

The Catholic University of America

School of Nursing

Faculty Guidelines

Last Revision: Fall 2016

*The Skills to Succeed and the Values That Guide*

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## INTRODUCTION

The School of Nursing, The Catholic University of America (School) functions in accord with the bylaws of The Catholic University of America (CUA). The purpose of the *School of Nursing Faculty Guidelines* is to provide faculty, adjunct faculty and associates of the faculty with (a) additional information regarding the administration and function of the School and (b) with information helpful to maximize their contributions to the School.

The University and School are increasingly migrating to online/web-based systems of communication. The schedule for revision of source documents may vary such that faculty must consult the respective websites for the most current information. The links in this version were verified as of May 15, 2015.

Faculty must follow CUA (University) Policies unless specifically identified:

- [SON Website](#)
- [Blackboard Courseware Program](#)
- [Cardinal Station \(CUA course management system\)](#)
- [CUA Main Page](#)
- [CUA Home Page \(Intranet\)](#)
- [CUA \(University-Wide\) Policies](#)
- [CUA \(University-Wide\) Academic Calendar](#): The SON also has specific internal deadlines. Though these may occur in advance of the official University deadlines, they are mandatory and cannot be waived.
- [Engage Courseware for Wiley/Deltak Online Programs](#)
- [Final Exam Schedule and Final Exam Policy Link](#)
- [Graduate Studies Homepage](#)
- [Office of Sponsored Programs & Research \(IRB\)](#)
- [Undergraduate and Graduate Catalog Announcements.](#)
- University Policy on Appeal of Failing Grades  
<http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>
- University Policy on Student Academic Dishonesty:  
<http://policies.cua.edu/academicundergrad/integrity.cfm>
- University Student Resources Main Page: <http://www.cua.edu/centers/students.cfm>
- University Student Handbook <http://studentlife.cua.edu/studenthandbook/>
- There is a general CUA Policy website that enumerates various policies of the university:  
<http://policies.cua.edu>

## **SCHOOL OF NURSING CORE DOCUMENTS**

The School's growth and development are congruent with those of CUA and reflected in and guided by the stated Mission, Goals, and Philosophy of the School.

### **MISSION**

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the School of Nursing is to:

- prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research and in nursing service,
- advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

### **GOALS**

The four specific educational goals of the School of Nursing, as identified by the faculty, are:

1. Educational programs are implemented to meet the missions of the University, the School of Nursing and the standards set by the profession and societal needs.
2. The climate and environment in the School of Nursing facilitates faculty and student research and scholarly activities.
3. A competitive market position is maintained to enroll a sufficient number of qualified students of diverse backgrounds to support the excellence of the educational programs.
4. Contributions to the health care of people are made through an emphasis on Christian, moral, and spiritual value systems within the context of Catholic teachings.

## STATEMENT OF PHILOSOPHY

The Catholic University of America School of Nursing is an integral component of its parent institution and, therefore, is committed to the teachings of the Catholic Church and the values of the Christian faith. The School of Nursing conducts its academic affairs in accordance with the university's aims and policies, the standards of the academic community and of the nursing profession. Its philosophy and mission focus on education, scientific inquiry and service within the scope of nursing knowledge and practice. The faculty subscribes to the following belief statements applicable to all programs of study as reflecting a unifying philosophy.

We believe in the integrity and worth of the human person; that the values of respect, dignity, and justice undergird the delivery of nursing care; that health care is a basic human right; and that all persons are unique and capable of change and of participating in decision making related to their health needs. These beliefs are enacted through caring responses to the needs of all human beings, with consideration for their gender, age, color, creed, lifestyle, and cultural background. We have special obligations as Christians and as professional nurses for the nursing care of clients who are poor and/or disadvantaged and to prepare multinational nurses to transmit these values to their people throughout the world.

We believe that professional nursing, steeped in a rich tradition of caring, is ever mindful of the health needs of contemporary and future societies in rapidly changing and complex environments throughout the world. Society and human beings are viewed holistically. Human persons are perceived to be continually adapting to their environment in order to meet their biological, psychological, social, and spiritual needs. The goal of professional nursing is to foster adaptation and to promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the life span. A systematic approach utilizing intellectual, interpersonal, and technical competencies frames the delivery of nursing care to clients. Through the roles of clinician, teacher, consultant, manager, and advocate, the professional nurse is able to provide care in a variety of settings.

The goal of education within the School of Nursing is to promote the growth of persons toward their full personal and professional potential. Faculty members view education as a continuous, interactive process. Faculty members believe that nursing knowledge, as well as relevant knowledge from the arts and sciences, is foundational for professional nursing practice. The courses of study at both the undergraduate and graduate levels are designed and implemented in ways that include, yet go beyond, what is currently descriptive in nursing practice. An awareness of ethical and spiritual values is an essential component of our educational efforts. Faculty recognizes and strives toward meeting their responsibility to add to the existing body of nursing knowledge.

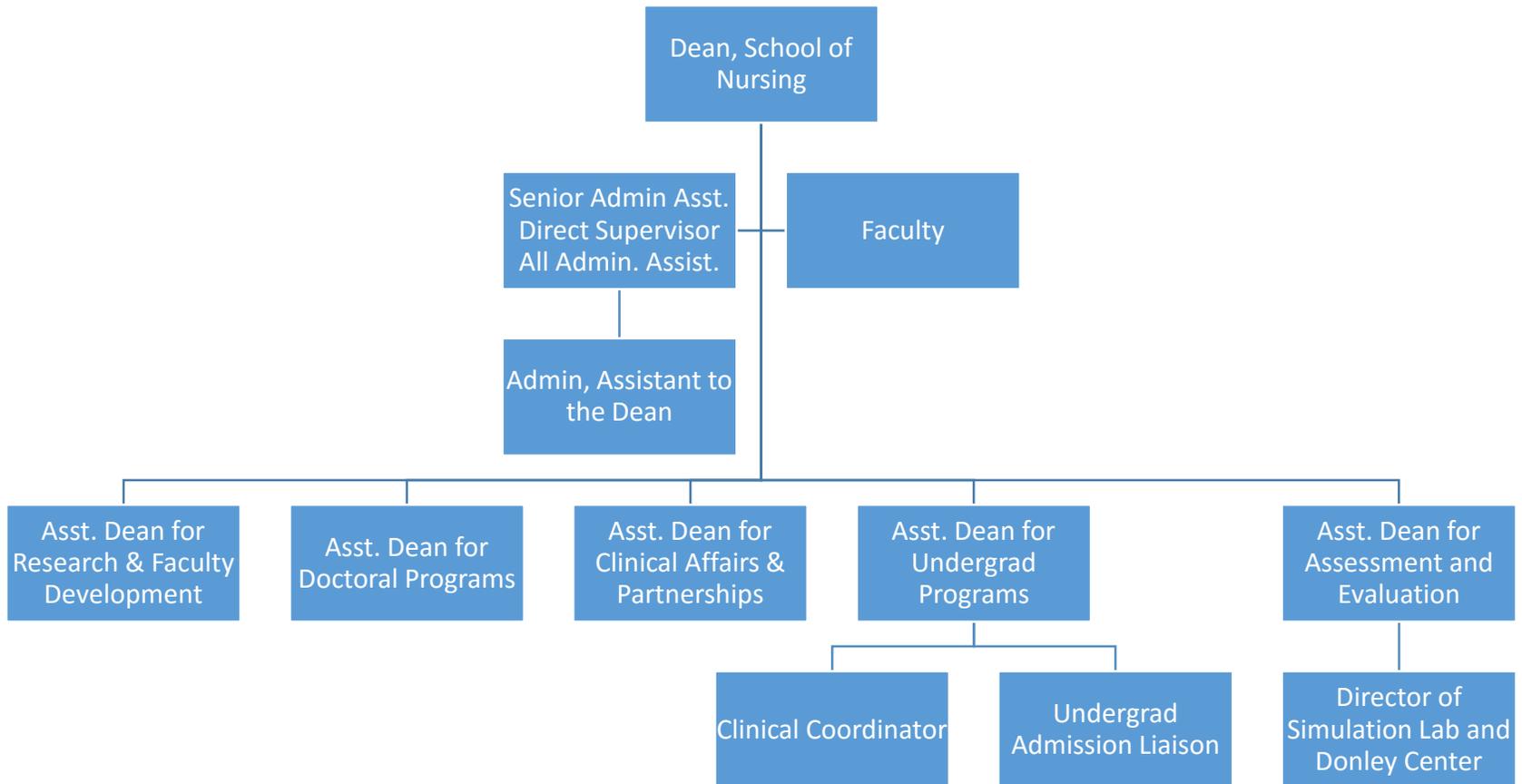
We believe that nurses prepared at the graduate level build on these basic competencies, engage in explanatory and critical thinking about clinical practice issues, in all settings, delineate nursing knowledge embedded in clinical practice through

