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I. HANDBOOK PURPOSE:

The richness and complexity of nursing education mandates professional scholarship, collegial partnership, and dedication to lifelong learning. This is best supported in an environment where trust and respect are fundamental. Such an environment is established and sustained by a framework of transparency and consistent faculty engagement. The Radford University School of Nursing (RUSON) Faculty own the graduate and undergraduate curriculum and are responsible for revision when necessary. The Radford University School of Nursing Handbook is based on policy, procedure, and evidence-based professional standards. Further, the RUSON faculty handbook serves as a complimentary resource to the Radford University Waldron College of Health and Human Services School of Nursing Undergraduate and graduate student handbooks. Faculty members are held personally and professionally responsible for the content of both the faculty and student handbooks. It is the expectation that faculty model, support, and recognize the multicultural and experiential influences necessary to improve teaching practices and ultimately transform and transmit knowledge.

Changes are made in the RUSON faculty handbook based on assessed and validated need, procedural changes, and/or professional standard updates. The handbook is designed to:

- Serves as a primary source for all SON specific policies, relevant operational and organizational practices, and standards of professional education procedures
- Promote faculty effectiveness, foster cooperation, and enhance understanding of faculty expectations, resources, and knowledge of policies, procedures and practices
- Serve as a resource for the development and maintenance of program effectiveness and outcome measurement

The SON operates within the policies of the parent institution and the college. This handbook should be used in association with the Radford University Tenure and Faculty Handbook, The Waldron College of Health and Human Services Standards of Professional Practice, and the RUSON Undergraduate and Graduate Student Handbooks. Faculty members are held accountable and responsible for all policies, procedures, and standards of professional practice found within these foundational documents.

II. SCHOOL OF NURSING ORGANIZATION:

A. Vision

The Vision of the Radford University School of Nursing is in “Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community (approved 1/15/19).

B. Mission

The Mission of the Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement (approved 2/21/19). Students are responsible and accountable for nursing practice in keeping with the American Nurses Association's
(2010) Nursing: Scope and Standards of Practice. The teaching and learning process involves a mutual partnership between students and faculty to develop a knowledge base in the liberal arts, sciences, and the discipline of nursing. This partnership exists to promote critical thinking, ethical decision making, and lifelong learning. Theory and skills learned in the classroom are applied through a variety of learning experiences. Faculty models the professional nursing role through teaching, scholarship, community service, and practice. Students are expected to develop a professional identity with professional values.

C. Values
The Radford University School of Nursing faculty believes in the following Values:

- **Advocacy**: Intervening on behalf of vulnerable populations to address ethical issues, care needs, and resources
- **Caring**: Showing compassion for others in an altruistic manner through presence and a holistic practice
- **Cultural humility**: Honoring traditions and spiritual beliefs through intentional engagement and openness to promote acceptance of those in our care
- **Excellence**: Using rigorous evidence-based methodologies to instill competency and inspire professionalism and accountability in our graduates
- **Interprofessionalism**: Utilizing interdisciplinary, collaborative practice and demonstrating respect to achieve the highest quality outcomes (approved 2/21/19):

III. PROGRAMS OF STUDY

A. Undergraduate Program

Didactic hour equivalency: each credit = 1 hour per week of class time or a total of 14 hours per semester

Lab hour equivalency: each credit = 2 hour per week of lab time or a total of 28 hours in the laboratory per semester

Clinical hour equivalency: each credit = 6 hours per week of clinical time or a total of 84 hours of clinical per semester

<table>
<thead>
<tr>
<th>Nursing Major. Pre-Licensure</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-nursing</strong></td>
</tr>
<tr>
<td>NURS 321 Pathophysiology</td>
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<table>
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<tr>
<th>Level I</th>
<th><strong>Semester Credit</strong></th>
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<tbody>
<tr>
<td>NURS 340 Health Assessment</td>
<td>3 hours didactic</td>
</tr>
<tr>
<td>NURS 345 Foundations of Professional Practice</td>
<td>6 credits (3 didactic = 3 hours per week lecture, 1 lab = 28 hours of lab, 2 clinical = 84 hours of clinical)</td>
</tr>
<tr>
<td>NURS 352 Mental Health Nursing</td>
<td>5 credits (3 didactic = 3 hours per week lecture, 2 clinical = 84 hrs. of clinical)</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
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<td><strong>Level II Semester Credit</strong></td>
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<td>NURS 362 Research</td>
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<tr>
<td>NURS 364 Nursing of the Adult I</td>
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<td>NURS 366 Nursing of the Childbearing Family</td>
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<td><strong>Level III Semester Credit</strong></td>
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<td>NURS 443 Nursing of Children</td>
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<tr>
<td>NURS 444 Erotological Nursing</td>
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</tr>
<tr>
<td>NURS 448 Nursing of the Adult II</td>
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<tr>
<td><strong>Level IV Semester Credit</strong></td>
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<td>NURS 453 Leadership in Nursing</td>
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<td>NURS 454 Nursing Practicum</td>
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<td>NURS 457 Transition to Licensure</td>
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<td><strong>Electives (None Required)</strong></td>
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<td>NURS 450 Current Problems in Nursing</td>
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<td>NURS 475 Global Perspectives in Health and Human Services</td>
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<tr>
<td>NURS 498 Independent Study</td>
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</table>

**Undergraduate Nursing Major**  
**RN-BSN, Post-Licensure Track Curriculum**

The post-licensure track of the undergraduate nursing program, or “RN-to-BSN,” provides flexible online learning opportunities for students who are graduates of community colleges or diploma schools and are licensed Registered Nurses (RN).

This curriculum is designed to accommodate RNs who are employed and/or involved with family, community, and other responsibilities. Students complete 31 credits at Radford University. Additional credits are awarded for prior learning and work experience through successful completion of the transition courses. Transfer
Credits are awarded towards the Core Curriculum requirements for a B.S.N. A total of 123 semester hours are required to complete the CORE curriculum and specific nursing requirements. Students are admitted each fall and spring. Full and part-time enrollment is possible.

Candidates for the Bachelor of Science degree with a major in Nursing comply with regulations governing baccalaureate degrees at Radford University. An individual may be admitted to the post-licensure track based upon the following eligibility criteria if he/she:

- Holds an Associate Degree or Diploma in Nursing from a State-approved program;
- Holds an active Registered Nurse license with the Virginia Board of Nursing or a Nurse Licensure Compact state or hold an active Registered Nurse license in another state and be eligible for licensure in the Commonwealth of Virginia;
- Has practiced as an R.N. for a minimum of six (6) months and/or plans to practice concurrently while enrolled;
- Has completed all of the nursing prerequisites or their transfer equivalencies with a grade of “C” or better; some courses can be taken concurrently with instructor and advisor permission.
- Has at least a 2.500 G.P.A. on all nursing courses and all cumulative college work attempted.
- Has not withdrawn from any two nursing courses, earned a grade of “C-” or below in any two nursing courses, or have a combination of one nursing course grade of “C-“ or below and one withdrawal from a nursing course at any nursing program; the only exception to this policy is withdrawal from a nursing program for documented extenuating circumstances (i.e. medical withdrawal);
- Has been admitted to Radford University.
- Students must have at least a 2.5 GPA in nursing courses to graduate.

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester Offered</th>
<th>Notes</th>
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<td>Strategies for Success</td>
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<td>NURS 332</td>
<td>Theoretical Foundations of Nursing</td>
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<td>Fall/Spring</td>
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<tr>
<td>NURS 365</td>
<td>Nursing Research and EBP</td>
<td>3</td>
<td>Fall/Spring</td>
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<tr>
<td>NURS 380</td>
<td>Holistic Nursing Practice</td>
<td>3</td>
<td>Fall/Spring</td>
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<tr>
<td>NURS 452</td>
<td>Intro to US Healthcare</td>
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<td>NURS 441</td>
<td>Erotological Nursing</td>
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<td>Fall</td>
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<td>NURS 456</td>
<td>Community Health Nursing</td>
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<td>Spring</td>
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<td>NURS 449</td>
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<tr>
<td>NURS 470</td>
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<td>3</td>
<td>Summer/TBD</td>
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</tr>
</tbody>
</table>
B. Graduate Program

The graduate program in nursing offers courses leading to the Doctor of Nursing Practice. Courses will prepare graduates for advanced practice in a variety of settings. Additionally students will meet the requirements for certification as an FNP or PMHNP.

- The Family Nurse Practitioner (FNP) concentration educates nurses who will be qualified to provide primary health care in clinics, ambulatory care facilities, long-term care facilities and other health care agencies.

- The Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration emphasizes the care and treatment of patients with acute and chronic mental health problems. BSN- DNP and post Master’s students seeking the PMHNP concentration.

- Nurse Executive Leadership concentration is for students holding either a MS or MSN in systems, management, education or administration. It is designed to educate nurses to meet the complex needs that exist in the health care environment and expand upon skills that are executive in nature yet focused in nursing leadership and or education. Upon completion of this concentration graduates are prepared to sit for nursing administration certification.

AND

For students holding a master degree in the Advanced Nursing Practice as a Certified/Licensed NP, CNS, NW, or CRNA. It is designed to educate the advanced practice nurses to meet the complex needs of health care environment and expand their specialty and skills in evidence-based practice, quality improvement, leadership, policy advocacy, and entrepreneurship in the advanced clinical nursing practice and the advanced nursing professionalism.

Programs of Study (POS) in each concentration are individualized. The DNP program must be completed in eight years. Failure to meet this requirement will result in the student not receiving their degree. Clinical facilities and preceptors are a responsibility of the student. Faculty will assist when needed.

Students entering the program may enroll as full-time (9-12 credits) or part-time (3-6 credits) students. The School of Nursing Associate Director for Graduate Programs in consultation with track coordinators will develop programs of study to meet individual needs, ensuring that completion will take place within eight years. Students and faculty should responsibly seek the advice of their identified advisor when challenged in courses. The Associate Director for Graduate Programs is the only person who can change your Program of Study (POS). Students may defer from the program for personal reasons, however if in the middle of clinical courses, this will have to be considered and approved by the faculty advisor in consultation with the Associate Director for Graduate Programs.
<table>
<thead>
<tr>
<th>DEPT.</th>
<th>NO.</th>
<th>COURSE TITLE</th>
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<th>SEM/YR.</th>
<th>Clinical Hours</th>
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<td>Theoretical Foundations for APNs</td>
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<tr>
<td>NURS</td>
<td>810</td>
<td>Health Care and Information Systems and Business</td>
<td>3</td>
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<tr>
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<td>Health Care Policy, Ethics and Law</td>
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<td>Y1_Spring</td>
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<td>3</td>
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<tr>
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<tr>
<td></td>
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<td>Synthesis and Evaluation of Evidence-Based Data for APNs</td>
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<td>Clinical Scholarship and Population-Based Outcomes for APNs</td>
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<td>TOTAL CREDITS: 81 Credits</td>
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<td>1080 Hrs.</td>
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REQUIRED CREDITS: 85

CLINICAL HOURS: 1035 Hrs.
## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER: Post BSN [Spring Admission]

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TOTAL CREDITS: 23  CLINICAL HOURS: 540 Hrs.
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**TOTAL CREDITS: 33**

### INDIVIDUALIZED – Post APN Certificate MSN-DNP [Spring Admission]

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<td>NURS</td>
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</table>

**TOTAL CREDITS: 33**
IV. UNDERGRADUATE PROGRAM ACADEMIC POLICIES AND PRACTICES

a. Grading Scale
There will be no rounding up of the final course grade. The Radford University School of Nursing will not use a +/- system when assigning course grades. All courses will follow the same grade point scale.

Grading Scale:
A = 93 - 100
B = 85 - 92.99
C = 80 - 84.99
D = 73 - 79.99
F = 73 and Below

b. Clinicals
Clinical shifts may be up to 12 hours and may include days, evenings and weekends. Clinical is subject to last minute changes each semester. Student requests for placement into a specific clinical site cannot be accommodated. Therefore, students’ personal commitments must remain flexible to accommodate program requirements.

c. Credit Hour Ratio
The credit hour ratio for classroom instruction is 1:1 (One hour of course credit for one hour of instruction).
The credit hour ratio for laboratory instruction is 1:2 (One hour of course credit for two hours of instruction).
The credit hour ratio for clinical instruction is 1:3 (One hour of course credit for three hours of instruction).

d. Admission Math/Med Test for Pre-Licensure Students Only
Upon admission to the nursing major, Level I students will be required to pass a medical dosage calculation test on the day of orientation or a day the first week as designated by the Associate Director for Undergraduate Programs.

In preparation for taking the medical dosage calculation test, students will be required to purchase a designated self-study text and are responsible for its content in its entirety prior to entering Level I.

Students will be required to earn a passing score of 90% or better. If a student is unsuccessful on the first attempt they will be allowed one additional opportunity on the subsequent day (day two) to earn a passing score.

It is the sole responsibility of the student to self-remediate the day of the test if a passing score of 90% or higher is not achieved. It is recommended that the student review their test and refer to the required text for problem areas.
Faculty/staff are required to be present during any circumstance in which a student reviews their test. Students will not be permitted to take the test home for review. Attempting to reproduce this test in any format is not allowed for any reason including, but not limited to: photocopies, taking pictures and/or writing problems down. Violations will result in dismissal from the nursing major.

If the student is unsuccessful on the second attempt they will be withdrawn from all Level I courses in the School of Nursing. Any student who is required to withdraw from the program because of not meeting this requirement is not guaranteed readmission to the School of Nursing the next semester, but will be permitted to reapply for admission.

e. Policy for Rounding Medication in Math Calculations for All Courses
Note: Follow Faculty directions for special populations in certain courses for certain.

In General: Medication dosages are generally not rounded and are to be calculated and given as ordered. This is particularly important in pediatric dosing.

When students are calculating meds for injection, the degree of accuracy and rounding depends on the syringe. For example: Using A 3ml syringe- carry out the answer to the hundredth place and then round off the answer to the nearest tenth (Please refer to the UG handbook for the details).

f. Examination/Testing & Test Review Policy
In an effort to ensure academic integrity and to best prepare all students for NCLEX® testing conditions, faculty will model the following practices. These measures are fashioned after the NCLEX testing centers rules for testing and have proven valuable predictors of testing success. Faculty are strongly encouraged to maintain strict environmental testing conditions. These guidelines should be clearly stated in each course syllabi.

During testing:
- As a demonstration of rigorous testing practices, only School of Nursing issued or integrated electronic testing platform calculators will be allowed.
- There will be no student access to backpacks, beverage or food containers, books, caps or hats, cell phones, coats/jackets/outerwear with pocket, notebooks, or other electronic devices.
- Cell phones are to be turned off, put in student backpacks and placed in an assigned area of the classroom. No smartwatches during testing.
- If students must leave the classroom during testing they must be aware that they may be escorted. All testing materials must be left with faculty in the classroom.
- Students who leave the classroom or arrive late will not be provided additional testing time.
Make-up Testing:

- In the event of an absence from a test or exam, it is the student’s responsibility to notify faculty in advance. Faculty shall ensure makeup tests or exams are given within 3 business days. Make-up exams will be administered at the discretion of the faculty and only in cases of documented illnesses, accident or documented family accident, death or medical emergency. An alternate exam is strongly encouraged when a make-up exam is given. The date and time of the makeup test or exam will be determined by faculty.

- The allotted time for a test will be specified by the faculty. When time is called, additional time will not be given for transposing of answers from the test to the scantron sheet or for electronic submission review. Students are encouraged to wear a standard watch to keep track of allotted time (no smartwatches). Faculty announcements of time remaining may be disruptive to the testing environment and clocks are not in all classrooms.

- The student grade will be based on electronic submission, or the scantron/answer sheet only. It will not be faculty practice to compare hardcopy test booklets with answer sheets or to review electronic transmission for incomplete submissions.

Test Reviews:

1. Students must be allowed to review submitted work upon request. This is mandated in the Radford University Teaching and research Faculty Handbook.
2. Management and scheduling of this review is the responsibility of faculty.
3. All reviews will take place under direct faculty supervision.
4. All reviews will be time limited and faculty directed.
5. All personal student items including, but not limited to, cell phones (turned off), other electronic items, papers, pens, etc. will be stored and away from the student.
6. No recording or imaging devices of any kind can be used during a test review.

**g. Standardized Testing Policy and Procedures**

Standardized specialty exams and case studies are assigned to each level within the Upper Division, School of Nursing Curriculum. Students in all levels are required to purchase Kaplan testing and case study products, and students bear the financial responsibility of paying for these tests and case studies.

At the beginning of each semester in the upper division nursing major, students are required to pay for assigned Kaplan products. Access to the Kaplan products is purchased directly from Kaplan. Failure to pay Kaplan by the designated deadline will result in the deactivation of the student’s Kaplan account. The School of Nursing Undergraduate Coordinator will provide due date for payment. This due date is final even if Kaplan would allow for late payments. Students will pay Kaplan costs by Friday of the first week of classes. If payment is not made, the student must withdraw from all nursing courses that semester with the option to reapply for the next semester for nursing courses. The student must follow readmission policies, including writing a letter to the chairperson of the APG committee.
Students are strongly encouraged to fully utilize all Kaplan materials throughout the Upper Division, School of Nursing Curriculum.

SON faculty voted to use Kaplan products in all courses. Therefore, faculty are to use Kaplan Integrated testing and other Kaplan resources if available.

h. Undergraduate Clinical Hours Documentation

Lead Faculty report each year on clinical hours for each clinical course on a clinical hours grid. The SON tracks clinical hours for all courses due to regulatory compliance with the Board of Nursing. The SON must achieve a minimum program total of 500 direct patient care clinical hours of which 25% can be simulation hours. No course can have more than 50% simulation of the total clinical hours.

There is an overall direct patient care program total and there is a total for each course according to the credit hours assigned to each course. Each course needs to account for 84 total clinical hours, N454 is 168 hours. According to the Board of Nursing, the SON faculty can count clinical hours from the time the student is required to be in the clinical area to the time they leave from post conference. Post conferences in general should not be more than 1-1 ½ hours. A 12-hour clinical day needs to be able to document 12 hours in clinical. Lunch time may not be counted for direct hours, but report and post conference can be used for direct hours. Clinical evaluation time or time when students are doing presentations are not direct hours.

All clinical hours don't have to be direct care hours, but there has to be 84 hours of clinical between direct care, simulation and "other" hours. The hours in the "other" category may be observation or other things that don't fall into the other 2 categories but it cannot include any prep time.

i. Undergraduate Clinical Hours Types Documentation- 3 categories:

1) Direct Care- This is direct patient care supervised by on site clinical faculty or a designated preceptor. The exception for this is for the Community Health Course, these hours may be counted as direct care.

2) Simulation- This is defined as the number of hours of simulation, debriefing, or time with a standardized patient. Simulation hours may not be awarded for classroom simulation or case study experiences.

3) Other/observational hours- These hours may include settings where students are with patients but there isn’t a faculty member on site, observational hours, community service hours, orientation activities for clinical supervised by faculty etc. There should not be any homework, prep work or travel time in these hours. For example, a student is given a “pre-assignment” the evening before clinical, the hours that the students “preps” for clinical the next day should not be used for this category. Hours should not be given in this category for writing a paper, preparing for a presentation or other time that is considered “prep” or homework. Travel to and from any clinical assignment should not be used in this area.

An example from an OB orientation day: 6:30am-10am on the clinical unit orienting to the nursery and doing newborn physical assessments, 10-11am they break for lunch and then meet in a classroom to present baby care topics from 11-3pm. The three and a half hour in the nursery is direct care, with no credit for the lunch hour, 11am-3pm is 4 hours in the "other" category, but no time should be given for the prep the students did for their baby
care topics. This day would count for seven and a half hour of their total 84 hours for clinical.

