion and expression of diverse points of view.
	7. Made and kept student appointments.
	8. Shared knowledge, ideas and insights with students.
	9. Was well informed about clinical and professional advances.
	10. Referred student to resource persons and materials.
	11. Served as a role model for the student.
	12. There was adequate orientation to the agency, staff, policies and procedures.
	14. Assisted in arranging clinical teaching experiences which enabled the student to meet learning needs.
	15. Interacted with students individually to provide assistance in implementing learning experiences.
	16. Interacted with students individually to provide assistance in evaluating learning experiences.
	17. Provided appropriate clinical supervision.
	18. Gave student on-going evaluation of performance.
	19. Would you recommend this preceptor to another student?

Additional comments about the preceptor:

APPENDIX – C

PRE-SELECTION CLINICAL AGENCY EVALUATION FORM (GRADUATE)

The clinical agency was appropriate for meeting my objectives and course objectives and is recommended for other students.
(*circle one*) yes no

Is this agency in a Medically Underserved Community?

Yes No

Identify specific strengths of the agency (if any noted).

Yes No

Identify specific weaknesses of the agency (if any noted).

Student Signature:
Date:

Last Reviewed: 8/26