research activities, and are skillful in applying frameworks, models of care, concepts, and rationales for practice.

Finally, we believe that the school's faculty is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, research, and collaboration with other professionals and consumers of care.

## SCHOOL OF NURSING – ORGANIZATION & COMMITTEES

### ORGANIZATIONAL CHART



## **ROLES AND RESPONSIBILITIES**

### **Dean**

The Dean is the chief administrative officer of the School. The duties of the Dean, described in the *CUA Faculty Handbook*, explain the Dean's role within the University and within the School (Available on-line at: <http://provost.cua.edu/handbook/>). The Dean has final academic and fiscal responsibility for the organizational structure and governance of the School.

### **Office of the Dean**

The Office of the Dean includes the Dean and two administrative assistants. The Dean is responsible for: faculty hiring, evaluation, salary allocations, and renewal of contracts, leave of absence, sabbatical leave, and professional development/advisement. The Assistant Deans in the School have direct responsibility for all faculty activities related to academic programs, including implementation of new offerings and programs, faculty teaching assignments/work load, and assignment of student advisees. Faculty report directly to the Dean and to the Assistant Deans in the areas of their responsibilities.

### **Assistant Dean for Research and Faculty Development Programs**

The Assistant Dean for Research and Professional Development (ADRPD) is a member of the SON administrative team responsible for facilitating the promotion, development, execution, and monitoring of research and analyses for development and application of nursing knowledge. To facilitate faculty scholarship, the ADRPD provides consultation, administrative support, and operational control over faculty research and dissemination of outcomes through publications and presentations. The ADRPD also consults with faculty to define appropriate and measurable scholarship goals and objectives and provides routine consultation to evaluate progress and facilitate sustainment of scholarly endeavors. This individual maintains and monitors all research contract appointments to ensure appropriate allocation of direct and indirect funding for faculty salary and SON replacement funding. The ADRPD provides regular progress reports on research scholarship and grant direct costs related to faculty salaries and SON replacement funding and indirect funding allocated to the SON. The ADRPD serves as the SON liaison to the University Office of Sponsored Programs and Research Service and the Sponsored Accounting Office.

The ADAE reports to the Dean of the School of Nursing. Additionally, the ADAE serves as Chair of the SON Search Committee responsible for the recruitment and selection of new faculty hires; and the Chair of the SON Scholarship Committee responsible for the selection of graduate students for scholarships and processing of scholarship contracts.

## **Assistant Dean for Doctoral Programs**

The Assistant Dean for Doctoral Programs (ADDP) manages doctoral student issues, including but not limited to recruitment, admissions, progressions, policies, advising, and dismissals. He/she represents the Dean in matters related to doctoral student matters associated with waivers, substitutions, petitions and provides follow-up on issues of doctoral academic standing and participates in the orientation of new faculty and instructional academic staff regarding doctoral advisement and advising activities. The ADDP collaborates with the other Assistant Deans as related to doctoral student issues and serves as the liaison between other university offices regarding doctoral student academic matters. He/she additionally collaborates with the faculty and school of nursing (SON) leadership team to provide leadership and direction in planning and conducting program related activities such as project and dissertation defenses, academic awards and scholarship awards.

The ADDP additionally works with the Dean on alumni and foundation activities to promote the School, such as the alumni homecoming and brunch, research conferences, commencement and national scholarly conferences.

## **Assistant Dean for Masters Programs and Community Outreach**

The Assistant Dean for Masters Programs and Community Outreach (ADMPCO) manages master's student issues, including but not limited to recruitment, admissions, progressions, policies, advising, and dismissals. He/she represents the Dean in matters related to master's student matters associated with waivers, substitutions, petitions and provides follow-up on issues of masters academic standing, community partnerships and our on-line program offerings. He/she participates in the orientation of new faculty and instructional academic staff regarding master's student advisement and on-line activities. The ADMPCO collaborates with the other Assistant Deans as related to master's student and online program issues and serves as the liaison between other university offices regarding master's student and online academic matters. He/she additionally collaborates with the faculty and the School's leadership team to provide leadership and direction in planning and conducting program related activities such as master's comprehensive examination, master's capstone projects, academic awards and scholarship awards.

The ADMPCO additionally works with the Dean on alumni and foundation activities to promote the School, such as the alumni homecoming and brunch, research conferences, clinical conferences, commencement and national scholarly conferences.

## **Assistant Dean for Undergraduate Programs**

**The Assistant Dean for Undergraduate Programs (ADUP)** manages undergraduate student issues, including but not limited to recruitment, admissions, progressions, policies, advising, dismissals and pre-licensure issues. He/she represents the Dean in matters related to undergraduate student services associated with waivers, substitutions, petitions and provides follow-up on issues of undergraduate academic

standing and participates in the orientation of new faculty and instructional academic staff regarding undergraduate advisement and advising activities. The ADUP collaborates with the other Assistant Deans as related to undergraduate student issues and serves as the liaison between other university offices regarding undergraduate student academic matters. He/she additionally collaborates with the faculty and school of nursing (SON) leadership team to provide leadership and direction in planning and conducting program related activities such as convocation, awards and scholarship awards.

The ADUP additionally works with the Dean in alumni and foundation activities to promote the School, such as the alumni homecoming and brunch, pinning and graduation and is the BSN contact representative to the state-wide NCSBN communications. In this role, the ADUP oversees the operations of the student services office for the BSN programs, including supervising the maintenance of records for academic and student matters and providing guidance to the Central Advising Center, the First Year Experience Office, as well as Clinical Agency Compliance.

### **Clinical Coordinator**

Under the general direction of the BSN Program Director, the Clinical Coordinator collaborates with faculty in identifying contractual needs, maintaining accurate contract files, and negotiating clinical contracts with all types of health care agencies throughout greater Washington Metropolitan Area. The Clinical Coordinator focuses the majority of effort on handling all aspects of clinical contracts from faculty support to student clinical mandatory monitoring for compliance with contracts. In addition, the Clinical Coordinator provides informational support to our temporary adjunct (contract) clinical faculty.