The SON will keep a table (See Below) each year of all clinical hours in all of three areas listed above for each course. Faculty will be specific in the number of hours in each category and how these hours are counted. If faculty are unsure about how an activity should be classified, it is expected that immediate clarification is sought with the Associate Director of Undergraduate Programs to be sure that all clinical hours are appropriate and consistent.

<table>
<thead>
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<th>Course</th>
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### j. Undergraduate Student Participation in Clinical/Laboratory Components of Courses

*As outlined by the Virginia Department of Health Professionals, Regulation 18 VAC 90-20-96, B.*

“Faculty members or preceptors providing supervision in the clinical care of patients shall be responsible and accountable for the assignment of patients and tasks based on their assessment and evaluation of the student’s clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the patients.”

In addition, the faculty member has the responsibility to decide whether the student is well prepared, safe, and is physically, emotionally, and cognitively competent to carry out clinical responsibilities. The faculty member has the authority to remove the student from the clinical/simulation/laboratory setting. Student removal or dismissal from any of these course components may affect the course grade and successful progression within the nursing program.

Examples of cause for removal include, but are not limited to:

A. The student is absent, tardy or not prepared for clinical experiences.

B. The student is ill.

C. The student’s behavior is impaired, disruptive or unprofessional.
D. A compromise of safe practice including, but not limited to, psychomotor and/or psychosocial areas.

E. Other situations arise in which the faculty member deems that the student should not participate.

F. Students may not have any temporary medical assistive device while on any clinical unit. This includes, but is not limited to: arm slings, foot cast/boot, leg brace, knee brace, fracture shoe or finger splint. Students requiring temporary assistive medical devices must stay out of clinical until the assistive device is no longer needed and they have a note from their provider that they are 100% functional, have no restrictions and can ambulate, wash hands up to their elbows and lift/move patients.

G. Failure to successfully complete any clinical readiness competency demonstration, testing, simulation, or check off as defined in individual course descriptions/syllabi.

k. Undergraduate CANNOT DO List in Clinical Policy:
   1. Hang Blood or blood products, including auto-transfusions.
   2. Go to the lab, sign for blood products and bring blood products to the unit.
   3. Hang or titrate critical drips (such as dopamine, heparin, nitroglycerine, Cardizem, insulin, etc.)
   4. Set up, set rate, adjust rate, or clear PCA pumps.
   5. Manipulate epidural pumps.
   6. Administer IV chemotherapy drugs.
   7. Be assigned to a patient in airborne isolation precautions requiring a fit tested mask. (students have not been fit tests for masks)
   8. Be assigned to a patient being treated with a radioactive implant.
   9. Take verbal, phone or written report from a physician, nurse practitioner, or physician’s assistant.
   10. Witness any consents.
   11. Perform any interventions the hospital unit does not permit nursing students to perform.
   12. Participate in bedside time outs.
   13. Initiate or discontinue restraints.

l. Clinical Site Orientation and Training Policy:
   Each member of the nursing faculty shall maintain professional competence through such activities as nursing practice, continuing education, conferences, workshops, seminars, academic courses, research projects and professional writing. In addition, faculty supervising in clinical areas will be held accountable and responsible for all compliance requirements set forth by each clinical agency. Nursing students are required to complete orientation and training at various times for multiple clinical agencies throughout the nursing program. Faculty may need to complete orientations and trainings at multiple clinical agencies at various times. School of Nursing staff and faculty will notify students via e-mail or in the classroom when and where orientation/training will be held. Some agencies require students to complete online training with specific due dates. Students and faculty may be required to complete this online training when school is not in session because of agency deadlines. All students and faculty will receive the necessary information via e-mail to complete all orientation and training before the due dates. Students and faculty are expected to check e-mail frequently and comply with the requests in the e-mail. Students who fail to complete live or online training as directed will be required to withdraw from the School of Nursing course requiring the clinical experience.
Faculty who fail to complete live or online training as directed may be subject to disciplinary action by the Department Chair/Director. Faculty must orient and work on any unit prior to the time they are there with students for clinical.

m. **Clinical Absence/ Tardiness Policy:**

Punctual clinical attendance is mandatory. Attendance practices will be clearly communicated and noted in course syllabi. Nursing faculty are responsible for supervising this performance standard in all clinical environments. Faculty are held to the same professional obligation and will model punctuality and preparedness in all clinical environments. At all times, School of Nursing Faculty have the right to determine the consequences of a student's tardiness and/or absence. Consequences will be determined on a case-by-case basis while following course policies, the School of Nursing Undergraduate Handbook, and Radford University policies when applicable.

A. Two unexcused absences from clinical and/or simulation equals clinical failure.
B. Failure to arrive at the clinical and/or simulation center without calling the clinical faculty (must call the Simulation Center when scheduled for Sim lab and clinical faculty) results in an unexcused absence for the day. Failure to arrive at the clinical site and/or simulation center without calling the clinical faculty by the scheduled start time will result in an unexcused absence for the day. Texting is not an acceptable method of communication. When scheduled for the simulation center, students must call both the simulation center and the faculty member.
C. Unexcused late arrival to the clinical and/or simulation setting on two occasions will result in one unexcused absence for the day.
D. Dismissal from the clinical and/or simulation setting will result in an unexcused absence for the day.
E. An excused absence will be granted by the clinical faculty only when written documentation is provided by the student within a time period specified by the faculty upon notification of the absence.
F. If faculty are late to clinical for any reason, students cannot begin any patient care. The unit must be notified.

n. **Needle Stick/Skin Exposure Incidents Management and Reporting Procedure in Clinical**

Should an exposure occur in a clinical facility, follow the policy of the facility. It is customary for students to either report to Employee Health or to the Emergency department if such is available. If an exposure should occur:

1. Immediately following a needle stick, laceration, or skin exposure to blood/body fluid, wash the site with soap and water- do not squeeze the affected area. For mucous membranes exposures, rinse the affected area with water.
2. The student should report the incident to the clinical instructor or nursing preceptor immediately.
3. Follow the agency/facility policy for exposures. (Most of the time, this will involve reporting to Employee health or to the Emergency Dept).
4. The faculty member should notify the Associate Director of Undergraduate Programs or the Director and document the incident and place in the student file.
V. GRADUATE PROGRAM ACADEMIC POLICIES AND PRACTICES

The policies of Radford University’s College of Graduate and Professional Studies apply to students enrolled in the School of Nursing DNP Program. In addition, the following Nursing Program policies apply.

CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS, AMERICAN NURSES ASSOCIATION

In the face of an ever-changing health care system, nurses face challenges within their roles as health care providers. Their need for ethical decision making has increased. Nurses have had a long history of a philosophy of caring embodied in their decision making that is reflected in the Code of Ethics. It is now, in this changing context of health care in which nurses practice, educate, research and lead, that the Code be an integral part of their role in all professional dimensions of practice. The code functions as a tool and mark of the nursing profession.

a. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

b. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

c. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

d. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

e. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

f. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

g. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

h. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

I. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

CONFIDENTIALITY

As a nursing student, you will learn of, or have access to, confidential information. It is important to remember that there are laws and strict policies that prohibit the inappropriate sharing of confidential information. Confidential information should be used only in the performance of your school related activities. Discussion of any clinical or classroom content via Facebook or other
social networking sites, or with those not directly involved with class or clinical is strictly prohibited. Confidential information is only to be discussed with people who have a need to know, according to HIPAA regulations. Students will review and sign the Waldron College Standards of Professional Practice Education Form and sign confidential agreements with various clinical agencies throughout nursing school. Violations of this agreement will not be tolerated.

GRADING SCALE

There will be no rounding up of the final course grade. The Radford University School of Nursing will not use a +/- system when assigning course grades. All courses will follow the same grade point scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
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<td>C</td>
<td>65 – 81</td>
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<td>F</td>
<td>0 – 64</td>
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</tbody>
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CREDIT HOUR RATIO

- The credit hour ratio for seminar/lecture is 1:1 (one hour of course credit for seminar/lecture is equal to one hour of class per week).
- The credit hour ratio for laboratory learning is 1:2 (one hour of course credit for lab is equal for two hours of laboratory practice per week).
- The credit hour ratio for clinical practice is 1:3 (one hour of course credit for clinical is equal to three hours of practice per week).

FULL-TIME STATUS

- **Spring/ Fall Semester:** The normal full-time load for a graduate student is nine graduate hours per semester, with a recommended maximum of 12. A graduate student who is employed full-time or part-time must realize that an excessive course load might well result in substandard performance in academics and at work.
- **Summer Sessions:** Any graduate student who enrolls in six or more semester hours of credit during Summer Session III or a combining totaling six semester hours of enrollment in the Maymester, Summer Session I, Summer Session II, and Summer Session III, will be considered a full-time student. To be eligible to apply for financial aid, a student must enroll in 9 or more semester hours of credit during the summer sessions.
- **Course Preparation Tip:** To be successful in a course, students should spend 9-10 hours per week in preparation when taking a three (3) credit-hour course.

POLICIES RELATED TO PRACTICE-CLINICAL COURSES

Clinical courses should enhance the student’s skills to the professional doctoral level. Entry level in the BSN to DNP involves introduction and mastery of the FNP skills and roles as a doctoral provider. The post-MSN student, if certified, will choose a clinical that will enhance their
practitioner skills in a new dimension. The clinical and final project should coordinate with and represent the integration of course progression and acquisition of knowledge for doctoral practice.

Students enrolled in a course in which there is a practicum are required to notify the appropriate coordinator concerning the practicum site and the preceptor at the site. Each individual student is responsible for arranging their own student practicum. Each student is responsible for meeting the submission date for request of placement for Carilion and other organizations. Advice may be obtained from clinical faculty or appropriate coordinator in seeking a site. The required preceptor information form must be completed by the student and submitted to a designated place by the established dates. The present location is a D2L course (named preceptor and clinical information) located at https://learn.radford.edu/d2l/home/52883

A clinical contract will then be developed if one does not already exist. Students must submit their clinical site(s) and completed required preceptor information form for **summer and fall semester by March 1 and for spring by October 1.**

Clinical site notification is needed for both the BSN and MSN DNP students. This information will be obtained from the drop box for follow up and establishment of contracts. Please do not email the information unless requested. **The March 1 and October 1 dates are final. If you do not have clinical site placement by October 1 for spring and March 1 for summer and fall semesters, you will not be able to progress in clinical courses.** When special circumstances occur (such as illness or cancelation by the preceptor, permission may be given by the appropriate coordinator for a short extension. This short extension does not guarantee placement for the upcoming semester or semesters but may be used only in special circumstances. The practicum must be arranged and approved no later than two weeks before the current semester ends. Violation of these dates for your clinical sites will result in your differing clinical courses for a year. Not arranging a clinical site in a timely manner may prevent progression in clinical courses. The student is responsible for specifying each practicum objectives, the clinical experiences designed to meet the objectives, clinical site(s), and number of hours and/or dates of clinical work. See course descriptions for other specific requirements.

Agencies and institutions in which the student desires to meet practicum objectives must be formally approved by the FNP advisor, clinical instructor and/or appropriate coordinator, director of the program, and DNP administrative assistant who obtains contracts and authorized by an agent at the practicum site. The student **cannot** begin clinical until the site has been approved and the student confirms that Radford University School of Nursing has a current contract with the site. Students will be officially notified when contracts have been approved. Students may not develop a formal or informal arrangement on their own. Students will not be placed in agencies in which there may be potential problems due to conflict of interest and/or role confusion. It is not acceptable to do clinical under the guidance of a family member.

- Students are expected to do their clinical hours in primary care during normal working hours. Students may be allowed to do clinical on weekends or holidays with special permission from course faculty and their coordinator.
- Clinical hours between semesters will not be authorized routinely however will be discussed under special circumstances. Faculty will determine if they can be available for this to occur.
- Faculty are not obligated to provide hours on weekends, holidays or between semesters but
have the option of approving or not approving these clinical hours. Arranging clinical on breaks or holidays is a special situation because it involves additional faculty work hours. Student clinical schedule must be submitted to Typhon so that the course faculty or administration can ensure that the student, if necessary, can be located by faculty or the school of nursing. Each student is required to take at least a thirty minute lunch. You may be busy at the designated lunch time but can take at least a thirty minute break at a later time.

- Remember that the BSN to DNP students can only count actual face-to-face contact hours. Clinical credit is not awarded for mission or international trips.
- Community outreach programs within in the U.S., approved by course faculty, may be counted for up to 20 toward residency or clinical hour requirements.
- Community hours outreach programs occurring outside the U.S. will not be awarded for residency or clinical hour credits.

Students are expected to complete course work during the semester. Students cannot do extra clinical hours in any semester or between semesters in order to graduate early. Students are expected to complete the clinical hours during the semester that they are registered for a class. The clinical hours are to be scheduled over the course of the complete semester. Written agreement between the professor and student is required in order to arrange any change in expected clinical hours. “Front loading” refers to doing a large number of hours near the first of the semester. Especially in population focused courses, the information that the student needs to learn to complete the course is delivered over the whole semester and it is expected that the information will be integrated into clinical over the whole semester.

Clinical sites should be primary care sites with a variety of populations and clients with episodic and chronic conditions. BSN-DNP students should choose a family practice site. A specialty site is not acceptable as your only clinical site for the semester. All clinical hours must be face-to-face hours with patients in order to obtain the number of required hours for certification. Face-to-face hours refer to direct patient contact hours. Conference presentations, special projects, completion of modules can be used as graded assignments but not clinical time.

MS to DNP post certification
Clinical sites can be chosen to meet identified goals. If in a practice setting which requires contract, required preceptor information must be submitted according to information provided above. You may discuss this with your advisor, but any contract with patients or their records, needs a contract. This information is due March 1 for summer and fall and October 1 for spring.

SELECTING A PRECEPTOR
Who to contact and who to consider?

- Consider personal providers
- Look up area providers in the internet
- Ask friends or family who may have contacts.
- Check with providers in your place of employment.
- Check with your State Area Health Education Center (AHEC) at http://www.nationalahec.org/home/index.asp. They may have HealthProfessions Student Coordinators who can assist you in locating a site and/or preceptor.
- Check with the federally qualified health care center and rural health. Their website
is: https://www.cms.gov/center/fqhc.asp

- Check with the local professional groups such as the Virginia Council of Nurse Practitioners.
- If still unable to locate a preceptor, check with faculty or FNP coordinator.
- Check the Typhon database
- Place your information on D2L. This is imperative in order to prepare your contract, with the agency, prior to your clinical experience. **Without a contract you will not be able to practice or progress in the program.**

**Tips for approaching a potential preceptor:**

- If possible, visit the site in person. Establish introductions with office personnel (office manager), and if possible the providers at the practice.
- Ask if providers would be interested in serving as a clinical preceptor and if they have a few minutes to discuss this possibility. Offer to return at their convenience.
- Student should provide background information, a one-page copy of their resume or CV and explain that they are a DNP student from Radford University.
- Ask the provider about their practice and background.
- Explain how each clinical course is 90 hours over the course of a fifteen week semester, which amounts to approximately 6 to 8 hours a week. Summer semester is typically shorter (usually 11 weeks) and requires completing required hours in less time. In preceptorship and residency, the required hours are 180 hours per semester. If they cannot accommodate the total of required hours inquire about a smaller amount such as 45. **The clinical days and hours should be flexible and should be determined by the site and/or preceptor needs and hours.** Student should be available for hours in the evening or weekend if needed to fit into the preceptor’s schedule and with the approval of the course faculty.
- Student will complete the required hours at the site unless there is an issue with the site/preceptor or the student is not seeing the needed patient population which will be determined by midterm and final clinical evaluations.
- Provide the preceptor with the letter of introduction for the course which includes the roles and responsibilities of the school, student and preceptors.
- Follow up with the preceptor in a few days (this can be done by phone or email).
- Student should never try to answer questions if unsure of the correct answer. Refer them to the FNP Coordinator, PMHNP Coordinator, NEL Coordinator or the Associate Director for Graduate Programs.

**Contacting a potential preceptor by phone** if student has been referred by someone:

- Call and ask to speak to the provider. This is unlikely to occur because most providers do not have time in their schedules to accept calls. If unable to speak with the potential preceptor, leave a message to include referral information (by name of friend/family/acquaintance). For example: “_____ said you are an excellent practitioner and would be a good preceptor. I am a student in the DNP program at RU studying to be a FNP. Would you be interested in being a preceptor during the fall/spring/summer semester?” Student should offer to schedule a time to talk with the provider or to send information about the program.

**Contacting a potential preceptor without a referral:**

- Utilize the same information above but instead of talking about being referred by someone, the student should mention that they are from that area, or are planning to
work in that area and want an opportunity to meet them and discuss the possibility of doing their clinical placement with them.

**Encountering difficulty connecting with a provider or clinical placement:**
- Be persistent and do not give up.
- Calling them multiple times is very typical.
- Try asking for the office manager to leave a message if the provider has not responded or is not available. They can often help arrange a time for communication with the provider.
- If possible, it is best to leave a message or voice mail for the provider.
- If numerous phone calls have not been responded to, send emails to the provider.

If the provider contacted is not interested or not available to precept, ask if they know of any provider who might be interested.

If the provider agrees to precept, please ask them to help you complete the required Clinical Site Information Form or refer you to someone such as the office manager who can give you the required information. You, the student, are responsible for obtaining the information and not just leave the form for the office to fill out. Remember, their obligations are caring for patients and not filling out forms.

A copy of the providers CV and picture is required along with the information form. The student should offer to obtain this information. The provider may prefer to fax and/or email their CV to RU. If so, the CV can be faxed to (540)831-7716, ATTN: DNP Administrative Assistant. There is a designated D2L site for submitting the required preceptor form.

The FNP coordinator and/or course professor will approve the clinical and the DNP administrative assistant will ensure the clinical/provider contract is in place. The student is also responsible for determining if an additional contract is needed in the case of a preceptor employed by a corporation such as Carilion. The DNP administrative assistant will notify the FNP coordinator, the student and the course faculty when the contract is completed. The student cannot begin clinical and be covered by the University’s insurance until this process is finished.

**For students interested in doing clinical at a Carilion facility:**

*Please note* that applications must be submitted at least 45 days before starting clinical. Carilion guidelines and an application can be found online at [www.carilionclinic.org/visitingstudents](http://www.carilionclinic.org/visitingstudents). Students must coordinate their rotations through the Visiting Student Affairs office. The dates for submission for clinical placement must be submitted on the dates which are on their website. For additional information visit the Carilion visiting student’s website and you will be directed to the appropriate person to assist you.

Visiting Student Affairs
P.O. Box 13367, Roanoke, VA 24033-3367
P: 540-581-0303 ext. 50303/ F: 540-983-1189
[www.carilionclinic.org/visitingstudents](http://www.carilionclinic.org/visitingstudents)

**For students interested in doing clinical at a HCA facility:**
The student is responsible for finding a provider that is willing to precept them. Once the
provider is secured, the DNP will review our contract to ensure that an affiliation agreement is in place with RU. If the student and their assigned preceptor will be working in the Lewis Gale Medical Center an affiliation agreement for that facility will also need to be signed. The HCA contact is Wendy Baber, Lewis Gale Physicians. Her email address is wendy.baber@hcahealthcare.com. The student is responsible for contact Wendy Baber to meet any requirements prior to starting any rotation there.

FUNCTIONAL AND TECHNICAL STANDARDS
Students admitted to the graduate program in nursing must complete course requirements that necessitate meeting standards required for safe nursing practice. It is the student’s responsibility to utilize a critical thinking process to assess, implement, evaluate one’s own ability to learn and fulfill these standards throughout the educational process and the act of professional nursing. If a student has a disability and requires special accommodations to meet the nursing major program requirements and standards, the student must provide the School of Nursing with documentation and a written plan. This should be obtained from the Radford University Disability Resource Office in the Center for Counseling and Student Development. This plan should be negotiated between the student and the lead faculty for each individual course.