The Clinical Coordinator reports directly to the Assistant Dean for Undergraduate Programs and indirectly to the Dean.

### **Undergraduate Counselor**

The Undergraduate Counselor serves as the interface between the School and those students who are considering a career in nursing (pre-nursing students) and those who are currently enrolled in the upper division (nursing) program. This individual assists students in exploring career pathways other than nursing that are consistent with their long-term goals. He/she also collaborate with the ADUP and the Center for Academic Success to determine supports that will help students transition into an academic major. Additionally, the counselor provides support to those students in the upper division of the BSN program who are experiencing academic/personal difficulties that are impeding their successful progression, serving as a conduit for referrals to appropriate support services.

## **Assistant Dean for Assessment and Evaluation**

The Assistant Dean for Assessment and Evaluation (ADAE) manages the School of Nursing (SON) assessment and outcome results analysis and reporting for internal and external constituencies. The ADAE is a member of the SON administrative team responsible for the design, implementation and reporting of program outcomes. The ADAE also works with faculty and SON administration to define appropriate and measurable program outcomes and provides regular progress reports on outcome achievement to faculty curriculum committees and SON administration. The ADAE serves as the SON liaison to the University Assessment Council and is responsible for completion of the SON annual report to the Council on student outcomes.

The overall goal of the ADAE is to support SON programs to develop and implement feasible and useful assessment and program evaluation strategies that concentrate on the most important measurable outcomes. The ADAE will help each SON program 1) review and refine the mission, goals, and most important measurable objectives/outcomes (including student learning outcomes and faculty teaching effectiveness outcomes); 2) develop and implement an evaluation plan to assess how well the program objectives/outcomes are being met; and 3) assist administration and faculty to use evaluation results for program improvement. If national achievement tests or benchmarking activities are used, the ADAE, in collaboration with the faculty, participates in the selection and implementation of the testing or benchmarking program.

The ADAE reports to the Dean of the School of Nursing and provides support to all faculty curriculum committees. Additionally, the ADAE serves as Chair of the SON evaluation committee and leads the student grievance and grades committee.

## **Director of Simulation Lab and Donley Center**

The Director of the Simulation Lab and Donley Center provides management of the Donley Technology Center, the library annex, Computing facility, and audio/visual materials. This individual serves as the technologic consultant to administration, students, faculty and administrative staff on complex technological applications within the School. In this role, he/she evaluate the technology used in the School and recommends modifications and upgrades to software and hardware. The director is the frontline expert for trouble shooting hardware and software problems on School equipment and worked with University Technology Services to ensure smooth functioning of technology dependent activities within the school. The Director additionally provides technological consultation to faculty desiring to integrate electronic teaching methodologies into their course (both in the classroom and via distance learning modalities). The Director functions as the technical liaison to University Technology Services.

## Faculty

Faculty play an integral role in the life of the School through their contributions to the educational, scholarly, and service mission. The individual and collective responsibilities of faculty are outlined in the Faculty Handbook of The Catholic University of America. The School's Faculty Guidelines supplement the *CUA Faculty Handbook* for the University (<http://provost.cua.edu/handbook/>). The faculty exercises its collective role and responsibilities using various mechanisms. These include standing and special committees which report their activities and make recommendations to the Faculty Assembly. Faculty motions are forwarded to the Dean for action. In the event that a faculty motion/recommendation is not feasible for implementation or does not fall within the faculty role as articulated in the Faculty Handbook, as Chief Administrative Officer, the Dean will decide upon the disposition of the motion in collaboration with concerned faculty.

## OUTLINE OF OVERALL COMMITTEE STRUCTURE

### Faculty Committees

1. Academic Dishonesty Appeals Committee\*
2. Baccalaureate Curriculum Committee
3. Committee on Appointments and Promotions\*
4. Committee on Grades\*
5. Doctoral Curriculum Committee
6. Faculty Assembly
7. Master's Curriculum Committee
8. Research Committee
9. Social Committee

\* Committee mandated by Academic Senate

Student Organizations: Olivian Society and the National Student Nurses' Association

The University recognizes two chartered student organizations within the School (a) the Olivian Society for the Graduate Nursing Students and (b) the National Student Nurses' Association (SON Chapter) for the undergraduate students. Each of these groups has a faculty advisor assigned by the appropriate Assistant Dean and approved by the Faculty Assembly. All student-generated initiatives and activities are organized and routed through the officially chartered student organizations.

### COMMITTEE RULES OF PROCEDURES & REQUIREMENTS OF CHAIRS

**Procedures.** Cannon's Concise Guide to Rules of Order (Houghton-Mifflin, 1992) outlines the official parliamentary procedure for the conduct of meetings. A copy of these rules is available through the Nursing-Biology Library (JF515 .C3213)

**Quorum.** A simple majority is required for a meeting to be convened unless otherwise specified in the Committee Description approved by the Structure and Governance Committee.

**Membership & Voting.** Only those who hold regular appointment with faculty rank (i.e., the rank of Instructor or higher) are members entitled to vote on matters before faculty. Privileges of participation in meetings without the right to vote may be extended to faculty associates and to students. (Faculty Handbook, Part I, Section 16). Rules of procedure within the School are consistent with those of the Academic Senate (Faculty Handbook, Part I, p. 23 et seq. (Available on-line at: <http://provost.cua.edu/handbook/>).

**Student Representation.** Each student appointed to a faculty committee participates in committee discussions but does not vote. Students are selected annually by the appropriate student body. The role of the student representative is that of liaison between students and faculty. Students assume responsibility for attendance at meetings and for communicating the view of students.

**Documentation.** The Committee Secretary is responsible for routing of committee minutes. If the Secretary is appointed pro-tem (i.e. responsibilities rotate amongst the Committee Members), the Chair, by default, assumes the documentation responsibilities. Documentation responsibilities include maintenance of electronic copies and signed, paper versions of accepted minutes and attachments. With the exception of the Committee on Appointments and Promotion, Academic Dishonesty Appeals Committee, Committee on Appointment and Tenure, and the Committee of Grades, electronic copies of minutes with attachments should be placed in the appropriate committee folder on the S drive under the Committee minutes folder. When confidential material about applicants and students is addressed in committee meetings, student information is de-identified, with committee chairs responsible for maintenance, storage, and safe guarding of committee minutes, associated materials, and identifying information.

### **ACADEMIC DISHONESTY APPEALS COMMITTEE (SCHOOL OF NURSING)**

The Academic Senate of The Catholic University of America has approved a new policy (hereafter, “the policy”) regarding academic dishonesty, and this policy took effect as of the Fall 2006 semester. The policy was revised March 15, 2007 and states that. “Each school will establish an academic dishonesty appeals procedure that affords the student the opportunity to present his or her version of the facts to a **School Academic Dishonesty Committee** composed of faculty and students appointed by the Dean of the School or his or her designee.” This document sets out the appeals procedure that The School of Nursing has established in response to the policy.

1. The Dean assumes the responsibility (set out in section **III-B** of the policy) of evaluating requests by undergraduate and graduate students for reviews of findings of academic dishonesty, and deciding whether to dismiss such requests as “frivolous or without merit”. Unless the Dean dismisses a request for a review as “frivolous or without merit,” the case proceeds to review by the School of Nursing Appeals Committee.
2. The Dean has the responsibility for maintaining on file, and where necessary transmitting to other offices, records of cases of academic dishonesty mandated by the policy.
3. The Academic Dishonesty Appeals Committee of the School of Nursing will be constituted by the Chair of that committee on an ad hoc basis. It shall consist of two faculty members and an alternate who are regular faculty of the School and one student member and alternate who are either an undergraduate enrolled in a

degree program within the School of Nursing or a graduate student enrolled in a degree program within the School of Nursing. Choice of appointees to the Committee rests solely with the Dean. A quorum for any purpose of the Committee requires a minimum of two faculty members and one student. The Dean will appoint one faculty member as chair.

4. A faculty member of the School of Nursing must recuse him/herself from all aspects of an appeal that entails an act of academic dishonesty alleged by that faculty member to have taken place. If the faculty member is the Chair of the Committee, another member of the committee shall assume the responsibilities of the Chair outlined in this School of Nursing Procedure for Academic Dishonesty Appeals.
5. Every student member of the School of Nursing's Academic Dishonesty Appeals Committee must sign the form entitled "Agreement by Student Committee Member to Maintain Confidentiality and Privacy of Student, Faculty, Staff and Other Records."
6. Prior to beginning any given appeal process, the Chair of the School's Academic Dishonesty Appeals Committee must ask students appointed to the Committee whether there is any potential conflict of interest on the part of any student member that would make that member's recusal from the case advisable. The Chair has sole authority to request recusal in such cases. In any appeal proceeding where recusal has occurred, the Associate Dean for Academic Affairs (upon notification of recusal by the Committee's Chair) may appoint another student to the Committee.
7. In any given case of appeal of a previous finding of academic dishonesty, a decision on the part of the School of Nursing's Academic Dishonesty Appeals Committee in favor of the appellant (whether to overturn the previous finding of academic dishonesty, or to modify the penalty previously imposed) requires a simple majority vote to that effect by the members of the Committee hearing that particular case.
8. In all other respects the procedures of the School of Nursing's Academic Dishonesty Appeals Committee will be similar to those prescribed for the university-wide appeals Committee as set out in section **VII, B of the Policy**.

\* SON Procedures, confidentiality pledge are available on the S drive under folder marked Academic Dishonesty.

## **BACCALAUREATE CURRICULUM COMMITTEE**

### **Purpose**

To review and discuss undergraduate curriculum proposals, academic policies and procedures, and make recommendations to the Faculty Assembly.

### **Functions**

1. To establish goals and objectives for the baccalaureate curriculum.
2. To review and approve course descriptions and plan course sequencing in relation to the baccalaureate program model.
3. To recommend policies and requirements for programs of study.
4. To identify, approve and recommend options for study in the baccalaureate curriculum
5. To recommend and engage in ongoing evaluation and annual program review.
6. To address curriculum recommendations and requests from the Faculty Assembly, and the School of Nursing Administration.
7. To arrange ad hoc committees
8. To assure effective outcomes reporting and evidence-based curriculum revision
9. To establish eligibility for membership

### **Membership**

**Faculty:** The Baccalaureate Curriculum Committee will be composed of faculty teaching at the baccalaureate level. Membership shall be determined at the beginning of the fall semester of each year. The Dean is ex officio.

**Students:** There shall be one student representative from the upper division of the baccalaureate program elected annually by the appropriate student body of the School.

**Chairperson:** The Chairperson will be elected annually by the members during the Spring meeting. A faculty member may serve as Chairperson for no more than three consecutive terms.

**Secretary:** The secretary shall be selected from the Committee by its members and shall serve for such a term as the Committee designates.

**Meetings:** Normally, this committee meets monthly and as needed during the academic year.

## COMMITTEE ON APPOINTMENTS AND PROMOTIONS

### Purpose

To examine all applications for appointment, promotion and tenure on which the Faculty must pass, and to make recommendations regarding disposition. (Revised Faculty Handbook, Part II-C-2, 2002. Available on-line at: <http://provost.cua.edu/handbook/>).

### Functions

1. To review the dossiers of candidates recommended for appointment, promotion and/or tenure and to weigh their accomplishments.
2. To consider candidates for adjunct appointments.
3. To make recommendations to the Faculty and the Academic Senate.
4. To carry out its business in accord with the policies prescribed by the Academic Senate.
5. To carry out the procedures for review of all faculty, as determined and adopted by the Academic Senate.

### Membership

Faculty: As per the *CUA Faculty Handbook*, the Committee consists of five members, one or more alternates, and the Dean (no vote). Only tenured faculty [ordinary and associate professors] are eligible to serve on the School Committee on Appointments and Promotion (CAP). Members of the CAP are nominated by the Dean and must be approved by the tenured faculty of the School. Members serve for terms of three years, and are ineligible for appointment to consecutive terms. The terms of appointment do not apply to service as an alternate member. No more than half of the eligible members may serve on the CAP of the School at one time. If the number of eligible members is fewer than nine, but more than six, the CAP of the School shall consist of four members. If the number of eligible members is six or fewer, the CAP of the School shall not be constituted and the eligible members of the Faculty shall act as a committee of the whole. Four members constitute a quorum.

Chairperson: The Dean chairs the Committee, without vote.

Secretary: The secretary, selected by the Committee from its members, shall serve for such a term as the Committee designates.

**Meetings:** This committee meets on an “as needed” basis during the academic year.

## COMMITTEE ON GRADES

### Purpose

To implement and uphold the Academic Senate's procedures for the appeal of a failing grade (CUA Policy on Appeal of a Failing Grade. Available at: <http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>)

### Functions

1. To conduct a hearing at the level of the School when a student appeals a failing grade that is allegedly given for non-academic reasons. This request for a hearing will be considered after the student has complied with the initial steps specified in the CUA policies (see <http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>).
2. To maintain records of any case under appeal.

### Membership

**Faculty:** The Committee shall be composed of three faculty members proposed by the Dean in the early fall and approved by the faculty for a term of two years. Members may be reappointed.

**Students:** Two students, one undergraduate and one graduate, shall be proposed by the Dean in the early fall and approved by the faculty and the student representatives to the Faculty Assembly. The term is one year. Members may be reappointed.

**Chairperson:** The Chairperson shall be appointed by the Dean.

**Secretary:** The secretary shall be selected from the Committee by its members and shall serve for such a term as the Committee designates.

**Meetings:** The Committee is convened by the Chairperson after notification by the Dean that the earlier steps in the process have been unsuccessful and the student is continuing her appeal.

## **COMMUNITY ADVISORY BOARD**

### **Purpose**

The Community Advisory Board assists the Dean and Assistant Deans to:

1. Develop outreach activities which support and enhance the development of the School
2. Increase the responsiveness of the School to needs, issues and concerns within the “communities of interest”
3. Develop external collaborations and initiatives which will support the School Mission

### **Membership**

The School of Nursing Advisory Board is composed of individuals who represent “communities of interest” which may have recommendations regarding operationalizing the School’s Mission.

These include:

1. Representatives of clinical facilities who provide clinical training sites and other educational services to the School
2. Prospective employers of graduates who have a vested interest in the quality of graduates and the nature of the educational experience
3. Individuals who understand the unique mission of the School as a Catholic institution
4. Individuals who can provide recommendations and assistance regarding advancement of our research mission
5. Representatives of organization(s) charged with professional and/or legal oversight of nursing programs

**Meetings:** Meetings will be called a minimum of twice annually.

## DOCTORAL CURRICULUM COMMITTEE

### Purpose

To review and discuss doctoral curriculum proposals, academic policies and procedures, and make proposals to the Faculty Assembly.