A. Assimilate knowledge acquired through lectures, discussions, readings, and self-directed studies and effectively apply that knowledge in clinical settings for a variety of client needs and problems.
B. Locate, retrieve, and utilize information from a variety of resources, e.g., electronics, libraries, people, and organizations.
C. Accurately apply basic mathematical skills, e.g., ratio proportion concepts, use of conversion tables, and calculations of drug dosages and solutions.
D. Comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
E. Organize thoughts to communicate effectively through written documents that are correct in style, grammar, and mechanics.
F. Accurately read charts, records, scales, small print, handwritten notations, and distinguish colors.
G. Distinguish tonal differences and be able to use the telephone.
H. Distinguish odors, e.g., drugs, solutions, body fluids, smoke, and chemicals.
I. Demonstrate sufficient tactile ability to differentiate changes in sensation, with and without the use of protective gloves, e.g., pulse, temperature, and skin irregularity.
J. Manipulate equipment appropriately to provide nursing care to clients, e.g., syringes, infusion pumps, life support devices, and stethoscopes.
K. Move unassisted from room to room, maneuver in small places, and stand for long periods of time.
L. Provide a safe and clean environment, and be able to assist others in activities of daily living, e.g., walking, bathing, eating, toileting, transferring, and lifting.
M. Appreciate the diversity of people relative to race, culture, religion, sexual orientation, age, functional ability, socioeconomic level, lifestyle and values.
N. Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals, families, community groups, and health care professionals.
O. Complete assignments within specified time periods, e.g., technical procedures, health assessments, written work, tests, and client documentation.
P. Perform multiple tasks accurately in rapidly changing situations.
Q. Take responsibility for personal safety in laboratory and clinical environments.

**PROFESSIONAL DRESS CODE**
The School of Nursing believes that professionalism begins with appearance and attire. In striving to uphold a high professional standard, this policy addresses clothing requirements. The values of asepsis, client safety, and client sensitivity are also incorporated into the policy.

When a student attends a conference or even visits a clinical setting, business/professional attire is required. Whenever a student is representing Radford University, the student must be professionally dressed. Prohibited are jeans, short skirts, shorts, mid drifts, tank tops, sweat pants/yoga pants, tight clothing, low cut clothing, clothing showing undergarments, crop tops, camouflage or denim.

Professional attire in the clinical setting should be geared to the particular office or setting. Either business attire and a lab coat or scrubs can be worn, depending on the desired attire of the clinical office or setting. If business attire and a lab coat is worn, be sure that clothing is clean and neat with a name pin. Shoes must be close-toed, close-backed, in good condition, appropriate for the clinical setting, and stockings or socks must be worn. Clothing should be freshly laundered each day. Allowed jewelry includes one pair or less stud-type, non-dangling post earrings to be worn in the ear lobe(s). Irremovable piercings on any body part are not to be visible. A plain band worn on the ring finger of either hand. A plain watch with a second sweep hand or a digital watch is acceptable. Body art may not be visible outside of the clothing.

*Students are expected to wear a picture name badge.*

1. Nails should be short and not artificial.
2. Hair:
   - Clean and arranged off the face and neck
   - Professional hairstyle must not include spiked hair, unusual colors no blue, bright red, pink, orange, etc. and any unkempt hairstyle
3. Beard and moustache are to be closely cropped
4. Cleanliness is expected. Overpowering scents are not to be used. Foul odors such as body odors, cigarette smoke and perfumes are unacceptable

*Preceptors can request that you leave clinical area if dress and grooming are not meeting the practice/clinical protocols.*

**PROCEDURES FOR TEMPORARILY AND IMMEDIATELY REMOVING A STUDENT FROM THE LABORATORY/CLINICAL COMPONENT OF A GRADUATE COURSE**

The nursing faculty intends that the School of Nursing policies be compatible with identified Functional and Technical Standards. Both a faculty member or identified clinical preceptor may remove a student from the clinical practice setting of a nursing course, and faculty can place the student on clinical probation if client safety or welfare is jeopardized by the student, or if the student has engaged in unprofessional behavior.

**DNP FINAL PROJECT GUIDELINES/DNP TEAM COMPOSITION**
DNP FINAL PROJECT PROPOSAL
Types of acceptable evidence based projects will include: quality improvement, program evaluation, and other types of research.
Not acceptable as final projects: systematic reviews, portfolios, concept analysis, continued education program, submission of legislative bill.
Required components of the project: data collection and analysis, IRB approval, Dissemination by presentation or publication.

DNP FINAL PROJECT TEAM COMPOSITION
The DNP final project team consists of three graduate faculty members. Students may have a fourth team member who is a clinical or topic expert inside or outside of the school of nursing.

All three faculty members of the DNP final project team must have current Radford University Graduate Faculty status. The team leader is a graduate faculty member who teaches DNP courses, has expertise in the DNP student’s topic of interest, methodology, or research process and should meet the following four criteria: (a) hold a PhD, EdD, or DNP, (b) complete project with experiences with IRB approval process, data collection, data analysis, and dissertation, (c) published at least one article in the peer-reviewed professional journal (excluding a CE paper or textbook), (d) serve as a DNP Final Project committee member for the full process for at least one DNP student project (2 or more semesters), and (e) graduate faculty standing.

The DNP final project team members must have current Radford University Graduate Faculty status and have expertise in the DNP student’s topic of interest, methodology, or research process.

PROCESS TO DETERMINE DNP FINAL PROJECT TEAM
The faculty teaching the NURS 804 course brings a list of students who have been in NURS 804 that term and their DNP Project topics to the Graduate Curriculum meeting in April. Students who have delayed beginning DNP Projects after NURS 804 in prior semesters will be added to the list of students and DNP Project topics.

In the April meeting, based on the students’ topics and graduate faculty expertise, the Graduate Curriculum Committee will tentatively assign DNP Project Team Leaders and Team Members for each student.

These tentative assignments will be sent to the Director of the School of Nursing and the Associate Director of Graduate Programs for review. The Director of the School of Nursing will determine the assignments of team leaders and team members and notify the graduate faculty. The Associate Director of the School of Nursing will notify the graduate students of their DNP Project Team Leader and Team Members.

Upon completion of the DNP Final Projects, only graduate faculty with current Radford University Graduate approved faculty status are to sign off on the DNP Final Project documents for graduation.
DNP FINAL PROJECT APPROVAL PROCESS
The DNP final project team will meet with the student to approve the Final Project proposal before the Final Project proposal is submitted to IRB.

RESIDENCY CREDIT
During residency only 2 credits (90 hours) can be used for the DNP Final Project.

VI. UG PROGRAM PROGRESSION AND GENERAL POLICIES

GENERAL ACADEMIC CONSIDERATIONS
- Students will be required to pass medical dosage calculation tests in selected classroom and clinical nursing courses throughout the BSN curriculum. Students must use a school of nursing issued basic, four function, stand-alone calculator when solving math problems in all nursing courses.
- Students MAY NOT use the calculator found on cell phones, I-Touch/Pad, or any device other than a stand-alone calculator. Faculty should require students to use School of Nursing issued calculators.
- A minimum grade of "C" is required in each nursing course.
- In courses with theory, laboratory and/or graded clinical components, a passing grade of 80% must be earned in each component in order to pass the entire course. In addition, clinical evaluations must receive a PASS on PASS/FAIL system in order to pass the course. Unsuccessful clinical performance will result in clinical and course failure.
- Faculty will determine theory grade with clearly measurable assessment instruments. (test, proctored quizzes, final exam). Scores from these instruments will stand alone as the course grade if an overall theory grade is less than 80%. Written Papers, projects and other course work will not be calculated into the overall course grade until the minimum score of 80% is achieved. If the testing portion of the course results in a score lower than the 80% then the grade in the course will be a D or F depending on the overall average test grades regardless of the points or grades in the others parts of the course.
- If the student makes below the Radford University School of Nursing grade point average of "C" in any two (2) upper division nursing major courses the student is dismissed from the upper division nursing program and MAY NOT apply for readmission.

WITHDRAWAL POLICIES
1. The upper division nursing student is strictly held to both the regulations of the University and the School of Nursing. The practices and procedures below are those which apply strictly to students enrolled in nursing courses. (See current Radford University Student Handbooks and catalog for university withdrawal policies)
2. Voluntary Withdrawal: A student who wishes to withdraw from a nursing course or change the nursing major should discuss plans with lead instructor of the course first. The
students' may also speak to their assigned academic advisor about general academic concerns. The student must complete the proper forms prior to withdrawing from the course. If a student withdraws from a course or multiple courses they must complete the withdrawal form(s) with required signatures and deliver the form(s) to the Registrar’s Office. Students are not withdrawn by the faculty or personnel in the School of Nursing. Students are permitted to request and repeat an individual nursing course one time only. Any student who withdraws from an individual course must pass the course on the next attempt with a grade of C or better. Students receiving a grade of D, F, or W when taking an individual course for the second time will be dismissed from the nursing program.

3. **Involuntary Withdrawal:** Nursing faculty members are committed to promoting the welfare of clients and their families. If a student demonstrates behavior that threatens or potentially threatens the welfare or confidentiality of the client, the student may be suspended from the clinical component of the nursing course. This suspension can be for a single incident or for a combination of behaviors. This action may adversely affect the final course grade and/or progression within the nursing program. If an “Incomplete” is deemed appropriate and is granted by the Radford University School of Nursing, a formal completion plan must be constructed and signed by: the student, lead faculty, undergraduate coordinator, and APG chair prior to the end of the current academic semester. Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes may not be completed during Wintermester, Maymester, or Summer academic sessions.

**Reasons for Involuntary Withdrawal may include but are not limited to:**
- Failure to meet academic requirements or laboratory/clinical objectives.
- Failure to meet clinical probation objectives.
- Unapproved absence/tardiness from clinical and or simulation.
- Violations to the standards of ethics for nursing or any unsafe practice.
- Unprofessional behavior (including but not limited to General University Policies, Section 2-49 as printed in the current Radford University Student Handbook).
  (Appendix hyperlink)
- Conviction of Honor Code violations of Radford University. (Reference: current Radford University Student Handbook)
- Failure to meet the Waldron College Standards for Professional Practice Education.
- Diverting drugs in the clinical setting.
- Positive drug or alcohol test.
- Disruptive/disrespectful/uncivil behavior in the classroom that interferes with the learning of others.
- Any other behaviors deemed inappropriate by faculty on an individual basis.

4. Students who withdraw from any two courses, fail any two nursing courses, or have a combination of one failed course and one course withdrawal will be dismissed from the nursing program. Students who are dismissed may not reapply to RU nursing at any point and may not apply to the RN-BSN (Post-Licensure) track at Radford University.

**OTHER PROGRESSION POLICIES**
Students need to maintain continuous registration for nursing courses in the major. If a student cannot maintain continuous registration for any reason he/she must submit a letter to the
Chairperson of the APG Committee explaining the circumstances. There is no guarantee of readmission and the decision is up to the APG Committee for readmission and progression.

A minimum grade point average of 2.5 in the nursing major is required for graduation. If a student does not have the required 2.5 Nursing GPA to graduate, the student must re-take all level 4 courses in which a grade lower than a C was earned. If the student received an A or B in NURS 454, the student will enroll in a 4 credit N498 Independent Study Practicum experience. This course will include all Kaplan work from level 4, 168 hours of clinical and clinical logs. The syllabi for this N498 will reflect the same content as the syllabus for NURS 454. The student is responsible for all tuition for the additional semester hours.

If an Incomplete is deemed appropriate and granted by the Radford University School of Nursing, a formal completion plan must be constructed and signed by: the student, lead faculty, undergraduate coordinator, and APG chair prior to the end of the current academic semester. Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes must be completed in the following complete University semester. For example: Incompletes from Spring semester will be completed during Fall semester. Incompletes may not be completed during Wintermester, Maymester, or Summer academic sessions. Any grade of “I” will convert to an F if not completed by the following fall or spring academic semester.

VII. GRADUATE PROGRAM PROGRESSION AND GENERAL POLICIES

PROGRESSION POLICIES

- A minimum grade of “B” is required in each graduate nursing course. A grade of C requires the student to re-take the course. Two Cs constitute automatic dismissal from the program. Every non-nursing course in the student’s program of study (POS) must be completed with a minimum of a “C”. An “F” in a course will result in automatic dismissal.

- Four course withdrawals with “W” including the didactic and clinical courses will result in automatic dismissal from the program.

- Any transferred course with a grade of “C” or lower would count toward the two “C” rule.

- Theory and clinical are closely related. Failure to complete one will result in failure of the other.

- In courses with both a theory and laboratory or clinical component, both components must be completed with a minimum grade of “B” in order to pass the course.

- Students must have a minimum 3.0 grade point average overall and in the program of study.

- Students must complete the program within 8 years for the doctorate.

- All students seeking degree programs should complete a minimum of 30 or more semester hours of graduate-level work (600-level or above) for the Post-BSN or Post-MSN FNP track or the Post-Masters NEL track. Those enrolled in the PMHNP track must complete 23 semester hours of graduate-level work.

- All courses with a grade of “I” (i.e., Incomplete Grade) or “IP” (i.e., the course is in Progress) should be completed prior to graduation. An “I” (Incomplete Grade) is used for a standard course and the student has one semester to complete the course. An “IP” (The course is in Progress) is used for Residency, Research and Thesis, Practicum, Clinical, Final Project and Preceptorship. The student has 2 years to complete a course that is in “IP” status. With both “I” and “IP” courses, the student can request an extension. This
request must be approved by the professor and a form must be submitted directly to the Registrar’s office.

- Students who are not currently registered for any coursework but who have completed all coursework and have other outstanding requirements (removal of an “incomplete” or “in progress” grade, or comprehensive examination or capstones), are required to maintain continuous enrollment each fall and spring semester by registering for GRAD 799 until they have met the outstanding requirement(s). This course carries no credit hour production and does not count toward degree requirements. The continuous enrollment form is available on-line. Approval of the Student’s academic advisor and the dean of the Graduate College is required prior to registration. A student must be enrolled in at least one continuous enrollment credit or other graduate credit during the term in which they graduate, including summer or Wintermester graduates.

- The completion of DNP final project is required for the Doctor of Nursing Practice degree.

When a faculty member has concerns about a student meeting academic criteria for a course, the faculty should, in addition to notifying the DNP Associate Director:

1. Discuss these concerns directly with the student and student’s advisor and seek to work with the student to resolve any difficulties prior to the completion of the semester. It is advisable that this meeting be held at mid-term.
2. Document dates and content of all meetings with student and or other faculty members and place in student file using the electronic advising file.
3. Provide options for the student, which may include withdrawal from the course or a request for an ‘Incomplete’ grade for this course.

**COURSE WITHDRAWALS & DEFERRAL:**

- A student may not withdraw from more than three different graduate courses including didactic and clinical courses. Any withdrawal of four or more courses will result in an automatic “F”.

- In addition, a student may not withdraw from the same course more than once. A second withdrawal will result in an automatic F.”

- A student may defer for a maximum of one year in the DNP program due to extenuating circumstances. The student may reapply to the program.

If a student makes a grade of “C” or lower in any two nursing courses, or twice in the same course, the student will be withdrawn from the Graduate Program in Nursing. Students wishing to appeal grades received in courses should refer to the Graduate Grade Appeal Procedures and associated forms posted on the Graduate College website: [http://gradcollege.asp.radford.edu/Student_Documents/grade_appeal.pdf](http://gradcollege.asp.radford.edu/Student_Documents/grade_appeal.pdf)

The School of Nursing Student Grade Appeal Committee will consist of the four School of Nursing Personnel Committee members with the greatest numbers of years of teaching at Radford University. The remaining Personnel Committee members will serve as alternates if needed due to schedule conflicts or a conflict of interest. In addition, there will be one voting student member of the Student Grade Appeal Committee who is a junior or senior non-nursing major who is currently a work-study student in the Waldron College Advising Center. This
member will be selected by the staff of the Waldron College Advising Center. The highest ranking and within rank the most senior faculty member of the committee shall be the chair.

- To remain in good standing the student’s minimum grade point average must be at least a 3.0 overall. (see RU Graduate Catalog for further information)

**CLINICAL PROBATION POLICY**

A. The purpose of clinical probation is to notify the student in writing that there are serious concerns that must be addressed in order for the student to satisfactorily complete the clinical component of the course. Dismissal from the program is also a consideration.

B. The procedure for placing a student on laboratory/clinical probation is as follows:
   (1) When a faculty member identifies that the student is not satisfactorily meeting the clinical objectives, the student will be notified verbally and in writing of the unsatisfactory behavior.
   (2) The student and faculty member will meet and develop a plan for removal of deficiencies and will specify dates for reviewing progress.
   (3) A copy of the probation plan will be provided for the student, the faculty member, the Coordinator of the Graduate Program, the FNP, PMHN, Nurse Executive Leadership (NEL) faculty when appropriate, and the Director of the School of Nursing.
   (4) At the end of the probationary period, one of the following will occur:
      (a) If the student has satisfactorily met identified objectives, the student will be removed from probationary status.
      (b) If the student has not met identified objectives, the student will be removed from the clinical component of the course and receive an “F” for the course.

**PROCEDURES FOR FORMAL APPEAL OF INTERIM SUSPENSION AND/OR COURSE FAILURE DUE TO UNSATISFACTORY CLINICAL PERFORMANCE PRIOR TO THE END OF THE SEMESTER**

A. Written notification, including rationale, for removal from the class/laboratory/clinical area will be provided by the faculty member within two class days following the incident(s) which resulted in the interim suspension or removal. This notification will take place in a meeting with the student, the involved faculty member, course coordinator, and an uninvolved faculty member. The latter will be selected by the Director of the School of Nursing, from nursing faculty not teaching the course.

B. The student has the right to an appeal. The student desiring an appeal is responsible for initiating this process by written request to the Director of the School of Nursing, within two class days of receipt of written notification course failure due to clinical performance prior to final grade posting or laboratory/clinical suspension.

C. The Director of the School of Nursing will notify the Dean of the Waldron College of Health and Human Services, who will notify the Provost in writing that an appeal has been requested. The Director of the School of Nursing will also notify the Dean of Students.

D. Within two class days of receipt of a request for an appeal meeting, the Director of the
School of Nursing will appoint an Ad Hoc Committee to hear the appeal. The Ad Hoc Committee shall consist of three nursing faculty members with voting privileges and a non-voting student advocate of the school's choice other than legal representation. The Ad Hoc Committee will be chaired by the Director of the School of Nursing, who will vote only in the case of a tie. The Director's administrative assistant will serve as recorder.

E. The Director of the School of Nursing shall choose the time and place for the appeal meeting. The Nursing Program recognizes that extenuating circumstances arise that may require the appeal meeting to be postponed or delayed. Students need to communicate to the School of Nursing Director the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. The Director will determine if an appeal meeting is to be rescheduled and when. Non-emergencies (work schedule, over sleeping, etc.) will generally not be considered sufficient excuse for postponing the appeal meeting and as such the appeal meeting will proceed as scheduled. In instances when circumstances arise that require the Nursing Program to reschedule the appeal meeting, contact will be made with the student immediately and a mutually agreeable time will be set for the rescheduled appeal meeting. Students need not be present for an appeal meeting to be conducted and a decision rendered.

F. The Ad Hoc Committee will conduct a closed meeting within two class days following appointment of the Committee. Attendance at this meeting is limited to Ad Hoc Committee members, the Director of the School of Nursing, the student, the involved faculty member(s), the necessary witnesses, and the recorder. Individuals other than those listed in the previous sentence may not attend the appeal meeting unless the Director of the School of Nursing receives a written request for attendance prior to the appeal meeting. The Director will grant or deny written requests for appeal meeting attendance. Typed minutes and/or audio recording of the appeal meeting will be maintained in secure files for two years and available only to principals involved.