### Functions:

1. To recommend goals and objectives.
2. To identify course objectives and plan course sequencing.
3. To identify and approve nursing content and learning experiences.
4. To engage in ongoing evaluation program and to recommend appropriate curriculum revisions to the Faculty Assembly.
5. To recommend policies and requirements for programs of study.
6. To serve in an advisory role on admissions, progression and retention issues
7. To act as necessary on recommendations from the Faculty Assembly, the Dean, and individual faculty members.
8. To assure effective outcomes reporting and evidence-based curriculum revision.
9. To organize and establish ad hoc committees.

### Membership

**Faculty:** The membership of the Committee shall be composed of faculty members who teach at least one course in the doctoral program or guide doctoral research. Membership shall be determined at the beginning of the fall semester of each year. The Dean is ex officio.

**Students:** There shall be one student representative from the doctoral program elected annual by the appropriate student body of the School.

**Chairperson:** The Chairperson shall be elected annually by the members of the Committee during the spring meeting. A faculty member may serve as Chairperson for no more than three consecutive terms.

**Secretary:** The secretary shall be selected from the Committee by its members and shall serve for such a term as the Committee designates.

**Meetings:** Normally, this committee meets monthly and as needed during the academic year

## **EVALUATION COMMITTEE**

### **Purpose**

To ensure the School of Nursing curriculum evaluation plan is implemented

### **Functions:**

1. To review and make recommendations to the faculty assembly regarding the School of Nursing's Curriculum Evaluation Plan
2. To coordinate the appointment of faculty to collect exit interview/focus group data and all other evaluation data as described below
3. To identify, develop and/or revise data collection instruments for approval by the appropriate curriculum committee/s
4. To oversee the integrity and analysis of data from course evaluations, end-of-program, employer, peer evaluations, alumni surveys, and focus groups.
5. To prepare summary reports including trend analyses
6. To share findings with appropriate curriculum committee/s who will make recommendations for action
7. To oversee the work of the administrative staff person appointed by the Dean to assist the committee

### **Membership:**

**Faculty:** the committee shall be composed of three (3) faculty members representing each level of the curriculum who will be elected by the faculty assembly to serve three year terms. One of the three members must be elected annually.

**Students:** three students, one undergraduate, one masters, and one doctoral shall be the student representatives to the Evaluation committee. The term is one year. Student members will be elected by the Olivian Society and the Student Nurses' Association and may be reappointed for an additional year.

**Chairperson:** The chairperson shall be elected by the voting members of the committee at the beginning of the second year to serve on an annual basis.

**Secretary:** the secretary shall be selected by the committee members to serve for a one year term.

**Meetings:** The Committee is convened by the Chairperson and meets on an as needed basis during the academic year.

## **FACULTY ASSEMBLY**

### **Purpose**

The Faculty Assembly as a body fulfills the responsibilities delegated to it by the University Senate.

### **Functions**

1. To approve the appointments, reappointments and promotions of its members.
2. To approve students to be recommended to the Academic Senate for conferral of degrees.
3. To approve recommendations from the Curriculum Committees, as needed.
4. To establish committees and task forces to carry out its work.
5. To act and report upon proposals referred to it by the President, the Academic Senate, other University bodies and its own committees.
6. To elect member(s) as delegate(s) to the Academic Senate.
7. To elect nominees whose names are then forwarded to the Nominating Committee of the Professional Schools of the University and to the Grievance Committee of the University

### **Membership**

**Faculty:** All full-time faculty holding rank are voting members. This includes faculty with interim appointments. Part time, adjunct, visiting and clinical faculty are members without voting privileges.

**Students:** One graduate and one undergraduate student shall be appointed or elected annually by the appropriate student body of the School.

**Chairperson:** The Dean serves as Chairperson of the Faculty Assembly.

**Secretary:** The Faculty Assembly elects one of its members to serve as Secretary for a term of one year.

**Meetings:** Normally, the Faculty Assembly meets monthly during the academic year. Special meetings may be called by the Chairperson (Dean). Committee elections are held at the April meeting.

## **MASTER'S CURRICULUM COMMITTEE**

### **Purpose**

To review and discuss master's curriculum proposals, academic policies and procedures and make proposals to the Faculty Assembly.

### **Functions**

1. To establish goals and objectives for the master's curriculum committee.
2. To identify, approve and recommend options for study within the master's curriculum.
3. To review and approve course descriptions in relation to the master's program model.
4. To recommend a course of study.
5. To engage in ongoing evaluation and annual program review.
6. To recommend appropriate curriculum revisions to the Faculty Assembly.
7. To make such revisions as are necessary to maintain and strengthen the master's program.
8. To act on admissions, progression and retention issues
9. To act, as necessary, on recommendations from the Faculty Assembly, the Dean, and the relevant Assistant Dean
10. To organize and establish ad hoc committees.
11. To assure effective outcomes reporting and evidence-based curriculum revision.
12. To establish eligibility for membership

### **Membership**

**Faculty:** The membership of the Committee shall be composed of faculty members who teach at least one course in the master's program. Membership shall be determined at the beginning of the fall semester of each year. The Dean is ex officio.

**Students:** There shall be one master's level student representative from the master's degree program elected annually by the appropriate student body of the School.

**Chairperson:** The Chairperson will be elected annually by the members of the Committee during the spring meeting. A faculty member may serve as Chairperson for no more than three consecutive terms.

**Secretary:** The secretary shall be selected from the Committee by its members and shall serve for such a term as the Committee designates.

**Meetings:** Normally, this committee meets monthly and as needed during the academic year.

## **RESEARCH COMMITTEE**

### **Purpose**

To foster an environment of scholarly inquiry in the School.

### **Functions**

1. To keep abreast of current funding priorities and shares information with the faculty.
2. To develop a liaison relationship and knowledge about related committees in the University (CPHS\*) for facilitation of School research efforts.
3. To serve as a mentor for faculty to develop funded research projects.
4. To review faculty proposals for extramural research.
5. To approve and assist outside researchers requesting faculty or student participation in their research.

### **Membership:**

**Faculty:** Four faculty members, who are proposed by the Dean and approved by the Faculty, serve for a term of three years. If possible, one of the faculty members shall be a member of the CUA Human Subjects Committee.

**Chair:** The Chairperson shall be appointed by the Dean.

**Secretary:** The secretary shall be selected from the Committee by its members and shall serve for such a term as the Committee designates.

**Meetings:** Four times/year

\*Committee for Protection of Human Subjects

## **SOCIAL COMMITTEE**

### **Purpose**

To contribute to the well-being and cohesiveness of the faculty.

### **Functions**

1. To organize itself annually and establish procedures to carry out its proper functions.
2. To organize and co-ordinate social activities for the faculty.
3. To recognize and express best wishes, sympathy, and congratulations on behalf of faculty.
4. To collect and maintain a monetary account for designated functions.

### **Membership**

The Chairperson and two members shall be elected by the faculty each year.

Meetings: The committee determines its meeting schedule.

## **SCHOOL SPECIFIC ROLE EXPECTATIONS AND INFORMATION**

### **LICENSURE & CERTIFICATION**

All regular faculty who are nurses, are required to be currently licensed as registered nurses by the District of Columbia and to hold current BCLS certification regardless of role responsibilities. Advanced practice nurses who teach in the Master's programs require additional APRN licensure. Faculty who directly supervise clinical experiences in other states (i.e. Maryland and Virginia) should have the appropriate state licensure in addition.

### **CONFLICT OF COMMITMENT**

Faculty should be familiar with and function in accord with the [CUA Policy on Conflict of Commitment](#).

Consistent with the Policy, when the cumulative effect of individual non-School related commitments exceeds an average of more than one day/week or interferes with the functioning of the School, the Dean may address the matter with the faculty member and may require reduction of external activities. Sample commitments which may contribute to a Conflict of Commitment include those made with other schools and departments in the University, as well as extramural teaching responsibilities, clinical practice commitments, professional and non-professional activities occurring during the business week.

### **SCHEDULES**

Faculty are expected to post their weekly schedule on their office doors and keep the Senior Administrative Assistant apprised of their schedule. It is understood that the schedule may reflect the need for dedicated, quiet time for scholarship and that faculty may, on occasion, follow non-traditional schedules.

The schedule should include contact information for faculty to be reached when off campus during CUA business hours. Faculty should also make arrangements to check their CUA email each business day when off-campus.

## **SERVICE TO SCHOOL**

Faculty are expected to participate fully in the School community through their active participation and attendance at School events, through participation in School and University Committees and Groups, and through participation in periodic student evaluations. The School participates in, or hosts a number of special activities including special ceremonies and Open Houses; these enhance implementation of the School or University's mission. Faculty participation or lack thereof sends a clear message to attendees and the larger communities we serve about our commitment to the mission. Therefore, faculty are encouraged to participate in as many of these School events as possible. At a minimum, faculty members are expected to participate in Open Houses on a rotating basis.

Faculty are expected to serve on, and attend School and CUA committees. All faculty are members of the Faculty Assembly. Additional committee assignments within the School are determined at the beginning of each academic year. If a faculty member cannot be present at a specific meeting, the committee chair should be notified. Committee chairs should discuss frequent or habitual faculty absences with the involved faculty member and may explore the need to seek replacement members.

Faculty are expected to serve as proctors for HESI exams, readers/reviewers for comprehensive exams for master's and doctoral students, and major professors/readers/reviewers for proposal and dissertation reviews and committees.

## **ACADEMIC ASSIGNMENT**

Faculty academic assignments are determined by the Assistant Deans for the respective programs, after consultation with faculty and review of proposed assignments by the Dean. The needs of the School for course faculty are most important; however, faculty preparation, experience, and preferences are considered during the assignment process. Faculty members are expected to teach across the curriculum depending on the needs of the School. Faculty assignments are posted on Cardinal Station the preceding semester.

## **SUMMER SESSION TEACHING**

The School also offers courses during the two summer sessions. The reimbursement schedule for the summer sessions is determined by the University and administered through the Office of the Dean. The School, determines whether enrolment is sufficient for the course to be offered and whether compensation should be adjusted for low enrolment. Faculty should familiarize themselves with the specific policies governing summer session teaching each year. The signed contract represents a firm commitment regardless of class size or change in compensation.

## **EVALUATION**

Annual evaluation of faculty performance is conducted by the Dean in the Spring of each academic year. Faculty are responsible for providing accurate, comprehensive information regarding their teaching, scholarship, professional accomplishments and service to the School, University. Therefore, for their own benefit, faculty are strongly encouraged to submit by March 15<sup>th</sup> (a) an updated Curriculum Vitae, (b) a narrative describing their progress towards the past year annual goals, (c) their achievements and accomplishments for the past academic year, and (d) their professional goals for the upcoming academic year. In addition, faculty are required to adhere to University practice and protocols for updating their online Out of Classroom Activities Report (OCAR) [OCAR Link](#). Accurate OCAR information is important since the resultant data is used by the University for accreditation and other reports. Peer evaluation of teaching is also done on a regularly scheduled basis and constitutes an important component of faculty performance evaluation.

## **SOFTWARE COMPETENCIES**

[Cardinal Station](#) is a comprehensive data management system for use by faculty, other CUA employees and students. Cardinal Station provides faculty with an important tool for academic advisement and course management. This tool minimizes the need for access to paper files and information. This system has multiple functionality including course registration, determining semester enrolment, generating class rosters, entry of grades, tracking of student progression, generation of unofficial transcripts etc. All faculty are expected to be familiar with the use of this software for these purposes. Faculty may enroll in the free University training as well as access the written procedures regarding specific aspects of the system.

Administrative assistants are not available to assist faculty on a regular basis with Microsoft Word, PowerPoint or Excel. The University has training programs available and faculty unfamiliar with essential software are encouraged to attend available training and/or complete the tutorials which accompany each program.

## **SON PUBLICITY**

Faculty are also encouraged to notify the Dean of notable achievements along with digital photographs and supportive documentation to the Dean. Before student names are mentioned in news item and photographs provided, the faculty should ensure that they are authorized by the students to release the necessary directory information. Occasionally, a student may not wish to release such information for safety, privacy or other personal reasons.

## FACULTY PROCEDURES

### REQUESTS FOR TRAVEL-RELATED FACULTY ABSENCE

The Dean must approve requests to be absent for more than one day. Requests should be submitted in writing. The appropriate Assistant Dean should be copied on the request and the proposed plan for coverage of classes and other faculty responsibilities approved.

When faculty are unexpectedly absent due to illness, emergency situations, or for other personal matters, they must notify the Dean and the respective Assistant Deans as soon as possible. A contingency plan for covering their responsibilities should be submitted if possible.

### REIMBURSEMENT FOR SCHOOL-RELATED EXPENSES

The fiscal year ends on April 30<sup>th</sup>. Therefore, all reimbursement requests should be submitted by April 15<sup>th</sup> of the academic year in question so that faculty can be reimbursed using the allotted monies. The [CUA Finance Policies](#) regarding reimbursable and non-reimbursable expenditures must be followed. Reimbursement for requests submitted at a later date cannot be guaranteed. If expenses occur between April 15<sup>th</sup> and April 30<sup>th</sup>, a later submission date may be accepted; it would be helpful to notify the Office of the Dean in advance if at all possible.

The [Finance \(Treasurer's\)](#) website contains links to necessary information, including required [Finance Forms](#) for reimbursement. These include Direct Payment Forms, Travel Advance Agreements etc. The Assistant to the Dean can direct faculty to the appropriate form for each type of reimbursement and will review completed forms for accuracy.

### FACULTY TRAVEL FOR BUSINESS/PROFESSIONAL REASONS

The [CUA Finance Travel Policy](#) is followed and requisite forms may be located through [Travel Payment Information](#).

Travel Related to Clinical Supervision. Faculty may seek reimbursement for actual travel between the School and the clinical agency to make student assignments, supervise students in the clinical, and attend planning or other approved meetings at the clinical agency. This does not include agencies close to the School of Nursing; agencies for which travel is not reimbursed include the Washington Hospital Center, the National Rehabilitation Hospital, Children's National Medical Center, the Veterans Affairs Medical Center, St. Anthony's, and other proximate clinical facilities. (The SON will reimburse faculty for parking at these facilities unless disallowed by the CUA Budget Office); faculty should use the least costly parking options. (These sites may be also accessed through the Metropolitan Washington Transit System; some clinical agencies

also provide Shuttle Services from the Brookland Metro. Faculty should consult the respective clinical agency to determine shuttle hours and schedules).

Travel for Conferences, Meetings and Other Scholarly Activities. Faculty travel expenses are supported within the funding limitations imposed by the budget year. In general, the School will not reimburse faculty for meals beyond a total of \$70.00/day/traveler.