G. The involved faculty and student may present evidence, witnesses, and testimony to support their viewpoints. Neither party may be represented by legal counsel at these proceedings.

H. The decision will be based on a majority vote by the eligible voting members of the Ad Hoc Committee.

I. The Ad Hoc Committee will notify the student and involved faculty member in writing within two class days after the meeting. The decision will be based solely on evidence presented at the meeting. The decision of this committee will be the final appeal process within the School of Nursing.

J. If the committee decision supports the faculty action of suspending the student from the class/laboratory/clinical, or if the committee supports a course failure, the student will receive a failing grade for that course. If the decision is in favor of the student, he/she may return to the class/laboratory/clinical area without prejudice. If the laboratory/clinical faculty determine that the student has missed too many laboratory/clinical hours during the appeals process to meet the requirements of the course, the student will receive an “incomplete” grade for that course and the hours will be made up in cooperation with the course faculty and the School of Nursing Director.

VIII. SON PROGRAM PROBATION POLICY:

A. Program probation is probation that extends beyond a single course and beyond the student’s current level. Program probation will usually last until the student graduates from the nursing program.
B. Any student issue that may warrant program probation will be discussed with supporting documentation with the Associate Director of Undergraduate Programs (or the Associate Director of Graduate Programs). The Associate Director for Undergraduate Programs (or the Associate Director for Graduate Programs) and the Lead faculty in consultation with clinical faculty as appropriate will decide if the infraction warrants program probation. The APG Committee will discuss and decide on all progression issues.

C. All breaches to the standards set forth in the RU Honor Pledge or patient safety violations will result in a minimum of program probation and a maximum of program and/or University dismissal. Students may be dismissed from the program as a result of a single violation/incident. Students may be dismissed from the School of Nursing having not been placed on probation.

D. The student will be informed in writing about the program probation. Probationary status will be documented in the student file and will share with other program faculty on a need to know basis. If there is another infraction that violates the terms of the probation then the student will be dismissed from the program, and must withdraw from all courses immediately.

E. The Dean of Students and/or the Office of Student Standards and Conduct may be notified about a student’s program probation.

**Laboratory/Clinical Probation Policy**

*Faculty are responsible for students in all classroom, laboratory, and clinical learning settings. A student’s failure to meet performance standards may result in clinical, course, and/or program probation.*

A. **Purpose of laboratory/clinical probation:** to formally notify the student in writing that serious academic or clinical practice concerns exist which must be addressed in order for the student to satisfactorily complete the laboratory/clinical component of the course. This notification will be done in person. At the notification counseling session the student will receive a minimum of: written documentation indicating unsatisfactory behavior or performance and an action plan to address said performance.

B. **The faculty procedure for placing a student on laboratory/clinical probation:**

1. When a faculty member identifies that a student is not safely, proficiently, and/or satisfactorily meeting the laboratory/clinical objectives set forth in the course syllabi, written documentation detailing unsatisfactory performance must be completed. This information should be fact-based, include demonstrated behavioral deficiencies, measures taken to address said deficits, and include student actions / statements, and observations of faculty.

2. The student must be notified in writing of unsatisfactory performance/behavior, prior to or at the time of being placed on clinical probation.

3. A student improvement plan (SIP) must be developed for clinical probation. This plan will be action and goal oriented.

4. **Mandatory Advisement:** Faculty may arrange mandatory advisement sessions when students are in clinical or academic jeopardy, and/or when student behavior is below professional standards.

5. Probation status will be clearly documented and the potential impact of program success communicated.
6. Responsible parties will be identified and a timeline for progress review will be included.
7. The student and faculty member will meet and review the improvement plan which is intended to correct identified unsatisfactory performance/behavior/deficits.
8. Probation status and progress will be included in any mid-term evaluations. Student Improvement Plans will be signed by faculty and student at each meeting.
9. A copy of the completed signed probation documentation and Student Improvement Plan will be provided to the student.
10. Faculty will retain the original documentation and place in the student file.
11. All meetings about probation should be documented and placed in the students file. All probations should be communicated with the Associate Director of the appropriate program (graduate or undergraduate).
12. A probationary period may be for any period of time up to and including the end of the student’s final academic semester.
13. The minimum probationary period is the entirety of the current academic semester. At the end of the probationary period, a resolution/progression meeting between faculty and student will occur. Possible student outcomes include:
   - If the student has satisfactorily met identified objectives he/she will be removed from the laboratory/clinical probation status.
   - If the student has not met identified objectives, the student will be removed from the laboratory/clinical component of the course and receive an "F" for the course.
   - Based on degree of performance/behavior deficiencies, a probationary period may be extended to include all subsequent semesters of the relevant program (Upper Division Nursing OR Graduate Program).
14. It is critical that faculty communicate with students who are not meeting performance standards in a clinical course with co-faculty within each level. Unsatisfactory performance in any clinical course will generate a professional mindfulness of the required need for increased supervisory support in all clinical setting during that semester. Clinical performance which compromises the safety and welfare of any individual or group requires immediate individualized mandatory counseling and may result in course or program suspension.

C. Procedure for suspension from laboratory/clinical component related to failure of clinical readiness testing/measurement:

Faculty in the School of Nursing must ensure the clinical readiness, aptitude, and safe performance abilities of all students. Faculty members providing supervision in the clinical area shall be responsible and accountable for the assignment of patients and tasks based on their assessment and evaluation of the student’s clinical knowledge and skills. Nurses and other allied health personnel shall also monitor clinical performance and intervene if necessary for the safety and protection of the patients.

The School of Nursing holds students accountable to the Radford University Standards of Student Conduct. The School of Nursing also holds students accountable for all agency conduct standards. The safety of patients is of highest priority. Faculty may remove a student from the laboratory/clinical component of a nursing course or place the student on laboratory/clinical probation at any time the client’s safety or welfare is
or could potentially be jeopardized by the student’s behavior, capability, or performance deficits.

In addition, faculty may at any time identify compromising behaviors or actions resulting in a failed clinical experience, thus, it is possible to receive a failing grade in clinical without having been previously placed on probation.

D. General Suspension Considerations:

**Single Incident:**
A faculty member may remove a student from a laboratory/clinical situation for a single severe incident of unprofessional behavior or unsafe laboratory/clinical performance. This may result in a failing course grade with or without a probationary period.

**Repetitive Behavior:**
A faculty member may remove a student from a laboratory/clinical area for patterns of behavior that include (but are not limited to) repeated absence, unprofessional behavior, unsafe practice, and/or failure to meet academic standards. This may result in a failing course grade with or without a probationary period.

IX. PROCEDURE TO ADDRESS NON-GRADE RELATED CONCERNS

A. Chain of Communication for Students
The School of Nursing encourages all students who have questions and concerns about a specific course to speak directly with the faculty of the course/clinical. If this does not resolve the question or concern, follow the chain of communication as outlined below. Students should proceed to the next level in this chain of communication only if further discussion of the problem is necessary:

- Faculty of course/clinical → Lead faculty of the course → Faculty Advisor → Associate Director of the Undergraduate Program or Graduate Program → Director of the School of Nursing

B. Chain of Communication for Faculty

- Undergraduate or Graduate student issues or clinical issues → Lead Course Faculty → Associate Director of Undergraduate or Graduate Programs
- Personnel Issues → Director

C. Professional Faculty and Student Conduct Issues
It is considered unprofessional behavior to speak negatively about a faculty member to other faculty or students. Concerns should be directly addressed with individual faculty members and follow the chain of communication as outlined above.

Students at any point may contact the Dean of Students office for assistance, support, advice, or advocacy issues.

Faculty should speak directly to individual faculty members when there are issues. If there continue to be issues, faculty may speak to the Director.
D. Mandatory Title IX Reporting:
All SON faculty are required to complete the university Title IX training at the time of hire and periodically as directed. Faculty are mandated to report all Title IX violations reported by students/faculty/staff to the Radford University Title IX Coordinator and the Director of the School of Nursing. Title IX reporting guidelines can be found at this link: https://www.radford.edu/content/institutional-equity/home/title-ix-reporting.html

X. POLICY FOR SON STUDENT WITHDRAWAL AND GRADE APPEAL PRACTICES:

SON Policy on Composition of the Grade Appeal Committee
The Radford University Procedures for Formal Grade Appeals will be followed by the School of Nursing. The policy may be found at the site below as of June 19, 2018: https://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html

The School of Nursing Student Grade Appeal Committee will consist of four School of Nursing Personnel Committee members. The remaining Personnel Committee members will serve as alternates if needed due to schedule conflicts or a conflict of interest. In addition, there will be one voting student member of the Student Grade Appeal Committee who is a non-nursing major. This member will be selected by the Director of the School of Nursing. The highest ranking, and within rank, the most senior faculty member of the committee shall be the chair.

Students Who Withdraw from or Fail One Course
As faculty, we recognize there may be multiple complex situations which impact student success. Faculty serve as ongoing active academic and professional advisors to all students. During this essential function, recommendation of course, program, and/or university withdrawal may be beneficial for a student. In this instance it is imperative that faculty have strong foundational knowledge of general progression and advancement policies. Faculty will also serve as a student resource for progression and admission practices. At no time should faculty serve as personal liaison between a student and the APG committee. Students who withdraw from or fail an upper division nursing course must send a written request for consideration to continue in the School of Nursing to the Undergraduate Chair of Admission, Progression and Graduation Committee (APG). This request must be sent electronically, as an attachment from an RU email account, directly to the Undergraduate APG Chair no later than 9:00 AM on the first Tuesday after exam week. The letter should include why the student feels he/she was unsuccessful in the course, what the student will do to ensure success in the future and what nursing courses the student would like to take based on his/her nursing faculty advisement. The ability to progress through the remainder of the program is not guaranteed. The School of Nursing APG committee will deny readmission for failure to submit a letter.

If a student withdraws from a single nursing course or multiple nursing courses he/she must complete the withdrawal form(s) with required signatures and deliver the form(s) to
the Registrar’s Office. Students are not withdrawn by faculty or personnel in the School of Nursing.
If a student has to withdraw or fails a course before the end of the semester the student may not attend any remaining classes or clinical sessions in the withdrawn / failed nursing course. If a student appeal is active, the student may attend class and clinical sessions pending appeal decision.

**Students Who Withdraw from or Fail Two Nursing Courses**
Students receiving a grade of D, F, or W when taking an individual course for the second time will be dismissed from the nursing program. Students who withdraw from any two courses, fail any two nursing courses, or have a combination of one failed course and one withdrawal will be dismissed from the nursing program. Students who are dismissed are not eligible to reapply to the UG RU nursing program at any point but may apply to Post-Licensure RU nursing program. The only exception to this policy is a documented extenuating circumstance requiring withdrawal from all courses at Radford University. If an extenuating circumstance occurs, the student is not guaranteed readmission to the School of Nursing. It will be the student’s responsibility to write a letter, addressed to the APG Chair, explaining the extenuating situation and requesting readmission to nursing. This policy will not apply to elective nursing courses.

**Students Who Withdraw from Nursing Courses**
If a student withdraws from a course, or multiple courses, he/she must complete the withdrawal form(s) with required signatures and deliver the form(s) to the Registrar’s Office. Students are not withdrawn by faculty or personnel in the School of Nursing. If students have to withdraw or fail a course before the end of the semester and it is their second course failure or withdrawal, they must withdraw from all other clinical nursing courses that semester.

**XI. PROCEDURES FOR FORMAL APPEAL OF NURSING PROGRAM DISMISSAL:**
SON faculty are held accountable for a foundational understanding of the dismissal appeal process. Faculty will demonstrate professional accountability and engagement by serving as an appeals committee member upon request.

**Appeals Process**
Undergraduate students will be permanently removed from the Pre-licensure and RN-to-BSN Nursing programs after failing two nursing courses, or after failing to meet other School of Nursing requirements as outlined in the School of Nursing Undergraduate Handbook.

Graduate students will be permanently removed from the Doctor of Nursing Practice program after failing one DNP course, after receiving a grade of “C” in two DNP courses, or after failing to meet other School of Nursing requirements as outlined in the School of Nursing Graduate Handbook.
Written notification, including rationale, for removal from the nursing program will be provided by the School of Nursing following a meeting of the Undergraduate or Graduate Admissions-Progression-Graduation Committee that will occur after the end of the semester. However, at the Director’s discretion, notification of student failure or dismissal may occur at any time in the semester. This notification will take place via students’ RU email address.

The student has the right to an appeal. The student desiring to appeal is responsible for initiating this process by written request to the Director of the School of Nursing, within five business days of receipt of written notification of program removal. In the written appeal letter, the student should address the following:

1) Precisely and specifically state the reasons for the appeal, noting extenuating circumstances that led to the dismissal.
2) Offer suggestions as to what the student would consider a fair resolution of the appeal, with supporting reason or reasons.

The Director of the School of Nursing will notify the Dean of the Waldron College of Health and Human Services, who will then notify the Provost in writing that an appeal has been requested. The Director of the School of Nursing will also notify the Dean of Students.

Within fifteen business days of receipt of an appeals request, the Director of the School of Nursing will appoint an Ad Hoc Committee to hear the appeal. The Director of the School of Nursing will gather all evidence related to the appeal from all parties and present it to the Committee. The Ad Hoc Committee shall consist of three nursing faculty members with voting privileges. Based upon the evidence presented and any additional evidence requested by the Committee, the Committee will meet to decide if there are grounds for a hearing. Minutes of the meeting must be kept and copies of any evidence presented shall become part of the record.

1) If the Ad Hoc Committee decides by a majority vote at a meeting at which a quorum is present that there are grounds for a hearing, a formal hearing will be scheduled not sooner than ten and not later than twenty class days after the notice of a hearing is given to the instructor and the student appellant.
2) If the Student Grade Appeal Ad Hoc Committee decides by a majority vote at a meeting at which a quorum is present that there are no grounds for a hearing, the appeal is denied and the program dismissal stands.

If the Ad Hoc committee determines that there are grounds for a hearing, then, the Director of the School of Nursing shall choose the time and place for the appeal meeting. The Nursing Program recognizes that extenuating circumstances arise that may require the appeal meeting to be postponed or delayed. Students need to communicate to the Director the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. The Director will determine if an appeal meeting is to be rescheduled and when. Non-emergencies (work schedule, over sleeping, etc.) will generally not be considered sufficient excuse for postponing the appeal meeting and as such the appeal meeting will proceed as scheduled. In instances when circumstances arise that require the Nursing Program to reschedule the appeal meeting, contact will be made
with the student immediately and a mutually agreeable time will be set for the rescheduled appeal meeting. Students need not be present for an appeal meeting to be conducted and a decision rendered.

The Ad Hoc Committee will conduct a closed appeal meeting within fifteen class days following notification of a formal appeal meeting. Attendance at this appeal meeting is limited to Appeal Hearing members, The School of Nursing Director, the student, the involved faculty member(s), a non-voting student advocate, any necessary witnesses, and the recorder.

Individuals other than those listed in the previous sentence may not attend the appeal meeting. The Ad Hoc Committee will be chaired by the Director of the School of Nursing, who will vote only in the case of a tie. The Director's administrative assistant will serve as recorder. Typed minutes and/or audio recording of the appeal meeting will be maintained in secure files for two years and available only to principles involved.

The involved faculty and student may present evidence, witnesses, and testimony to support their viewpoints. Neither party may be represented by legal counsel at these proceedings. The decision will be based on a majority vote by the eligible voting members of the Appeal Hearing Committee.

The Appeal Hearing Committee will notify the student and involved faculty member(s) of the decision in writing or by email within 5 business days after the meeting. The decision will be based solely on evidence presented at the meeting. The decision of this committee will be the final appeal process within the School of Nursing.

If the committee decision supports the removal of the student from the Nursing program, the student will be provided contact information for the Waldron College Advising Center for change of major assistance. If the decision is in favor of the student, he/she may return to the Nursing Program without prejudice.

XII. ADMISSION/READMISSION POLICIES:
A. Undergraduate Program
   Readmission to the upper division major is not automatic. The following policies govern readmission:
   a. The student must be in good standing at Radford University or be readmitted to Radford University prior to application for readmission to the School of Nursing.
   b. Students seeking readmission to the University must submit an application for readmission to the Registrar’s Office no less than 30 days (or earlier than 6 months) prior to the beginning of the term in which re-enrollment is desired.
   c. After absence of a semester or longer from the School of Nursing, a former student must apply for readmission to the Admissions, Progression, and Graduation Committee. Materials should be submitted by November 15 for the following August admission and by August 1 for the next January admission.
   d. Readmission is not guaranteed.
   e. The student must have a cumulative grade point average of 2.500 or above.
   f. The student must not have failed and/or withdrawn from two or more nursing courses.
g. The student must have demonstrated potential to graduate with a 2.500 grade point average in the nursing major, as determined by grade point average predictive calculations.

h. Any problems noted at the time of withdrawal must be resolved and verification of resolution provided such as a physician’s statement, counselor’s assessment, etc.

B. Graduate Program

Admission to the Graduate Nursing programs is initiated through application to the College of Graduate and Professional Studies. The application process is open until positions are filled.

Applicants must:

- Complete the Graduate College application and pay the appropriate application fee. The application and related information can be found online at the College of Graduate and Professional Studies website (http://gradcollege.asp.radford.edu/). The application is electronic.
- Provide three recommendation forms. Note: may be the same three contacts used to provide letters of reference.
- Provide three letters of reference from professional contacts that address the applicant’s potential for advanced practice nursing. Please make sure one reference letter is from academic setting. This is in addition to the forms provided and required by the Graduate College.
- Arrange to have official transcripts sent from all previous academic institutions since high school. Applicants must have a cumulative BSN minimum grade point average (GPA) of 3.0 on a scale of 4.0 in the undergraduate nursing major. If applicable, must have a 3.0 GPA in graduate program.
- Meet major undergraduate course prerequisites (undergraduate statistics, health assessment, and nursing research).
- Provide a cover letter describing career goals, and how the program will assist in meeting those goals. If applicable, the applicant may wish to address the potential for practice in a rural area.
- Provide a paper demonstrating scholarly writing that is recent (within 5 years).
- Students who have failed to complete the graduate program from another program can be considered for admission on an individual basis.

1. Post-BSN or Post-MS FNP track or Post–BSN Psychiatric Mental Health Nurse Practitioner Track (PMHNP)
   a. Provide a professional resume or curriculum vitae that includes prior education
   b. Document a minimum of 2,000 hours or 1 year of full-time clinical practice as an RN for BSN-DNP program or a minimum of 2000 hours of clinical practice as an NP or CNS certification for MSN-DNP program).

2. Post-Master Nurse Executive Leadership Track (NEL)
   a. Provide a professional resume or curriculum vitae that includes prior education with a Master’s degree or above in Nursing (MSN, PhD, DNP).
   b. Document a minimum of 2,000 hours or 1 year of full time clinical practice in health care management (for example, clinical team leader, unit manager, department director or
academic program coordinator or director) or 1 year full time teaching in an accredited nursing program or institutional continuing education program.

OR

c. Provide a professional resume or curriculum vitae that includes prior education with a Master degree in Advanced Nursing Practice (NP or CNS) and professional practice experiences (must document a minimum of 2000 hours of clinical practice as an NP or CNS certification).

d. Document a minimum of 2,000 hours or 1 year of full time clinical practice as a certified NP, CNS, MW, or CRNA

e. Submit the Certificate in Advanced Nursing Practice (NP, CNS, NW, or CRNA)

3. Post-Graduate (PMHNP) Certification Track
   a. Provide a professional resume or curriculum vitae that includes prior education
   b. Document a minimum of 2,000 hours or 1 year of full-time clinical practice as a certified NP or CNS.

4. Post-APN General DNP Track

Prior to enrollment in the program, applicants should demonstrate basic skills in written and oral communication and computer usage.

All required documentation should be sent to the College of Graduate and Professional Studies.

Additional information from the DNP program will be requested after the application is reviewed and the applicant is interviewed. These will include:

- A current license to practice as a registered nurse in Virginia or state of practice
- Current certification in BLS or ACLS
- Current certification if a Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, or CertifiedRegistered Nurse Anesthetist.

Qualified applicants will be interviewed by members of the Graduate Admission, Progression, and Graduation Committee. Once enrolled you will be expected, prior to the first day of classes to complete a criminal background check, upload Graduate Health Record, Drug Screening, CPR records, and other required graduate student forms into the Record Documentation System (i.e. CastleBranch System), and complete a pre-admission DNP on-line orientation.

Prior to enrollment in the program, applicants should, demonstrate basic skills in written and oral communication and computer usage.

FOREIGN STUDENT APPLICATION FOR GRADUATE PROGRAM

This application procedure is the same as for other graduate applicants with the following exceptions:
1. Foreign students should follow the admission policy and procedures addressed in the Graduate College Admission Policy, which is available at http://catalog.radford.edu/content.php?catoid=33&navoid=1092&print#

2. Foreign students must take the Test of English as a Foreign Language (TOEFL), or the IELTS (International English Language Testing Score). English language proficiency should be demonstrated by (a) a TOEFL score of 550 or higher for the paper-based test, 79-80 on TOEFL IBT (Internet-Based Test), (b) an IELTS score of 6.5 or higher, or (c) possession of a degree from an accredited institution where English is the primary language of instruction.

3. Applicants are required to have successfully passed the Commission on Graduates of Foreign Nursing Schools Screening Examination (CGFNS) and a state board of nursing license examination (NCLEX) in the USA. The applicant must be licensed to practice nursing in the United States before beginning clinical courses.

4. It is the responsibility of the applicant to present appropriate information about his or her basic nursing program in addition to a transcript in English of completed courses. Information should be provided regarding grade equivalency. Students are required to have the equivalency of a 3.0 grade point average on a 4.0 scale. Students may use the World Educational Service Incorporated, P. O. Box 745, Old Chelsie Station, New York, NY 10113-0745 for providing transcript evaluation.

5. Foreign students who have completed a basic nursing degree outside of the U.S. should obtain a proper VISA status or show that they are permanent residents OR U.S. Citizens prior to admission to DNP program. Due to the characteristics of the DNP program as a full time on-line program and based on the International Education Rules from the Immigrant Office, which require a minimum of 6 credits hours of in-class courses each semester, student VISAs cannot be obtained through admission to the DNP program. For further questions, please contact the International Education Center Office at 540-831-6200.

**B. Graduate Program – Readmission Policies**

Readmission to the graduate program is not automatic. The following policies govern readmission:

a. The student must be in good standing (a cumulative GPA 3.0 or above) during the program at the School of Nursing as well as in all Graduate program at Radford University prior to application for readmission to the School of Nursing.

b. Students seeking readmission to the University must submit an application for readmission to the Online Graduate Admission System by the same deadline prior to the beginning of the term in which re-enrollment is desired.

c. After absence of two semesters or longer from the School of Nursing, a former student must apply for readmission to the Admissions, Progression, and Graduation Committee. Materials should be submitted by April 1 for the following August admission and by October 1 for the next January admission.

d. Readmission is not guaranteed.

e. The student must not have failed and/or withdrawn from four or more nursing courses after the course drop day.
f. The student must have demonstrated potential to graduate with a 3.00 grade point average in the nursing major, as determined by grade point average predictive calculations.

g. Any problems noted at the time of withdrawal must be resolved and submit the verification of resolution provided such as a physician's statement, counselor’s assessment, etc.

XIII. POLICIES AT THE CLOSURE OR DELAYED OPENING OF RADFORD UNIVERSITY

*Faculty are held accountable and hold primary responsibility for adhering to weekly schedules which ensure the required number of academic and clinical hours set forth in course descriptions and course syllabi are attained. Policies guiding Internal, External, and Weather related emergencies which may compromise the ability to meet these required hours are available in detail in the School of Nursing Undergraduate Student Handbook.*

If any class, clinical or lab is cancelled because of inclement weather or faculty illness, or other unanticipated situations, the missed time must be rescheduled and all clinical hours must be made up. Faculty must ensure that if a class is cancelled for any reason, all material is covered for students. In order to fulfill the mandated clinical hour requirements set forth by the Virginia Board of Nursing lab and clinical hours must be made up prior to the end of the current academic semester.

In the event of extenuating circumstances when a student is unable to make up clinical hours as outlined above, an incomplete “I” for the course may be granted with approval and consultation with the Director and/or Associate Director(s). Incompletes will only be given in rare circumstances. If a student takes an Incomplete in a course, it may delay progression to the next level.

XIV. POLICIES ON CHILDREN AND PET ON CLASS, CLINICAL, AND CAMPUS

*Per university policy, faculty and/or students should not bring pets to offices, class/lab, or clinical.* The School of Nursing does not permit Children, family and friends to attend classes, lab or clinical. Visits from others when students are at clinical sites are strictly prohibited. If this behavior occurs, student course and program success may be compromised.

Children of faculty are welcome to attend university family events. Children are allowed during faculty office work hours but faculty must be mindful of the work environment and others who are working. Faculty are generally discouraged from bringing children to university, college or department meetings.
B. SON Bylaws Approved February 2017

**NURSING ARTICLE I: Name**

The name of this organization shall be the Faculty Organization of Radford University School of Nursing (Henceforth referred to as the SON Faculty Organization).

**ARTICLE II: Purposes and Powers**

Section 1. The purposes of the SON Faculty Organization shall be to:

(a) Provide a democratic forum to effect the functions of the SON Faculty Organization within the governance procedures of Radford University.

(b) Foster personal and professional growth of the faculty.
(c) Provide leadership among faculty to advance practice and policy regionally and nationally

Section 2. Within the Internal Governance Procedures of the University, as provided in the Faculty Handbook, this organization shall have the power to:

(a) Act on recommendations on all matters related to the curriculum, program, and students.

(b) Refer matters to the appropriate university committees and/or individuals.

(c) Elect representatives to committees.

(d) Implement university policies and procedures for appointments, retention, and promotion of faculty.

(e) Evaluate its own responsibilities and procedures.

(f) Each Committee reviews these bylaws at the first meeting of each academic year. Committee meeting minutes reflect that this review occurred.

ARTICLE III: Membership

Section 1. Membership shall be limited to those faculty having full-time university employment in the SON and who also teach at least one course each academic year.

Section 2. Membership, ex-officio, may be extended to those who by virtue of position or appointment contribute to the SON Faculty Organization.

ARTICLE IV: Officers and Elections

Section 1. The officers of this organization shall be a Chair and a Vice-Chair. The office of Chair shall be filled by the Director of the School of Nursing. The office of the Vice-Chair shall be filled by the SON Associate Director (s). An Administrative Assistant from the School of Nursing shall serve as Secretary for the SON Faculty Organization.

Section 2. The Chair shall preside at meetings of the SON Faculty Organization and carry out all duties assigned by action of the organization, except when the Dean presides, as provided in Article VI.

Section 3. The Vice-Chair shall preside at meetings of the SON Faculty Organization in the absence of the Chair.

Section 4. The appointed Secretary of the SON Faculty Organization shall be responsible for maintaining the records of this organization. Specialty Coordinators, Program
Coordinators, and Committee Chairs shall post the following on the Desire to Learn platform one week prior to Faculty Organization meetings: committee meeting minutes, reports, and motions for full faculty vote. The secretary shall post Faculty Organization minutes to the Desire to Learn Platform within one week following the meeting. Each standing committee with the exception of the Personnel Committee will send the Secretary Committee minutes and reports when completed. The Secretary will print and bind the minutes and reports upon receipt. Personnel Committee minutes will be kept in a binder in the office of the Personnel Committee Chair.

ARTICLE V: Standing Committees

Section 1. This organization shall have seven standing committees.

(a) Undergraduate Admission, Progression, and Graduation
(b) Undergraduate Curriculum
(c) Graduate Admissions, Progression, and Graduation
(d) Graduate Curriculum
(e) Personnel
(f) Program Quality and Evaluation
(g) RN-BSN Committee

Section 2. The members of the faculty shall volunteer or be appointed to any of the standing committees by the Director of the School of Nursing, except for the Personnel Committee (the membership of the Personnel Committee which is comprised of tenured faculty in the SON) at the first SON Faculty Organization meeting of the academic year.

Section 3. Membership vacancies of Standing Committees shall be filled by the Director of the SON. Members of standing committees will serve a minimum of three years per term. Terms of office will be staggered based on years of service so that no more than half of the membership rotates off the committee annually and no more than half of the committee membership is comprised of new members.

Section 4. Each Standing Committee shall elect a chair with at least one year of service on the committee. The chairperson serves a two year term. The committee will elect a vice chairperson who will be considered chairperson elect. The vice chairperson shall assume the position of chairperson at the completion of the chairpersons two year term. If the committee members cannot come to a consensus, the director will appoint the chairperson and/or the vice chairperson. The chairperson shall convene the meetings regularly to ensure that the responsibilities of the committee are fulfilled.

Section 5. Each Standing Committee shall select a Secretary. The method of selection shall rest with the Committee. The Committee Secretary will record the minutes and distribute those minutes to the committee, place the minutes on Desire to Learn, and provide a copy to the Secretary of the Faculty Organization Committee as soon as
the minutes are approved by the committee. The Personnel Committee minutes will be kept in a binder in the office of the Personnel Committee Chair. The chair of each committee is responsible for ensuring the prompt distribution of the minutes as described above.

Section 6. The Director and Associate Director(s), School of Nursing, shall serve as an ex-officio voting member of each Standing Committee except Personnel Committee. The Associate Director for Undergraduate Programs shall serve as an ex-officio voting member of the Undergraduate Admission, Progression, Graduation, the Undergraduate Curriculum, the RN-BSN Committee, and the Program Quality & Evaluation Committees. The Associate Director for Graduate Programs shall serve as a voting member of the Graduate Curriculum Committee, The Graduate Admissions Committee and as an ex-officio voting member of the Program Quality and Evaluation Committee. The RN-BSN Coordinator shall serve as an ex-officio voting member of the Undergraduate Curriculum and the Program Quality & Evaluation Committee.

Section 7. Ad hoc committees may be established by the SON Faculty Organization or by the Director as deemed necessary. The Director may appoint Ad Hoc Committee Chairs. The membership of ad hoc committees will consist of volunteers, elected members or members appointed by the Director.

Section 8. Committee Chair and Faculty Responsibilities

Full-time faculty members are expected to serve on two (2) standing committees. Meeting attendance is an expectation. Attendance is monitored and will be reflected in the faculty annual review by the Director.

Standing committee chair responsibilities:

- Provide an end of the year report.
- Keep minutes (in the standard format) of all meetings (or designate someone to keep the minutes). make sure the minutes are provided to the PQE committee chair for filing, post a copy to the Faculty D2L site and report to the faculty organization at each faculty meeting. There are standard minutes and end of the year report format posted on SON Faculty Meeting D2L.
- Should post minutes, reports, and motions for full faculty vote on D2L one week prior to the Faculty Organization meeting.
- Each standing committee with the exception of the Personnel Committee will send the Administrative Assistant committee minutes and reports when completed. The secretary will print, file the minutes and reports upon receipt and keep in the Administrative Assistant’s office. Personnel Committee minutes will be kept in a binder in the office of the Personnel Committee Chair.

Section 8. The Standing Committee on Undergraduate Admission, Progression, and Graduation

(a) Responsibilities:

(1) Develop and evaluate admission policies.
(2) Admit students who meet the criteria.
(3) Develop and evaluate student progression policies.
(4) Develop and evaluate withdrawal and readmission policies.
(5) Develop and evaluate graduation policies.
(6) Make recommendations concerning policies of admission, progression, and graduation.
(7) Review exceptions to written policies as requested by the Director, School of Nursing.
(8) Review items submitted to committee for consideration and refer as appropriate to other committees.
(9) Review the areas of the School of Nursing evaluation plan for appropriateness of reporting times and areas to be reported.
(10) Report areas for change to the SON Faculty Organization.

(b) Procedures:
(1) Forward policy recommendations to the Faculty Organization.
(2) Forward recommendations concerning requests for exceptions to policy to the Director, School of Nursing.
(3) Conduct ongoing evaluation responsibilities as outlined in the School of Nursing evaluation plan.
(4) Analyze the outcomes of evaluative procedures and make recommendations for needed changes to the appropriate body.

(c) Membership:
(1) Five or more faculty members for unlimited terms.
(2) The Associate Director for Undergraduate Programs, Ex-officio
(3) Director, Ex-officio

Section 9. The Standing Committee on Undergraduate Curriculum:

(a) Responsibilities:
(1) Review proposals for new or revised nursing courses following procedures outlined by the University Undergraduate Curriculum and Catalog Review Committee.
(2) Review proposals for additions to or revisions of the undergraduate curriculum.
(3) Develop, evaluate, and revise policy related to the undergraduate curriculum.
(4) Collaborate with the School of Nursing Graduate Committee regarding any changes in the philosophy or conceptual framework.
(5) Evaluate requests for acceptance of alternative methods of meeting School of Nursing course requirements.
(6) Review and analyze faculty and student course evaluations and agency evaluations each semester as scheduled, following School of Nursing Course Evaluation procedures.
(7) Conduct ongoing evaluation responsibilities as outlined in the School of Nursing evaluation plan.

(b) Procedures:
(1) The Chair of the School of Nursing Undergraduate Curriculum Committee shall serve as representative to the Waldron College of Health and Human Services Undergraduate Curriculum Committee.
(2) Forward recommendations to the SON Faculty Organization.
(3) Forward recommendations to the Director, School of Nursing.
(4) Forward approved course proposals to the College Curriculum Committee.
(5) Facilitate course evaluation process
(6) Follow evaluation plan for committee responsibilities.

c) Membership:
(1) Five or more faculty members for unlimited terms.
(2) Coordinator, RN-BSN Track, Ex-officio
(3) The Associate Director for Undergraduate Programs, Ex-officio
(4) Director, Ex-officio
(5) Four undergraduate students, one each from Levels I, II, III and IV will serve as class representatives to provide student input through Desire to Learn discussion boards.

Section 10. The Standing Committee on **Graduate Admissions, Progression, and Graduation**

(a) Responsibilities:
(1) Develop and evaluate SON graduate admission policies.
(2) Develop and evaluate SON graduate student progression policies.
(3) Make recommendations concerning policies of admission, progression, and graduation.
(4) Review SON graduate policies related to graduate admission, progression, and graduation for congruence with Graduate College Policies.
(5) Establish a grievance subcommittee as needed.
(6) Review exceptions to written policies related to admission, progression, and graduation, as requested by the Director, School of Nursing.
(7) Review items submitted to the committee for consideration and refer as appropriate to other committees.
(8) Review the relevant areas and reporting times of the School of Nursing Systematic Evaluation Plan (SEP) to be reported by Graduate APG committee.
(9) Provide the required documents and annual reports designated in the SEP to the PQ&E Committee.
(10) Report recommendations and areas of changes to the SON Faculty Organization.

(b) Procedures:
(1) Forward policy recommendations to the SON Faculty Organization for discussion and approval.
(2) Forward recommendations concerning requests for exceptions to policy to the Director, School of Nursing.
(3) Conduct ongoing evaluation responsibilities as outlined in the School of Nursing Systematic Evaluation Plan (SEP).
(4) Analyze the outcomes of evaluative procedures and make recommendations for needed changes to the appropriate body.
(5) Consult with the Director, School of Nursing about issues related to graduate academic policy.
(6) Provide the annual report to SON Program Quality Evaluation Committee for the evaluation and recommendation for the committee decision process and function.

(c) Membership:
   (1) Five or more graduate nursing faculty members for one year terms.
   (2) Associate Director for Graduate Programs
   (3) Director, Ex-officio

Section 11. Standing Committee on **Graduate Curriculum**

(a) Responsibilities
   (1) Develop, evaluate, and revise curriculum and syllabi to meet accreditation standards.
   (2) Ensure that the purpose, philosophy, and program objectives for graduate education are achieved.
   (3) Conduct ongoing evaluation responsibilities as outlined in the School of Nursing evaluation plan.

(b) Procedures
   (1) Recommend curriculum changes to the SON Faculty Organization.
   (2) Provide consultation to the Graduate Coordinator when assessing curriculum guidelines and competencies
   (3) Distribute minutes to all graduate nursing faculty.
   (4) Forward recommendations to the SON Faculty Organization and/or the Graduate Affairs Curriculum and Academic Program Review Committee (APRC) as appropriate.
   (5) Follow the evaluation plan addressing committee responsibilities.

(c) Membership
   (1) Five Graduate faculty and all concentration coordinators
   (2) Two graduate students: one BSN-DNP and one Post MS-DNP
   (3) Associate Director for Graduate Programs
   (4) Director, Ex-officio
   (5) P Q and E Chair, Ex-officio.

Section 12. The Standing Committee on **Personnel**:

(a) Responsibilities:
   (1) Initiate recommendations concerning faculty staffing needs.
(2) Recommend appointment, release, and retention of tenure track and special purpose faculty.
(3) Recommend appointment of full time temporary faculty.
(4) Conduct student evaluation of faculty.
(5) Recommend granting tenure to faculty.
(6) Conduct Director’s annual evaluation.
(7) Conduct hearing for grade appeals.
(8) Conduct hearing of student grievances regarding faculty members.
(9) Conduct ongoing evaluation responsibilities as outlined in the School of Nursing evaluation plan.
(10) Creates search committees when needed, interviews candidates, receives the search committee’s recommendations, and makes faculty hiring recommendations to the Director.

(b) Procedures:
(1) Report to and make recommendations to the Director, School of Nursing.
(2) Make recommendations to the Dean of the Waldron College of Health and Human Services regarding Director’s annual evaluation
(3) Follow evaluation plan for committee responsibilities.
(4) Report areas for change to the Faculty Organization.

(c) Membership:
(1) All tenured faculty.

Section 13. The Standing Committee on **Program Quality and Evaluation**:

(a) Responsibilities:
(1) To ensure the operation of the Systematic Evaluation Plan
(2) To update the Systematic Evaluation Plan as necessary
(3) To implement graduating student exit, alumni, employer, and similar surveys according to the time schedules in the Systematic Evaluation Plan”
(4) To coordinate the submission of annual Systematic Evaluation Plan reports and make sure that they are on file
(5) To monitor changes from the American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE) the Virginia State Board of Nursing (VSBON), and other guiding organizations and translate as necessary into the School of Nursing programs
(6) To ensure the implementation of the Radford University Quality Enhancement Plan (QEP)
(7) To prepare the programs for program review
(8) To write reports as necessary with cooperative input from all members of the faculty organization (self-study, progress reports, site visits, and program review)

(b) Membership:
(1) Five or more faculty members for unlimited terms
(2) Associate Directors, Ex-officio
Section 14. The Standing Committee on the **RN-BSN Concentration**:

(a) **Responsibilities:**

(1) Review proposals for new or revised nursing courses in the RN to BSN track, following procedures outlined by the University Undergraduate Curriculum and Catalog Review Committee.

(2) Review proposals for additions to or revisions of the RN to BSN curriculum.

(3) Develop, evaluate, and revise policy related to the RN to BSN curriculum.

(4) Collaborate with the School of Nursing Curriculum Committee, APG Committee, Evaluation and Accreditation Committee, and the Graduate Committee regarding any changes in the philosophy or conceptual framework of the overall program.

(5) Evaluate requests for acceptance of alternative methods of meeting School of Nursing course requirements.

(6) Review and analyze faculty and student course evaluations and agency evaluations each semester as scheduled, following School of Nursing Course Evaluation procedures.

(7) Conduct ongoing evaluation responsibilities as outlined in the School of Nursing evaluation plan.