Presentations and meetings related to grants, contracts and funded research should be supported by the grant/contract whenever possible.

The Dean will make decisions regarding SON funding for remaining conference travel. The funding level will depend upon the congruence between the trip and the SON mission as well as the degree to which attendance may maintain or enhance the SON reputation in scholarly and professional leadership circles. Although other travel may be funded, priority funding will be typically given in the following rank order for:

- Attendance at major professional conferences. Partial/total funding will be provided for the Dean of the School of Nursing, or his/her designee. Funding priority will also be allocated to Deans who are responsible for the SON programs and Curriculum Committee Chairs to attend the appropriate annual AACN Doctoral, Master's or Baccalaureate Conferences. Partial/total funding will be provided for a Dean-appointed faculty member to attend the NLN Educational Summit and business meeting.
- Attendance at research and professional conferences to present findings of projects or research studies. In general, national conferences will receive higher funding priority than will local or regional conferences. Presentations will receive higher funding priority than poster sessions. Presentations highlighting research will receive higher funding priority than those highlighting teaching approaches.
- Presentations by the first author will typically receive more funding consideration than will those where the faculty member is not the first author.
- Presentations/posters by tenure track faculty, when the presentation may have an appreciable contribution to their tenure application.

## **ACCESS TO RECORDS AND SCHOOL DOCUMENTS**

The School maintains several types of records and documents. These include admission applications, student information, faculty information, research and other confidential documents. University policy, legal requirements, and good practice require that information is stored in a secure manner.

### **Academic Records & Student Information**

The School is compliant with the following policies:

[Student Records Policy](#)

[Records and Transcripts Policy](#)

[Information Security and Assurance Policy](#)

Admission applications represent one type of confidential records. For each program, the relevant Assistant is the designated point of contact between the SON and the University Office of Enrolment Management for the processing of graduate admissions.

The Official Student Record resides in the Office of the Registrar. Student information within the school is extremely limited and is separated into (a) directory and academic information, (b) information pertinent to student progression and advisement, and (c) health information required for admission to the clinical setting.

Adjunct faculty and clinical associates should consult with the appropriate Assistant Dean when they require access to academic records and student information.

### **Research Information**

Research data and materials are stored in locked locations, most typically faculty and grant offices, by the Principal Investigator and/or their Research/Grants Offices. The Principal Investigator has major responsibility for ensuring the safety of his/her research records. The Office of the Dean and the [Office of Sponsored Programs and Research Services](#) should receive copies of grant applications, renewals, status reports and communications with Grantee Agencies. Questions may be directed initially to the Assistant Dean for Research and Faculty Development.

## COURSE MANAGEMENT

Teaching constitutes a major faculty responsibility. This section provides guidance regarding course preparation, implementation, grading, and evaluation.

## ACCOMODATION FOR STUDENTS WITH DISABILITIES

The [Office of Disability Services](#) should be consulted in cases where special proctoring or environments are necessary, for information faculty-student requirements for testing when accommodations are necessary, and for information about supportive resources.

## COURSEWARE MANAGEMENT RESOURCES

The University currently a variety of instructional technology platforms including Blackboard, Panopto and Topaz. For online programs, Engage, Mediaspace and Kaltura are also used. Faculty are encouraged to make their courses web-enhanced and to use the appropriate announcements, bulletin boards and communication sites for course communication.

Faculty are responsible for course design and the use of web-enhancement. Faculty unfamiliar with the University courseware may seek training in either courseware systems through the [Instructional Learning](#). Faculty are responsible for modifying their web-based class roster to matches the [Cardinal Station](#) final class list.

## COURSE CONFIGURATIONS

Courses may be categorized as lecture/seminar, clinical or guided (i.e., independent study, doctoral dissertation guidance). The following equivalencies are used:

Type of Course	Credit	Contact/Clock Hours/semester
Lecture/Seminar *	1 credit	14 hours
Clinical (Undergraduate)	1 credit	6 hours
Clinical (Graduate)	1 credit	3 hours
Guided Study/Dissertation Guidance	variable	variable

\* see [Academic Regulations for Master's and Licentiate Degrees](#)

\* Final exams dates are not to be counted in this calculation

## GUIDED STUDY

A graduate student may choose to do a Guided Study (one, two, three, or four credits) with a faculty member who is willing to work with the student throughout the semester or summer session. The academic advisor must approve the use of the guided study for

course work. The criteria for the guided study and the number of guided studies a student may take for academic credit are outlined in the Graduate Announcements.

At the beginning of the semester, the student, in collaboration with the faculty member, negotiates the scope and terms of the guided study. In the absence of a University-wide contract for guided study, the School has prepared a Guided Study Form available on the S-Drive under “Forms” and titled “Guided Study Special Projects Form”. The original copy of the form is kept by the faculty member until the end of the semester when the grade is assigned in [Cardinal Station](#). A signed copy is provided to the Assistant Dean and a signed copy should be placed in the student file in Gowan 107.

It is the joint student and faculty responsibility to ensure prior to the end of the add/drop period that the student has been registered in the section assigned to the faculty member. If no such section is visible, the faculty member should submit a request to the relevant Assistant Dean, requesting creation of a section and student transfer into this section.

## **ACADEMIC TRANSFER OF CREDIT**

Students may take courses off campus using either (a) the consortia mechanism for participating institutions and accepted courses or (b) transfer of credit mechanisms. Specific information regarding the maximum number of transfer credits, the procedures for review of transferred courses, the way in which courses are noted on the transcript and the impact on the GPA are addressed in the following policies:

[Academic Transfer of Credit Policy \(undergraduate\)](#); also see [Undergraduate Transfer Application Form](#) (Available on “S” Drive)

[Academic Regulations for Doctoral Programs](#)

[Academic Regulations for Master's and Licentiate Degrees](#)

[CUA Consortium Registration Policy](#)

## **CLASS SCHEDULES**

Classes, clinical, and role practica meet in accordance with the published CUA calendar and schedule of classes. The schedule of classes is accessible through [Cardinal Station](#) and is published each semester. Classes normally meet for 14 weeks, followed by Reading Day(s). There is an additional final examination period. By University policy, final examinations may not be scheduled during regular class times nor modified without permission of the Dean (<http://policies.cua.edu/academicundergrad/finalexam.cfm>).

The University has established specific scheduling patterns which dictate the standardized start and stop times for courses; faculty requests that their course deviate from the scheduling patterns and requests to alter the official course times or days should be submitted in writing to the appropriate Assistant Dean. Final permission for deviation from scheduling patterns can only be granted by the Dean of the School.

## **HOLIDAYS & COURSE SCHEDULES**

Course schedules follow [University Academic Calendar](#) supplemented by the SON calendar which specifies additional school-specific activities. A merged calendar is typically available to import into Microsoft Outlook at the start of each academic year. The University has identified certain Tuesdays following Monday holidays as “Administrative Mondays” such that the Monday course schedule is followed. Faculty are to follow CUA policy regarding Administrative Mondays, unless notified by the Dean/relevant Assistant Dean that a policy exception has been approved.

During the academic year, faculty are expected to be available to meet the needs of the SON when the university is open. The faculty contract makes no provision for vacation time when the University is open following the Christmas holidays or during Spring Recess; however, every effort will be made to minimize scheduling of activities which require on-site attendance during times when students are not in attendance.