(b) **Procedures:**

(1) Forward recommendations to the SON Faculty Organization.

(2) Forward recommendations to the Director, School of Nursing.

(3) Forward approved course proposals to the College Curriculum Committee.

(4) Facilitate course evaluation process

(5) Follow evaluation plan for committee responsibilities.

(c) **Membership:**

(1) Five or more faculty members plus RN-to-BSN Coordinator.

(2) Ex-Officio Members: Associate Director for Undergraduate Programs and Director of the School of Nursing

Section 15. The Director, School of Nursing, shall appoint individuals to the following roles:

(a) **Associate Director for Undergraduate Programs** and **Associate Director for Graduate programs.**

(b) **Coordinator of the Roanoke Campus.**

(c) **Coordinators of School of Nursing specialty tracks:** RN-BSN, FNP, NEL, and PMHNP.

(d) **Library Liaison between faculty and McConnell Library**

(e) **Others as needed by the School of Nursing.**
ARTICLE VI: Meetings

Section 1. SON Faculty Organization meetings shall be convened by the Director in any of the following ways:

(a) Upon the initiative of the Director.
(b) As directed by the SON Faculty Organization.
(c) Upon petition of ten percent of the organization members.
(d) Upon request of the Dean.

Section 2. SON Faculty Organization meetings shall be convened and chaired by the Dean:

(a) Upon initiative of the Dean.
(b) Upon petition of twenty percent of the SON Faculty Organization.

Section 3. Each member of the SON Faculty Organization shall receive a written notice of the meeting time, date, place, and business to be considered at least five working days prior to the meeting. Items may be placed on the agenda at the written request of any member. New business may be presented from the floor.

Section 4. The order of business shall be determined by the Director based on the needs of the organization and the faculty present. All of the following elements will be part of the written records, but the discussion could be limited to one or more of the following areas:

(a) Call to Order of Faculty Organization.
(b) Establishment of a quorum
(b) Minutes of the previous meeting
(c) Report of the Director
(d) Report of the Associate Directors
(e) Reports of Standing Committees
(f) Reports of Program Coordinators and Special Committees
(g) Report from Faculty Senate
(h) Special Orders
(i) Unfinished Business and General Orders.
(j) New Business.
(k) Announcements.
(l) Adjournment.

Section 5. Fifty-one percent of the membership of the SON Faculty Organization shall constitute a quorum.

ARTICLE VII: Voting

Section 1. Elections shall be by secret ballot, with a runoff required if no candidate receives a majority of the votes cast.

Section 2. Any vote shall be by secret ballot if requested by any member.

Section 3. A motion may be passed by a majority vote of the members present.

ARTICLE VIII: Bylaws Amendment

Section 1. Proposed amendments to Bylaws must be presented in writing to the members one week in advance of the meeting at which the amendments will be voted upon.

Section 2. The written proposal for change must include the current statement, the proposed change, and the rationale for the proposed change.

Section 3. The By-Laws of the SON Faculty Organization may be amended by a 51% vote of the membership present at a duly convened meeting or via electronic balloting.
XVI. FACULTY ROLES, PROMOTION, AND TENURE

A. Categories of Faculty

a. Full-Time Faculty

- **Tenured Faculty** hold continuing full-time appointments following recommendation to and approval by the Board of Visitors. Such appointments include rank with opportunity for promotion and carry full benefits. With rare exceptions, a terminal degree consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools is required for a tenured appointment.

- **Tenure-Track Faculty** positions provide probationary appointments. Tenure-track faculty holds renewable, full-time appointments for one-year terms, subject to annual reappointment. Such appointments carry rank with opportunity for promotion and carry full benefits. A terminal degree consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools is generally required for a tenure-track appointment.

- **Senior Instructor** functions such as clinical supervision, writing instruction, or internship supervision. Special purpose faculty holds continuing, full-time appointments, subject to annual reappointment, without eligibility for tenure. Such appointments carry rank with opportunity for promotion and carry full benefits. An advanced non-terminal degree consistent with the accreditation criteria of the School of Nursing and the Southern Association of Colleges and Schools AND six years of service as a full-time Special Purpose Faculty is required for a senior instructor faculty appointment.

- **Special Purpose Faculty** positions provide special faculty functions such as clinical supervision, writing instruction, or internship supervision. Special purpose faculty holds continuing, full-time appointments, subject to annual reappointment, without eligibility for tenure. Such appointments carry rank with opportunity for promotion and carry full benefits. A terminal degree in the discipline is not required for appointment; however, special purpose faculty must hold an advanced degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools.

b. Adjunct Faculty

Adjunct faculty positions supplement the faculty of a department wherever additional faculty are needed. Adjunct faculty includes those employed for part-time teaching and those who serve a department or college in a significant capacity without compensation. Adjunct faculty holds appointments for one semester or one academic year, as defined by their letter of appointment, without eligibility for tenure; where authorized by the Dean, adjunct appointments may be renewed. Such appointments carry rank without the opportunity for promotion during the appointment period; however, promotion may be recommended at subsequent appointments. A terminal degree in the discipline is not required for appointment, but adjunct faculty must hold an advanced degree or equivalent credentials based on experience consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools.
Schools. Specific responsibilities of adjunct faculty are given in their letter of appointment.

c. Emeritus Faculty
Awarded based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President may make recommendations to the Board of Visitors regarding the award of Emeritus status to retiring tenured faculty who meet the following criteria: a minimum of ten years of service to Radford University; evidence of effective teaching; and significant professional contributions.

B. Academic Appointments
Nine-month academic year appointments are defined to be from mid-August to mid-May. The contractual payroll dates for the academic year are **August 10 through May 9**; faculty members are expected to be available during this time for any and all meetings or other SON, College or University requirements.

C. School of Nursing Tenure and Promotion Guidelines
The School of Nursing Tenure and Promotion Guidelines are based on Boyer's (1990) model of scholarship and on the American Association of Colleges of Nursing Position Statement: Defining Scholarship for the Discipline of Nursing (1999). These guidelines supplement the guidelines included in the Radford University Teaching and Research Faculty Handbook (Revised and Approved March 23, 2017)

**Guidelines for Promotion from Instructor to Senior Instructor for Special Purpose Faculty**
In accord with the Radford University Teaching and Research Faculty Handbook, in order to be promoted to the rank of Senior Instructor, the faculty member must hold an advanced nonterminal degree consistent with the accreditation criteria of the School of Nursing and the Southern Association of Colleges and Schools. Must be special purpose faculty and have six years of service as an instructor.

The emphasis for promotion from Instructor to Senior Instructor is on excellence in teaching and clinical expertise. Evaluation of excellence in teaching is not limited to data from student evaluations, but also includes course materials, course organization, consistency with the curriculum, and collaboration with colleagues and clinical agencies. Clinical practice is an integral part of nursing, therefore, excellence in clinical practice is highly valued in promotion considerations. The following list is not exhaustive. It gives possible examples of documentation of scholarship at this level. A faculty member needs to submit a portfolio of several, but not all of the following or similar scholarly activities.

**Teaching**
- Developing new courses
- Developing online/distance learning courses
- Developing programs/workshops
- Applying technology to teaching/learning
- Implementing innovations in teaching
• Course coordination
• Teaching undergraduate courses
• Demonstrating excellence in clinical supervision
• Contributing to curriculum evaluation

Professional Contributions
• Maintaining certification/licensure
• Serving as an officer or committee member of a local professional organizations
• Clinical practice
• Consultation
• Participating in research projects
• Professional presentations at local and regional meetings and conferences
• Participating in multidisciplinary collaboration
• Guest lecturing for other departments on campus
• Multidisciplinary University Service
• Serving on department level committees and advising students
• Developing programs/workshops
• Applying technology to teaching/learning
• Implementing innovations in teaching
• Course coordination
• Teaching undergraduate courses
• Demonstrating excellence in clinical supervision
• Contributing to curriculum evaluation

University Service
• Assuming leadership roles on relevant department, college, or university committees
• Guest lecturing for other departments on campus or at other universities
• Advising students

Guidelines for Promotion from Instructor to Assistant Professor
In accord with the Radford University Teaching and Research Faculty Handbook, in order to be promoted to the rank of Assistant Professor, the faculty member must hold a terminal degree. In the RU School of Nursing this may be a PhD in Nursing, DNP, DNS, or doctorate in a related field.

The emphasis for promotion from Instructor to Assistant Professor is on excellence in teaching and clinical expertise. Evaluation of excellence in teaching is not limited to data from student evaluations, but also includes course materials, course organization, consistency with the curriculum, and collaboration with colleagues and clinical agencies. Clinical practice is an integral part of nursing, therefore, excellence in clinical practice is highly valued in promotion considerations. The following list is not exhaustive. It gives possible examples of documentation of scholarship at this level. A faculty member needs to submit a portfolio of several, but not all of the following or similar scholarly activities.

Teaching
• Developing new courses
• Developing online/distance learning courses
• Developing programs/workshops
• Applying technology to teaching/learning
• Implementing innovations in teaching
• Course coordination
• Teaching undergraduate courses
• Demonstrating excellence in clinical supervision
• Contributing to curriculum evaluation and development

Professional Contributions
• Maintaining certification/licensure
• Serving as an officer or committee member of local professional organizations
• Clinical practice
• Consultation
• Participating in research projects
• Professional presentations at local and regional meetings and conferences
• Participating in multidisciplinary collaboration
• Guest lecturing for other departments on campus
• Multidisciplinary presentations

University Service
• Serving on department level committees
• Advising

Guidelines for Promotion from Assistant Professor to Associate Professor
For promotion to the rank of Associate Professor the faculty member needs to expand his or her scholarly contributions to include at least two publications in a peer reviewed professional journal, book, or book chapter authored or co-authored during the time since promotion to the current rank. Writing an externally funded grant, for which the faculty member is the Primary Investigator, is also considered a peer-reviewed professional publication, if funded. The faculty member needs to submit a portfolio including publications and several, but not all, of the following or similar scholarly activities.

Teaching
• Developing new courses
• Developing online/distance learning courses
• Developing programs/workshops
• Applying technology to teaching/learning
• Implementing innovations in teaching
• Course coordination
• Developing and teaching undergraduate and/or graduate courses
• Demonstrating excellence in clinical supervision
• Contributing to curriculum evaluation and development

Professional Contributions
• Maintaining certification/licensure
• Serving as an officer or committee member of local, state, or national professional organizations
• Clinical practice
• Consultation
• Developing evidence-based guidelines or procedures
• Participating in grant writing to fund research
• Conducting research
• Serving as a grant, journal, or textbook reviewer
• Writing research reports for publication
• Professional presentations at state, regional, or national conferences
• Writing or contributing to accreditation reports
• Publishing creative and scholarly work that integrates knowledge from multiple disciplines
• Multidisciplinary presentations at state, regional, or national conferences

University Service
• Serving on relevant department, college, or university committees
• Guest lecturing for other departments on campus
• Advising

Guidelines for Promotion from Associate Professor to Professor
For promotion to the rank of Professor the faculty member needs to author or co-author at least two publications in peer reviewed journals, books, or book chapters since promotion to the current rank. Writing an externally funded grant, for which the faculty member is the Primary Investigator, is also considered a peer-reviewed professional publication, if funded. The faculty member needs to submit a portfolio demonstrating significant contributions to his or her field. The following are possible examples of scholarly contributions at this level. The faculty member will submit a portfolio including publications and several, but not all, of the following or similar scholarly activities.

Teaching
• Developing new courses
• Developing online/distance learning courses
• Developing programs/workshops
• Applying technology to teaching/learning
• Implementing innovations in teaching
• Course coordination
• Developing and teaching undergraduate and/or graduate courses
• Demonstrating excellence in clinical supervision
• Conducting curriculum evaluation and development

Professional Contributions
• Maintaining certification/licensure
• Serving as an officer or committee member of local, state, or national professional organizations
• Developing evidence-based guidelines or procedures
• Conducting research to evaluate patient outcomes

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• Developing evidence-based protocols and procedures
• Evaluating health care delivery
• Developing new nursing roles
• Developing practice standards
• Serving on an accreditation team
• Publishing case studies
• Developing or testing learning theories
• Writing accreditation reports
• Publishing textbooks or learning materials
• Writing grants related to teaching/learning
• Developing public policy
• Developing health care delivery models to improve access to care
• Leadership roles in practice settings
• Consultation
• Peer reviews of practice
• Grant-writing to fund research
• Conducting research
• Serving as a grant, journal, or textbook reviewer
• Professional presentations at national or international conferences
• Publishing research reports
• Multidisciplinary presentations at national and international conferences
• Conducting multidisciplinary research
• Publishing books, chapters, or articles that integrate knowledge from multiple disciplines

University Service
• Assuming leadership roles on relevant department, college, or university committees
• Guest lecturing for other departments on campus or at other universities
• Advising

D. Guidelines for Tenure

Tenure is granted based on the faculty member's performance in the three evaluation categories Teaching, Professional Contributions, and University Service during the six-year probationary period. Additional considerations outlined in Section 1.7.1 of the Radford University Teaching and Research Faculty Handbook include "the projected need for the individual's expertise within the department; professional cooperation with colleagues within the department, college, and institution; and positive contributions to the objectives of the department, college, and institution."

To be granted tenure, a faculty member needs to author or co-author at least two articles in peer reviewed professional journals, books, or book chapters during the six-year probationary period. Writing an externally funded grant, for which the faculty member is the Primary Investigator, is also considered a peer-reviewed professional publication, if funded. The same publications can be used toward promotion considerations if the time frames are concurrent or overlap. In addition to publication, the faculty member will
submit a portfolio documenting scholarly productivity including several, but not all of the following or similar scholarly activities.

Teaching
• Developing new courses
• Developing online/distance learning courses
• Developing programs/workshops
• Applying technology to teaching/learning
• Implementing innovations in teaching
• Course coordination
• Developing and teaching undergraduate and/or graduate courses
• Demonstrating excellence in clinical supervision
• Contributing to curriculum evaluation and development

Professional Contributions
• Maintaining certification/licensure
• Serving as an officer or committee member of local, state, or national professional organizations
• Clinical practice
• Consultation
• Developing evidence-based guidelines or procedures
• Participating in grant writing to fund research
• Conducting research
• Serving as a grant, journal, or textbook reviewer
• Writing research reports for publication
• Professional presentations at regional, national, or international conferences
• Serving on an accreditation team
• Writing or contributing to accreditation reports
• Publishing creative and scholarly work that integrates knowledge from multiple disciplines
• Multidisciplinary presentations at regional, national, and international conferences

University Service
• Serving on relevant department, college, or university committees
• Guest lecturing for other departments on campus
• Advising

References


A. Faculty Privileges

- Two Campus Locations

Faculty may be required to teach at either the RHEC location (108 N Jefferson St Roanoke) or the Radford campus. Faculty may have an office at either location. A Radford University faculty parking pass cannot be used for parking at RHEC.

- Statement of Principles of Academic Freedom

A vital role of a university is to examine ideologies and institutions in an intelligent and careful manner. Academic freedom is necessary to assure faculty members the right to pursue such investigation and to express their views without fear of censorship or penalty. Such freedom must apply both to teaching and research and includes not only the rights of a teacher in teaching but the student in learning. The University defines academic freedom as:

  o The right of the scholar to full freedom to discuss his/her subject;
  o The right to unrestricted scholarly research and publication within the limits imposed by the acknowledgment of teaching as a faculty member’s primary obligation.

B. School of Nursing Faculty Expectations:

Radford University School of Nursing holds faculty, staff, and students to the highest level of personal and professional accountability. In addition to the primary expectations listed below, those outlined in the Radford University Standards of Conduct and in the Waldron College of Health and Human Services Standards for Student Conduct, the faculty are held to the American Nurses Association Scope and Standards of Practice. Faculty members are responsible for being familiar with the content of the School of Nursing Undergraduate and Graduate Student handbooks as well as the University Faculty handbook

Nursing faculty will:

- Maintain educational and clinical expertise
- Develop relevant and engaging curricula
- Manage classroom and clinical environments
- Ensure continued quality improvement of all courses
- Provide professional leadership and mentorship
- Serve as academic advisors and complete advising notes as appropriate
- Utilize the academic grading scale set forth by the Radford University School of Nursing
- Offer academic feedback to students
- Uphold the Radford University Honor Pledge
- Demonstrate objectivity and impartiality
- Maintain accountability for personal licensure, certifications, continuing education, and all other credentialing mandates
- Remain knowledgeable and compliant with all State and Federal regulations including HIPAA and FERPA regulations
- Provide professional contributions at a community and university level
- Network with all faculty peers to promote collaborative coordination of courses
- Foster and sustain collaborative partnerships at a university and community level
- Provide an environment considerate of diversity while supporting creative thinking and individual learning.
- Participate in the Program Quality & Evaluation (PQ &E) process
- Attend RU School of Nursing Pinning ceremonies in December and May
- Attend Graduate Hooding ceremonies when asked to hood a student
- Attend one graduation ceremony per academic year
- Attend Sigma Theta Tau, International Epsilon Psi Chapter Induction Ceremony
- Support administrative assistants in their service roles
- Maintain and submit professional and instructional travel documentation
- Serve on a minimum of two (2) departmental committees
- Attend all School of Nursing Faculty Organizational and other assigned committee meetings and fulfill all the assigned duties
- Assist with School of Nursing Orientation
- Provide faculty recommendations for students only after obtaining the request for Faculty Recommendation Form filled out and submitted by the student.
- Communicate professionally by person, email and on the phone.
- Maintain professional boundaries
  - Boundary drifting usually occurs inadvertently by becoming overly involved with students. Students may come to view a faculty member as a “second mom”, “best friend”, “therapist”, or primary care provider. This can lead to role confusion, an unprofessional dynamic, other students viewing this as favoritism, or difficulties in holding all students to the same academic and clinical standards. Faculty should refrain from employing students, having financial relationships with students, doing favors for students or having them do favors for you. Faculty should be careful about “friending” students on social media, telling students they can call at any hour day or night, and overly sharing about your personal life. Faculty should use appropriate language and dress appropriately when meeting with students. There may be times when it is appropriate to have a third party present when meeting with a student. In respecting professional boundaries, the faculty protects the student, themselves, the school and the profession. It is the policy in the School of Nursing that students are discouraged from giving gifts to faculty.
- Prior to the start of employment and if new to a clinical agency, faculty may need to submit a criminal background check and drug screening. All faculty have a tracker (CastleBranch) set up for uploading and maintaining all required documentation for licensure and health records.
- Tenure Track and Tenured faculty will conduct programs of study and research which respond to:
o Federal priorities
o Regional, state, and local healthcare needs
o The growing need to prepare novice nurses to efficiently enter the workforce and optimize patient outcomes.

C. Faculty Files and Curriculum Vitae
The School of Nursing will maintain a database of essential faculty personnel information and current curriculum vitae. The personnel information will be maintained through an outsourced company such as CastleBranch (aka “faculty tracker”). SON administrative assistants will assist faculty in uploading required documents if necessary. Faculty are responsible for maintaining an electronic curriculum vitae through Digital Measures—Activity Insight found on the “MY RU” homepage.
Items to be maintained on the faculty tracker include, but are not limited to:
1. Proof of current biannual CPR certification.
2. Copies of updated professional licenses from state and national organizations.
3. Copies of updated professional certifications.
4. Proof of annual flu vaccination.

D. Extra Employment
It is a University policy that no full-time faculty member may engage in other employment in a manner or to an extent that affects or is deemed likely to affect their usefulness as an employee of the University. The policy applies to all full-time faculty while they are employed by Radford University. In this context, the term full-time faculty includes all tenured, tenure track, special purpose, and full-time temporary faculty. For individuals on academic year appointments the policy applies during summer months only if and while they are employed by Radford University to teach in Summer Session.

The primary obligation of full-time faculty is to fulfill the duties of their positions with the University. Extra employment should in no way interfere with this responsibility. For the purpose of reporting under this policy, extra employment is defined as work with total compensation over $1,500 annually from all sources performed outside of any relationship with Radford University. Attestation to Extra employment must be reported on an annual basis. At the beginning of each academic year all full-time faculty must complete an "Extra Employment Statement." The statement will allow the individual 1) to indicate that no extra employment is anticipated during the year, or 2) to describe the extra employment anticipated and to seek approval. The Director of the School of Nursing may approve a 1 day per week practice day for nursing faculty. This practice day should not interfere with full time School of Nursing responsibilities. Any changes to the information provided in this statement during the year for which it was prepared must be reported and approved in advance of the employment.

E. Course Syllabi
SON Faculty are expected to use the faculty approved syllabi templates for both graduate and undergraduate courses. Current templates may be obtained from the Associate Director for Undergraduate Programs and/or the Associate Director for Graduate Programs.
Templates are stored as a Word document on the SON faculty D2L site. All SON faculty is expected to make their course syllabus available to students by the Friday prior to the semester starting date.

**Course Syllabus Template:**

Radford University  
School of Nursing  
Course Syllabus (semester and year)

I. **Course Number:** NURS _____

II. **Course Title:**

III. **Prerequisites:**

IV. **Course Credit Hours (classroom and clinical):**

V. **Faculty:** (should include all faculty classroom and clinical, all contact information and office hours)

VI. **Brief Description of Course:** This is a brief description of the course as it appears in the catalog. This description should short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course.

VII. **Detailed Description of Content of Course:** List topics or major units; include subtopics under major units, if appropriate. NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description.

VIII. **Detailed Description of Conduct of Course:** may include but not limited to- (Example- assigned readings, lecture/discussion, case studies, group work, written assignments, and a variety of clinical experiences.)

IX. **Goals and Objectives of the Course:**
The objectives and content of this level ( ) Course are derived from the School of Nursing’s philosophy and conceptual framework, and facilitate achievement of the School’s program objectives as well as the Essentials of Baccalaureate or DNP Education (AACN). Additionally, the major topics and skills covered in this course represent content covered on standardized achievement examinations and the NCLEX-RN test plan. Current research and advancement in theory and clinical practice also determine content.

Upon successful completion of the course, the student will be able to:

X. **Topical Outlines:**
XI. Assessment Measures and Grading scale:

XII. Required textbook or other materials:

XIII. Attendance Policy:

XI. Radford University Honor Pledge (can also include code of conduct, plagiarism etc.)

XII. Students seeking academic accommodations under the Americans with Disabilities Act must register with Radford University’s Center for Accessibility Services (CAS). The policies regarding students with disabilities may be found at http://www.radford.edu/content/cas/home.html. You may also contact the CAS office. CAS Contact Information Website: www.radford.edu/cas Phone: 540-831-6350 Email: cas@radford.edu If you are a student with special needs or circumstances, I invite you to contact me early in the course so appropriate supports and scheduling can be addressed.

XIII. Kaplan Integration Plan (UG Only):

XIV. Course Performance Standards and Expectations: (may include any course specific confidentiality statements)

XV. Course Weekly lecture and assignment schedule:

XVI. Any other course specific information

F. Teaching Responsibilities
The Director of the School of Nursing is charged with making teaching assignments each semester. Instruction includes all activities that contribute directly and indirectly to student learning in any academic setting (classroom, online, lab, or clinical). For faculty members with responsibilities for advising, university service, and expectations of professional contributions, the normal teaching load is 9-12 semester hours per semester. For faculty who have no significant responsibilities other than teaching and department committees (Special Purpose), the normal teaching load is 12-15 semester hours per semester. Assigned faculty teaching load reflects a variety of factors such as disciplinary norms, the number of students enrolled in classes, the number of preparations required, and the level of courses taught. Within the school of nursing, every effort is made to allow for a minimum teaching load during the first semester of service. In addition, there may be times when faculty elect to meet the academic and/or clinical needs of the school of nursing by assuming assignments above the set teaching load of 12-15 hours. Teaching overloads shall be authorized only in cases where a course is essential and cannot be taught by qualified adjunct faculty or a faculty member within the department except by
an overload. Any teaching overloads which result in additional compensation must be approved by the Director, the College Dean, and the Provost.

It is understood that within a practice discipline such as nursing there must be continued coordination between classroom and clinical components of a course, between courses in each level and among courses in the program. All faculty members are expected to provide leadership in all aspects of the course implementation and to appropriately identify potential needed curriculum or course changes. Expectations for the teaching role includes, but are not limited to, continuous quality improvement of all courses assigned, communication and collaboration with all other faculty members. Faculty are expected to maintain necessary and appropriate credentials to meet teaching expectations. All faculty are expected to provide feedback to students on all graded work in a timely manner.

a. Lead Faculty Responsibilities.

Lead faculty may co-teach with another co-faculty. Both faculty members are essential to the success of the course and all of the responsibilities listed below may apply to both faculty.

1. Develop and revise course syllabi and distribute to students no later than the first week of classes. (Lead Faculty)
   • Compare and ensure that syllabi and official Course Description (on University registrar site) are up to date and congruent. If changes need to be made to the official Course Description, changes need to be submitted to the SON Curriculum committee.
   • Request lab reservations from administrative assistant on the Radford campus for computer testing if needed, and arrange for additional classrooms for class meetings other than regular class times. At RHEC, faculty will request additional classroom space through the office University administration on the 5th floor (Currently Eulah Price eprice@radford.edu)

2. Develop and revise grading rubrics for all written student assignments. (Lead and co-faculty)
   • If course has a clinical component, develops clinical readiness testing as appropriate and remediation as needed. Ensure that all students in clinical have completed all agency clinical requirements and are cleared to begin clinical.
   • Select and order textbook(s) by due dates established by the bookstore. Faculty can request desk copy textbooks directly from textbook company representatives for possible adoption. Keep Curriculum committee informed of any changes in textbooks or materials used in courses.
   • Orient clinical and new faculty to course and clinical responsibilities. Help facilitate faculty orientations at facilities where they will do clinical. Assure that all faculty in the course are adhering to course objectives and expectations.

3. Serve as a resource for all course and clinical faculty and students in the course.
   • Assume primary responsibility for administering and grading course exams and entering grades into D2L. Enter students’ final course grades into Banner.
• Collaborate with clinical faculty when students fail to meet clinical performance standards.

4. Ensure students on clinical probation have progressive evaluation plans in place (Lead and co-faculty)
   • Provide written course and clinical evaluations to QEP committee/Curriculum committee at the end of the course each semester.
   • Teach the course in accordance with the Course description and Syllabus and the elements of that Course Description as they have been approved by the Curriculum Committee.
   • UG Program: Use and administer all Kaplan products applicable for course. All courses will use a Kaplan Integrated test if available through Kaplan.
   • Graduate Program: Use and administer Typhon program for all graduate clinical courses and administer NP Review course recommended for each track program.
   • Secure parking passes for any guest speakers. These can be obtained through the SON Administrative Assistant at 540-831-7700.

5. Conduct course meeting times as specified in the course schedule.
   • Provide ongoing feedback to students on any course work with submission requirements. Ensure all graded written work is returned in a timely manner.
   • Develop clinical schedules and/or provides oversight and final approval of clinical schedules created by clinical faculty.
   • Assure that all clinical schedules are accurate, distributed to students and maintain the required number of clinical hours.

6. Communicate all course and clinical schedule changes to all course faculty (Lead faculty).
   • Communicate any changes to clinical hours (direct care, observation, other) to the Associate Director of Undergraduate Programs each semester.

7. Communicate with the Director of the School of Nursing
   • Faculty Personnel matters should be discussed and handled by the Director.
   • The Director must be notified of any faculty absence.
   • Faculty matters should be discussed and handled by the Director.

b. Co-Faculty Responsibilities
   • Shared responsibilities in class and clinical
   • Define the team teaching
   • Consistency in course contents, grading
   • Development of testing, clinical grading, paper grading, rubrics, and others

c. Clinical Faculty Responsibilities
   1. Attends all meetings about the course called by the Lead faculty.
      • Instructs and supervise students assigned to you in clinical. Adhere to all course objectives and expectations. Direct supervision of students as appropriate for the course. Remains on the unit to supervise students as appropriate for course.
• Writes advising notes about students and keep lead faculty informed of progress of students in clinical. When a student performance is unsatisfactory, the student is placed on probation and a written notification and clinical contract is written. A meeting is held with the student and the contract is signed.
• Provides ongoing evaluation of students and provides regular feedback for improvement.

2. Conducts final written clinical evaluations of all students in clinical.
3. Grades all clinical work in a timely fashion and provide feedback to students.
4. Adheres to grading rubrics
   • Seeks guidance and support from lead faculty in a proactive manner when conduct or disciplinary action is needed.
   • Submits all clinical material grades to lead faculty in a timely fashion to facilitate final course grade submission
5. Notifies lead faculty with any issues that arise or when any clinical schedule change is necessary
   • Assumes primary responsibility for adhering to the weekly number of clinical hours set forth in course syllabus.
6. Orient to clinical units prior to first day orienting students
   • Adheres to the dress code and jewelry policy for clinical and ensures student compliance while in the clinical setting.
7. Communicate with the Director of the School of Nursing
   • Faculty Personnel matters should be discussed and handled by the Director.
   • The Director must be notified of any faculty absence.
   • Faculty matters should be discussed and handled by the Director.

d. Undergraduate Lead Faculty Curriculum Requirements and Associated Due Dates

Each Semester: Requirements for all traditional undergraduate BSN courses

1. Submission of course syllabi utilizing the RU School of Nursing undergraduate standardized course syllabus template
   a. Due: Friday, official week 1 of semester or as directed by program leadership
   b. Submit to: identified School of Nursing Administrative Assistant(s)
2. Submission of substantial course curriculum changes with supporting documents from the Registrar’s site noting any change to course syllabus, course or student objectives, topical outline, course content, assessment measures, or instructional methodology.
   a. Due: Friday, official week 1 of semester
   b. Submit to: Undergraduate Curriculum Committee Chair
3. Faculty Evaluations of clinical sites for all clinical courses (NURS 345,352,364,366,443,444,448,451,454)
   a. Due: Monday, week after graduation when semester grades are due
   b. Submit to: Undergraduate Curriculum Committee designee

Biennially: Requirements for all traditional undergraduate BSN courses
1. Course Evaluations: Courses must be evaluated by the Undergraduate Curriculum Committee with each change in lead faculty and on a scheduled rotational basis. Courses will routinely be reviewed every two years.
   - Level 1 & 3 Reviews: during fall semesters
   - Level 2 & 4 Reviews: during spring semesters

2. Qualtrics survey: This component of the course evaluation captures targeted course demographics from student evaluations of a course as well as focused curriculum data. This online survey is to be completed by lead faculty.
   - Due: Friday, 2 weeks after receipt of student evaluations of course

3. Curriculum Mapping: All Lead faculty will complete curriculum mapping as assigned to include:
   - NCLEX RN Test Plan, QSEN, and AACN Baccalaureate Essentials

   Curriculum Mapping Rotation:
   a. NCLEX: Every 2 years and/or with notifications of changes to the test plan
      - Due: the first Friday in January (2020 Start)
   b. QSEN: Every 2 years integrated into NCLEX mapping as directed by AACN Baccalaureate Essential II
      - Due: the first Friday in January (2020 Start)
   c. AACN Baccalaureate Essentials: Every 2 years and/or with notification of change.
      - Due: 2020 for ALL traditional undergraduate courses, based on expected release of revised AACN Essentials document in 2020
      - Once rotation schedule begins, this will be due with each biennial course review

G. Office Hours
Faculty members, per the T & R handbook, will provide regularly scheduled, posted office hours. Faculty members shall allocate a minimum of one hour of office hours for each three semester hours of scheduled teaching. Office hours and semester schedules will be posted by the faculty and the copy will be sent to the administrative support staff. Schedules and office hours must be posted on faculty office doors.

H. Faculty Absence
When a faculty member is absent from a scheduled class for any reason, the professor shall notify the Director of the School of Nursing or Program Coordinators prior to the scheduled absence.
   - Full time faculty who will miss a class are expected to either find their own course / clinical coverage from among department colleagues, reschedule the class or assign an alternate activity for the students.
   - Part-time or adjunct faculty who miss a class should work closely with the lead faculty of the course or the Director of the School of Nursing to find coverage, reschedule the class or to assign an alternate activity for the students.
● When a full-time faculty member has an extended illness from the beginning of the semester, temporary faculty may be hired and compensated according to standard policies.

● When a full-time faculty member has an extended illness during a semester, another faculty member may pick up the uncovered portion of the course and be compensated on a prorated basis, or a qualified graduate student, under the supervision of a faculty member, may teach the course and be compensated either by stipend or through assistantship wages.

● When a part-time faculty member has an extended illness, his or her salary will be adjusted accordingly.

● When a faculty member returns after an extended illness, the Director shall work with the faculty member to facilitate the transition back to full-time service.

● Teaching and Research Faculty are not required to report to work when classes are canceled due to inclement weather.

● During periods of inclement weather, when the University is open, faculty are expected to make every effort to meet classes. If a faculty member is not able to make it to campus or must leave campus in order to make it home safely due to weather conditions, the Director of the School of Nursing or Associate Director must be notified and every effort must be made to provide a substitute or to inform students.

I. Class Administration

● Faculty should conduct all classes at the time and place indicated in the schedule of classes unless approval to change has been granted in advance by the Director of the School of Nursing. No classes are to be added or dropped except by the approval of the Director or Dean.

● Faculty members will inform students, orally and in writing, of their course requirements, attendance, and grading policies during the first week of the semester. Students must be provided the opportunity to examine and discuss with their professor written examinations and other materials used in the grading process.

● Original works prepared at student expense must be made available to the student at the conclusion of the semester during which the work was submitted.

● Tests grades should be posted within 72 hours of completion.

● Rubrics should be used for all graded written work.

● Student examinations, papers, projects, and other materials used in determining grades should be retained by the professor for at least one year after the course is offered unless these materials are returned to the student.

● All records of student grades should be retained and turned in to the Department Chair or Program Director upon leaving the employment of Radford University.

● A Change of Grade Form must be completed by the instructor and approved by the Dean before a grade can be officially changed in the Registrar’s Office.
J. Final Examinations
Faculty members are expected to give a proctored examination or a similar summary evaluation of the students’ work in each class during the scheduled exam period. No faculty member may change the time of a scheduled final examination without the permission of the College Dean or department Chair. The School of Nursing will make and distribute a final exam schedule to faculty and students. Students must take the examinations with their class at the regularly scheduled time unless prior permission for alternative arrangements is obtained from the instructor.

K. Student Advising
All faculty are responsible for advising students in their courses and clinical on course and clinical issues. Faculty are also assigned students every year for academic advising. Faculty will provide accurate and consistent program information. Faculty will assist the student in collaboration as needed with the advising center, course instructors and Associate director in identifying appropriate university resources, uphold academic standards, and provide mentoring, leadership and guidance as appropriate. Advising may require helping the student to take responsibility for actions and decisions that affect academic progress.

L. Scholarly Activities
The university expects tenured and tenure-track faculty members to continue their professional development through research, scholarly writing, advanced study, consulting, original creative production, or joint student-faculty projects as appropriate to their disciplines. Such activities derive their importance both from the contribution they make to classroom performance and to the fact that one of the major roles of any university is the discovery or application of new knowledge, the synthesis of ideas, and other creative activities.

M. University Service
College faculty meetings, nursing department faculty meetings and committee meetings will be scheduled by the appropriate Deans, Department Chairs, Program Directors and committee chairs. Attendance at all such meetings is expected as part of the faculty member’s professional responsibilities.
Tenured and tenure-track faculty members, and other faculty for whom university service is identified as a specific responsibility in their appointment, are expected to participate in the work of their departments, schools, and colleges outside of the classroom, to provide academic advising to students, and to serve on at least 2 department committees.
It is the responsibility of School of Nursing Committee Chairs to keep minutes of meetings (or designate someone to take minutes) and to provide reports for faculty meetings and supply minutes to the PQE committee chair and post on D2L. Committee chairs will also request meeting rooms at RHEC through the main Radford University office at RHEC (forms posted on D2L) and at Radford through the Registrar’s office or
the Waldron College Advising Center staff. To reserve a room in Waldron for a single event, there are 2 conference rooms available for meetings:

- The Dean’s Conference Room (354) seats 8-12. To reserve this room, you must contact Monica Rich (x7603), Tabitha Greear (x7699) or Loretta Estes (x7698).
- The Oxbridge Room (322) seats 6-8, and has an open registration policy for Waldron staff and faculty. You find it in Outlook under Public Folders.

N. **Attendance at Commencement and Other Official University Functions**
Faculty members in the School of Nursing are expected to attend Fall and Spring pinning ceremonies and to participate in either Spring or Winter commencements. Faculty members are also invited and encouraged to attend receptions and other official university functions. All faculty members are encouraged to attend the Epsilon Psi Chapter Sigma Theta Tau International Induction Ceremonies in Spring.

O. **Contribution to The School of Nursing Systematic Evaluation Plan**

a. The SON Systematic Evaluation Plan (SEP) is an essential guiding document that is required by our accreditors: The Southern Association of Colleges and Schools (SACS), The State Council of Higher Education for Virginia (SCHEV), The Commission on Collegiate Nursing Education (CCNE), and the Virginia State Board of Nursing. The current SEP, created by and approved by all faculty is posted on the SON website and within the SON Faculty D2L shell. All faculty are expected to thoughtfully contribute to the SEP as the SON CCNE accreditation rests firmly on the contents of the document.

b. SEP Reporting- The SEP requires periodic reports from the SON Director, Associate Directors, Committee Chairs, and faculty members. It is essential that each faculty member contribute to the SEP reports when vital information is requested.

P. **Good and Welfare Fund**
This is a fund that faculty can contribute to, but is completely voluntary and optional. Faculty can give money to the administrative assistant of the School of Nursing. This fund is used to buy cards or flowers for faculty and staff when there is an illness or death in the family.
XVIII. TEACHING WORKLOAD POLICY

Radford University School of Nursing Guidelines for Faculty Teaching Load Calculations

General Assumptions:

● Full time teaching expectations for a faculty member at RU who is teaching in the DNP program and who has an active program of scholarship/research will carry 9 credit hours per semester.

● Full time teaching expectations for a faculty member at RU who is not teaching in the DNP program or who do not have an active program of scholarship/research will carry 12 credit hours for tenure or tenure track; and 12-15 credits for special purpose faculty per semester. This is defined as teaching courses whose credit value adds up to 12 credits (for example 4 courses x 3 credits = 12 credit hours). Expectations for scholarship/professional development/service and practice are in addition to teaching responsibilities according to the RU T&R Faculty Handbook.

● Practicum and laboratory teaching generally require more contact hours of nursing faculty time than classroom teaching. For this reason, an alternate method of calculating a full time load in nursing is necessary.

● The system for workload calculation in nursing must relate in a meaningful way to workload expectations within the larger university system.

● A system should set a standard benchmark expectation for faculty within the School, recognizing there is some variation in “load” demands among the various courses and that teaching loads will be equitable, but not identical.

● A system for workload calculation needs to account for some of the fixed, added components of faculty load that may be unique to courses taught within the School. Examples of these include the coordination of undergraduate clinical courses taught by multiple faculty, coordination of the senior practicum, and faculty supervision of independent studies, honors projects, theses, and graduate capstone and residency rotations.

● Each course is allocated sufficient faculty to align with the credit hours of the curriculum and Virginia Board of Nursing and NONPF laws and regulations regarding maximum faculty-to-student ratios. Therefore, clinical courses will be assigned a minimum of 1 faculty for every 8 students in the undergraduate program (Virginia Board of Nursing Guidelines: 1 faculty for every 10 students in the undergraduate program), and 1 faculty for every 6 students in the graduate program (NONPF Guidelines). It is the prerogative of the lead faculty in collaboration with the clinical faculty for the course to determine course-specific workload and grading assignments.

● Enrollment in online DNP courses are capped at 15 students per section per best available evidence in the literature.

● The Director meets with each faculty member during his/her Fall Faculty Activity Report (FAR) goal-setting meeting to discuss Spring semester assignments, and begin plans for Fall semester of the next academic year. New faculty are invited to meet with the Director upon hire to discuss workload.
Workload Calculation Guidelines
The following guidelines weight teaching expectations in nursing to show their equivalence to the 12 credit full-time teaching expectation. Using the guidelines below, the expected faculty teaching load equals 9, 12, or up to 15 weighted work units.

**Undergraduate Theory courses (1:1 credit ratio):**
1 credit hour (1 contact hour/week = 15 contact hours/semester) = 1 credit teaching load. Credit hours are allocated to account for the extra work required of a lead faculty member.

**Undergraduate Nursing Labs (2:1 credit ratio):**
- N340 lab: 1 credit hour = (2 contact hours) = 1 credit teaching load
- N345 lab: 1 credit hour = (2 contact hours) = 1 credit teaching load
  (N345 Lab consists of 5 contact lab hours per week for five weeks each semester. Considering that 28 contact hours are equal to 1 credit teaching loads, 25 contact hours are equal to 0.8 teaching load (Round up to 1.0). In conclusion, N345 Lab 1 credit hour per one group is equal to 1 credit teaching load.)

**Undergraduate Nursing Clinical Sections (3:1 credit ratio that then buffer to allocate increased credit):**
- N345 clinical 2 credit (6 contact hours) = 4 credits teaching load
- N352 clinical 2 credit (6 contact hours) = 4 credits teaching load
- N364 clinical 2 credit (6 contact hours) = 4 credits teaching load
- N366 clinical 2 credits (6 contact hours) = 4 credits teaching load
- N443 clinical 2 credits (6 contact hours) = 4 credits teaching load
- N444 clinical 2 credits (6 contact hours) = 4 credits teaching load
- N448 clinical 2 credits (6 contact hours) = 4 credits teaching load
- N451 clinical 2 credits (6 contact hours) = 4 credits teaching load

**Other:**
- N454 clinical practicum (.20 each, or; 5 students = 1 credit; 10 students = 2 credits) Students practice with a preceptor, but overall academic supervision is by the faculty
- N488 Final honors project (.25 each; or 4 students = 1 credit; 8 students = 2 credits)
- N498 Independent study (optional – no credit allocated)

**Graduate Nursing Courses:**
Theory courses: 1 credit hour (14 contact hours) = 1 credit (a typical 3 credit theory course yields 3 credit workload unit)
Clinical: 1 credit per course credit hour for clinical; clinical supervision capped at 6 students per faculty per NONPF guidelines.
- NURS 820 Doctor of Nursing Practice Clinical Final Project I: (0.5 credits each credit hour in this 2 credit course) 2 credits per 2 students.
- NURS 825 Doctor of Nursing Practice Nurse Executive Leadership Final Project I: (0.5 credits each credit hour in this 2 credit course) 2 credits per 2 students.
- NURS 821 Doctor of Nursing Practice Clinical Final Project II: (0.5 credits for the 1 credit in this course) 1 credit per 2 students.
NURS 826 Doctor of Nursing Practice Nurse Executive Leadership Final Project II:
(0.5 credits for the 1 credit in this course) 1 credit per 2 students.
NURS 824 Residency I, II, III: (0.25 credits per credit per student). For example, a 4
credit residency would be 4 credits per 4 students.
NURS 827 Nurse Executive Leadership Residency: (0.25 credits per credit per
student). For example, a 4 credit residency would be 4 credits per 4 students.

Workload Policy:
1. A variety of fixed activities within the nursing curriculum that are not credit
bearing are reflected within the faculty load. These include the following activities
and the credit hour/workload unit assigned to them:
   ● Undergraduate nursing coordinator = negotiated with director
   ● Graduate nursing coordinator = negotiated with director
   ● Post licensure nursing coordinator = negotiated with director
2. Faculty members negotiate their teaching load in relation to scholarship and
   service annually with the Director of Nursing. Faculty can negotiate release time
   from teaching by buying out workload units for grant-funded scholarship. Faculty
   may also be reassigned from teaching time for administrative responsibilities and
   special assignments (i.e., accreditation and program review reports) that meet the
   needs and goals of the School.
3. Faculty who carry more than 12-15 credits of teaching during one semester may
   negotiate a lighter assignment for the following semester to balance the required
   credits. A teaching load that is heavier or lighter than 12 credits requires prior
   negotiation and approval by Director. Faculty can receive additional
   reimbursement for courses taught over and above a full time load; however,
   approval is required.

NOTE: Weighted workloads do not reflect actual loads or the student credit hours that
are produced by teaching and are reported to the university administration for FTE
calculations. These guidelines are internal to the School of Nursing and
demonstrate equivalency to a standard full-time load within the university. Part
time reimbursement is paid per actual credit hour of teaching.

EXAMPLE: Typical workload calculation:
Faculty Y is a Special Purpose faculty who is lead faculty of an undergraduate nursing
course. Faculty Z co-teaches the theory for this course. There are 64 students in the
class. Therefore, in keeping with the goal of a 1:8 faculty to student ratio, 8 clinical
faculty will be assigned to the clinical portion of this course (8 students x 8 faculty
= 64 total students).

The course is a 5 credit course: 3 hours theory and 2 hours clinical. Because Faculty Y is
lead, Faculty Y earns 2 credits for lead/teaching. Faculty Z is allocated 1 credit for
co-teaching (2 + 1 = 3 hours theory). Faculty Y also teaches two 6-hour clinical
days, yielding 4 credits each clinical day (because the Director allocates extra
credit for clinicals, rather than keeping the 3:1 ratio which would only allocate 2
credits per clinical day).
In Summary, the total teaching credits for Faculty Y thus far yields 10 credits.

- NURSING Course: teaching/lead = 2 credits
- Clinical A: 4 credits
- Clinical B: 4 credits

Because Special Purpose faculty are to carry 12-15 credits, this faculty will need to be assigned additional credits. Therefore, the Director meets with this faculty and negotiates the best additional assignment. The assignment could include another theory course of 2-3 credits, another clinical, or a Core section (which allows the School of Nursing to be allocated an adjunct that is used for clinical teaching).

**Final assignment:**

- NURSING Course: teaching/lead = 2 credits
- Clinical A: 4 credits
- Clinical B: 4 credits
- Core class: 3 credits

**TOTAL = 13 credits** (which falls on the lower end of the university guideline of 12-16 credits for Special Purpose faculty).

What can be negotiated for Faculty Z is to be lead faculty in the next semester which would allow Faculty Y to have a 12 credit semester in the subsequent semester. The workload within this assignment is the prerogative of the faculty member in developing their course description. As lead faculty, the person in this example has the ability and responsibility to distribute grading and course responsibilities equitably among the clinical faculty.

**XIX. FACULTY EVALUATION**

**A. Student Evaluation of Faculty**

The Department Personnel Committee is responsible for the administration, collection and delivery of the University-wide student evaluation forms for all teaching faculty in the department. The personnel committee is responsible for distribution of the results of student evaluations to the Department Chair and the faculty member who is the subject of the evaluation. The University-wide form, along with any department-specific additions, shall be considered the official source of student evaluation of teaching. Student evaluations for full-semester courses shall be conducted between the eleventh and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the eleventh and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of online evaluations, the faculty member must designate a 24-hour period within the specified window during which evaluations will take place. Summer sessions are included as requested by the Director of the SON to the Office of Institutional
Effectiveness and Quality Improvement. Student evaluations may not be conducted by faculty nor may faculty be present during the evaluation session.

B. Faculty Annual Review

Faculty evaluations form the basis for reward, provide feedback, and aid faculty development. The evaluation process is the basis for decisions regarding reappointment, merit pay, tenure and promotion. Effective evaluations are based on clearly stated job-related criteria, encourage behavior which will lead to the achievement of institutional goals, differentiate among individuals, provide goals for improvement, and clearly relate to the reward system (merit pay, promotion, tenure, and reappointment). Faculty shall be evaluated in three areas: teaching, professional contributions, and university service. Faculty development is also considered a vital part of faculty performance and is therefore included in faculty evaluation.

At a date identified by the director of the SON, faculty will complete the electronic FAR using the Activity Insight module available in the banner section or the RU portal.

C. Evaluation Procedures for Tenured and Tenure-Track Faculty

Around August 22, each returning faculty member shall submit to the Director a Faculty Annual Report, which includes specific information concerning the faculty member’s significant activities for the past academic year in the areas of teaching, professional contributions, and university service, and a brief statement of what the faculty member hopes to accomplish in each area for the upcoming academic year.

Annually, the Department Chair shall prepare evaluations of all faculty based on the activities of the previous academic year for teaching and university service and the past three years for scholarly and professional activities. The Department Chair shall use the three previous years’ student evaluations in the annual teaching evaluation of each tenured faculty member.

A weighted average of the three categories (teaching, professional contributions, and university service) shall be used to determine the overall evaluation of each faculty member. The range of acceptable weights for each category is as follows, with the stipulation that the sum of the weights must equal 100%:

- Teaching 40% - 75%
- Professional Contributions 15% - 40%
- University Service 5% - 30%

Evaluation Procedures for Special Purpose and Full-Time Temporary Faculty

The evaluation of special purpose and full-time temporary faculty shall adhere to the same procedures as those for tenure-track faculty except that the range of weights for each category of evaluation shall be:

- Teaching: 75% - 100%
- Professional Service: 0% - 20%
- University Service: 0% - 15%
Examples for the Dimensions of Teaching, Professional Contributions, and University Service

- Achieving excellence in teaching, in professional contributions, and in university service is viewed as a life-long, dynamic process. In order to remain current in their fields, to prepare for major curriculum revisions, and to plan and implement projects, faculty also need to study, read, travel, reflect, observe, and otherwise engage in activities for which the outcomes are not immediately evident.

- **Teaching** - The University recognizes several dimensions of teaching, including in-class instruction, planning and curriculum development, and efforts toward improving one's teaching. Evaluation of teaching shall be based upon several sources of evidence of effective teaching performance. Evaluation of teaching may not be based solely upon student evaluations, but must include other sources of evidence, such as course descriptions, faculty-developed instructional materials, descriptions of student activities, examples of student work, colleague observations of instruction, and/or faculty self-evaluation. Examples include but are not limited to:
  - classroom teaching, on and off campus
  - supervising practicum and internships
  - writing new courses
  - developing and implementing distance learning classes
  - developing and implementing service learning classes
  - developing programs/workshops
  - participating in graduate oral or written exams
  - continuing education (e.g., teaching in university-sponsored continuing education programs, attending professional meetings, taking classes, attending workshops)
  - assisting with and supporting out-of-class departmental activity
  - encouraging undergraduate presentations, creative activity, or performance outside the classroom
  - faculty development efforts (attending professional workshops, taking classes, participating in a campus program or in a mentoring program to improve one's own teaching, etc.)
  - adopting and mastering technology for instruction and use within a discipline

- **Professional Contributions** - Professional, scholarly and creative activity complements teaching. Radford University recognizes many forms of professional contributions and particularly values study, research and creative endeavors that improve teaching and learning. While the University sets the standard of expecting all faculty to be involved in scholarly and creative activity, the individual colleges and departments define the particular forms of professional contributions expected of faculty. Examples include but are not limited to:
  - publishing
  - obtaining grants
  - developing and maintaining a research or creative program
- reviewing work within one’s discipline
- editing work within one’s discipline
- holding office or committee positions in professional organizations
- obtaining licensure
- serving on state boards
- creating/performing in an appropriate field
- presenting papers/workshops/etc. at professional meetings
- professional consulting
- providing agency training
- faculty development efforts (attending workshops on grant-writing, publishing, technology use)

- **University Service**- Faculty are expected to provide service to the University community. Though the level of involvement in university governance and support may vary from year to year, each faculty member is expected to show, over time, a consistent pattern of contributions through participating in committees at all levels, meeting special departmental or college responsibilities in recruiting and advising students, and otherwise showing evidence of committing time and effort toward furthering the department, college and university. Examples include but are not limited to:
  - serving on University committees/councils
  - sponsoring student organizations/publications
  - academic advising
  - teaching overloads
  - participating in department and campus programs
  - participating in Quest
  - recruiting students
  - serving in the student judicial system
  - giving lectures/performances/tours/etc. in one’s discipline to community groups
  - serving in the Faculty Senate
  - serving on the Foundation Board
  - sharing in departmental duties
  - developing and participating in programs that enhance alumni relations
  - faculty development efforts toward enhancing one’s ability to advise students or complete committee or administrative responsibilities
  - providing community service in one’s field of specialty
XX. FACULTY MENTORSHIP

General Principles
Mentoring refers to a supportive relationship designed to assist the successful transition of this new role for new faculty members, to guide integration of new faculty into an organization and to enhance the subsequent ability of those members to add value to the organization (Bland et al., 2009; Mott, 2002; Zellers et al., 2008).

Mentorship is based on the reciprocal, creative, supportive, intellectually challenging relationship rather than the traditional, hierarchical, dyadic mentoring relationship. The traditional, hierarchical, dyadic mentorship may be enriched by an additional network of individuals providing very specific guidance in areas of professional development that may not be addressed within a single dyadic relationship.

Types of Mentorship
Faculty members may at times be asked to help mentor a new faculty member. This can be formal or informal.

Formal Mentorship
All SON junior faculty will be assigned to a senior faculty mentor considering the course assignment, specialty, campus location, and tenure/career goals.
- Junior faculty is defined as full-time faculty members less than six years at Radford University and/or all tenure-track faculty members.
- Senior faculty is defined as the faculty who taught six years or more including teaching two years or more at the Radford University and who successfully promoted to at least an Associate Tenured professor.

Informal Mentorship
- Lead course faculty will mentor all new faculty members to their course and provide guidance for teaching and clinical.
- Committee Chairs will mentor new members of their committees to committee responsibilities.
- Midlevel and senior faculty may wish to focus on career transitions and new directions. The structure of these relationships may be less formalized and more dependent on peer or near peer relationships. It may be done through professional “coaching” and group-taught skills acquisition, either facilitated by individual mentor(s) or by school/department.
- All faculty members can informally mentor less experienced faculty members by providing advice regarding research, teaching and department responsibilities.
Assignment of Mentor - Mentee

- The assignment of mentor-mentee will be a collaborative process undertaken by the Director of School of Nursing, the Associate Directors, and the Personnel Committee.

Mentor Roles & Responsibility

A mentor should:

a. Help junior faculty successfully acquire the key competencies of teaching/advising including educational skills (didactic and clinical courses), preparing for academic advancement, instructional technology skills, and scholarly independence

b. Have regular meetings to check mentee’s needs and provide the guidance, and therefore the mentor can grow the trusted and effective mentoring relationship over time. Guidance may focus on a specific area or include several elements required for career success depending on the career stage of the mentee: for example, the career goals to be met, level of guidance required, and the nature of the inputs from mentors.

c. Develop mentor-mentee relationship based on the reciprocal, creative, supportive, intellectually challenged relationship rather than the traditional, hierarchical, dyadic mentoring relationship. Therefore, the mentor could consider including other professionals/ senior faculty with expertise to provide specific guidance in areas of professional development and career goals that may not be addressed within a single dyadic relationship.

d. Help the mentee successfully acquire the constructive professional relationship within the institution and beyond needed to develop a productive career.

a. Support and advocate that the mentee develop informal collegial relationship within institution and beyond to provide a safe and productive career environment.

b. Promote scholarly values and professional integrity

c. Promote intellectual challenges

d. Be sensitive and receptive to issues relating to sense of isolation, exclusion from school/department, or disproportionate service burden.

Strategies:

a. Mentors should be prepared to commit to and honor the time required for meeting and advising their mentee(s)

b. Mentors should assess their skills for mentorship and determine their developmental needs

c. Mentors should collaborate with a mentee to set the obtainable career goals and the specific annual goals, meeting schedules, deliverable and measures of progress

d. Mentors should provide guidance when setting objectives and develop mentoring plan including strategies for the specific scope/ type of guidance, and resources for developing necessary academic competencies, relationships, and measurement of progress to attain the goals.
e. Mentors should regularly meet mentee(s) to evaluate their progress, to reassess any emerged issues/ needs, to guide their progression toward academic and scholarly independence, and to guide their progression promotion and tenure.

f. Mentors should be able to direct mentee(s) to other appropriate resources/ personnel to achieve their specific goals when the specific needs of the mentee(s) cannot be addressed by the mentors.

g. Mentors may participate in the mentee(s)’ lectures and clinical practicum and provide an evaluation letter including constructive feedback on their performance for the improvement, per mentee(s)’ request.

h. Mentor may provide the resources /exemplar works to assist mentee(s) to understand the University/ SON policies and develop their own FAR.

i. Mentor may invite the mentee(s) to their lectures or other activities and debrief about the class/ program.

j. Mentor may provide the letter on mentee’s progress to the Director as the part of FAR.

k. Mentor may include their faculty mentoring services under University Services within their own FAR for your own record and acknowledgement.

**Mentee Roles & Responsibility:**

A mentee should:

a. Start to identify their own needs and interests in order to create a draft of career goals and objectives. The needs and interests should be provided to the mentor, along with a draft of goals and supporting materials (e.g. Curricular Vitae, teaching portfolio, research papers, individual development plan, etc.)

b. Be responsible for collaboratively developing appropriate goals and meeting expectations

c. Be respectful of the time of his or her mentors(s) and to be prepared for meetings with questions, materials, and a commitment to work hard

d. Be responsible for being actively engaged in the mentoring relationship – listening attentively, a willingness to work outside of “comfort zone”, identifying specific developmental goals for which guidance is sought, initiation of meetings, adequate preparation for meetings, soliciting feedback and willingness to listen to feedback both positive and negative, and taking responsibility for developing academic and scholarly independence.

e. Be actively engaged in developing a broad network of career developmental relationships.

f. Address the activities that mentee participated in to develop academic and scholarly independence and their outcomes through faculty mentoring annually in their own FAR.

References Used for Mentorship


XXI. DOCUMENT RESOURCES

A. Radford University Personnel Information Manual
   This manual is essential to all faculty. Contained in the manual is information regarding general employment, EAP, FMLA, Health Insurance, Life insurance, retirement, tuition waiver, and workers comp information as well as policies regarding harassment and substance abuse. The manual may be accessed at: https://www.radford.edu/content/dam/departments/administrative/human-resources/handbooks/Personnel%20Information%20Manual%20-%20Final-%2001-29-2015.pdf

B. The Radford University Teaching and Research Handbook
   https://www.radford.edu/content/faculty-senate/home/documents/TRFaculty-Handbook.html

C. FERPA Policies
   https://www.radford.edu/content/registrar/home.html

D. Academic Calendar
   https://www.radford.edu/content/registrar/home.html

E. Academic Policies
   Academic Policies

F. Building Codes
   Building Code Information

G. Curriculum Review and New Course Proposal
   - Undergraduate Curriculum Forms
   - Committee Members
   - Committee Minutes
   - Graduate College Curriculum
   - Credit Hour Policy
   - Curriculum Pathways (PDF)
   - Decision Matrix (PDF)
   - Undergraduate Catalog
   - Graduate Catalog
• Official Detailed Course Descriptions

H. Additional Advising Resources
• Suspension & Probation Policies
• Academic Calendar
• Academic Catalogs
• Core Curriculum
• Scholar-Citizen Initiative for Faculty
• Video Tutorials from the Registrar's Office
• University Resources

Revised 4/30/2019 approved by Faculty Organization