### **COURSE SCHEDULING: CHANGE AND CANCELLATIONS**

If a faculty member anticipates being unable to meet a class as scheduled, the appropriate Assistant Dean should be consulted. For legitimate absences, the faculty should make arrangements for substitute faculty, as well as develop plan to make up the class or establish an alternate learning assignment. The appropriate Assistant Dean should be consulted to establish the adequacy of the proposed arrangements. In the event that illness or an unexpected emergency occurs, the Course Coordinator and the appropriate Assistant Dean should be contacted. For prolonged illness or absence, the Dean of the School must also be notified in writing.

Cancellation of classes due to snow or ice is a decision made by the Provost; such a cancellation will be announced on the [CUA Website](#), the CUA main switchboard (202-319-5000), and on local radio and television stations.

Because clinical practica may be scheduled to begin earlier than scheduled classes, the Clinical Coordinator, Clinical Course Coordinators and the Assistant Dean for Undergraduate Programs will collaborate to make decisions regarding clinical delays, cancellations, or early dismissals. This information will be communicated to students and clinical instructors through the respective electronic media including BB-generated email messages and course announcements.

When the University has delayed opening such that at least one hour of the class remains, the class should be offered for the remaining time. Faculty are expected to make reasonable arrangements for examinations scheduled during or immediately after cancellation of classes due to inclement weather.

## COURSE SYLLABI & OUTLINES

At the beginning of each semester by the date specified on the SON Academic Calendar, faculty should provide students with a copy of the course syllabus following the specified template, currently [Syllabus Guidelines \(2014\)](#). Copies of the syllabus are uploaded to [Syllabus Manager](#) at the start of each semester. In addition, faculty should place syllabi on the S-Drive under the appropriate “Syllabi” folder.

### Textbook Orders & Required Readings

Prior to each academic semester and summer session, the faculty of record (course coordinator for multi-section clinical courses) must submit book order requisition forms and any desk copy requests to Barnes and Noble, the current vendor using [Faculty Enlight](#). The bookstore should also be notified if no book order is being placed.

Textbook orders must be submitted by the required deadline to permit posting of required and recommended textbooks on Cardinal Station, thus meeting [Higher Education Opportunity Act-Textbook Provisions-Section 133](#) and Middle States Accreditation requirements.

Required readings may be placed on reserve through the CUA libraries as per [Library Reserve Procedures](#); the [University Copyright Policy](#) must be followed for required readings regardless of dissemination method.

### Student Registration, Class Rosters & Use of Cardinal Station

Faculty are expected to conform to CUA and SON-specific expectations related to class rosters and registration.

Roster Verification: The class roster should be verified at start of the course and periodically through the end of the drop/add period

Unregistered Students: Unregistered students should be advised that their registration status must be resolved and that they will not be allowed to attend classes after the first week. Additional student support may be obtained through the Undergraduate Advising Center (PRYZ 204) ([cua-advising@cua.edu](mailto:cua-advising@cua.edu)).

Multi-section Courses: Faculty should only permit students to attend the section for which they are registered. This is particularly important for clinical sections, since students must be locatable by section during the clinical day.

Guided Study: Once a faculty member has entered into an agreement for a student to do a guided study, they must ensure that they are identified as the faculty of record for the guided study. They should contact the Associate Dean, Graduate Programs in writing (email is acceptable) to request that a separate guided study section be established in which they are the faculty of record. This should be done during the

add/drop period. They should then check that the student is enrolled in their guided study section.

Master's Thesis or Doctoral Dissertation Guidance. Faculty who are providing thesis or dissertation guidance to students must check that the student is correctly registered by checking their advisees' semester registration or the student's unofficial transcript in [Cardinal Station](#)

A student who is not registered for coursework in a semester will be reclassified by [Cardinal Station](#) as not being on active status. They will have to be administratively reactivated.

## **Using CardinalStudent to Match Students and Courses**

### To View Class rosters

1. After logging onto [Cardinal Station](#), GO TO Faculty Self Service and then to Faculty Center.
2. Click on Faculty Center to pull up the courses you are teaching if it does not appear automatically
3. Display your class roster by clicking on the people group  on the far left of your teaching schedule for each class listed.
4. See pictures of your students using the appropriate display option.
5. Undergraduate clinical coordinators are responsible for assuring that clinical sections are accurate and assigned to the correct clinical associate. This is a campus security requirement since we must be able to locate a student in a class. Please be sure the sections are correct.

### To View A Student's Courses

1. After logging onto [Cardinal Station](#), GO TO Faculty Self Service and then to Faculty Center.
2. Click on Faculty Center to pull up the advisee roster; if your advisee is not on the roster, click on "view data for other students"
3. Enter the student's last and first name or their ID number and click "search"
4. Review the courses for which they are registered under the "Academic's section" of the screen

## **Communication with Students**

Regular office hours facilitate clear communication with students. The University provides each student with a unique email address for communication. Therefore, faculty should avoid communication using other email addresses. For group communication, outside of class time, faculty may use e-mail distribution lists or web courseware such as Blackboard.

Faculty are expected to return assignments, papers, written evaluations and other communications to students directly or via self-addressed stamped envelopes provided by students. To protect student privacy rights, written materials cannot be left in an unsupervised location for pickup nor can they be sent through another individual without the express written permission of the student.

### **Academic Warnings & Course Failure**

Faculty assigned to the course are responsible for advising students concerning their performance in the course. Students who are in jeopardy of course failure at mid-term should receive a formal academic warning directly from the course faculty. The administration of this warning is part of the process of student advisement and counseling and should be documented. Therefore, if an academic warning is administered, the faculty should develop recommendations for the student and/or a remediation plan with the student. All written documentation should be retained by the faculty. If the student subsequently fails the course, the faculty should provide the appropriate Assistant Dean with copies of all written documentation for placement in the student's confidential file. The student's signature on the academic warning and learning prescriptions should be obtained; emails to students via their CUA email may serve as alternate documentation.

### **Academic Dishonesty & Academic Integrity**

Faculty should familiarize themselves with relevant policies and procedures, including content related to the sequence of reporting requirements, interpretation of academic dishonesty, categories of academic dishonesty and the consequences for students. In addition, consistent with University Policy, the SON has an established internal Appeals Committee and procedure for cases in which academic dishonesty is alleged. The SON Appeals procedure and associated documents (i.e. confidentiality pledge for students on the Appeals Committee, etc.) are found on the Shared Nursing Google Drive under the Academic Dishonesty Folder.

Faculty are expected to follow the relevant CUA policies and procedures related to academic integrity and academic dishonesty, specifically:

[Academic Integrity](#)

[Student Academic Dishonesty Policy](#)

[Student Academic Dishonesty Procedures](#)

Students bear full responsibility for their actions. Although the School and University have implemented strategies to familiarize students with the policy, faculty are encouraged to incorporate safeguards into their courses to ensure that students are reminded of their ethical responsibility to avoid academic misconduct.

Sample strategies which may/have been used include (a) elaboration of the required syllabus statements related to academic integrity and dishonesty, (b) a brief discussion

at the start of the course or at specified points regarding common ways in which academic misconduct may occur within the course, (c) a brief explanation of issues related to referencing or citing sources, (d) allowing students to submit drafts of papers in advance to ensure that referencing is appropriate, (e) requiring students to submit all references along with assignments, (f) having students sign a statement when they submit assignments verifying that they are familiar with the policy and that their assignment does not violate the policy.

Faculty are also encouraged to implement strategies to limit the ease with which misconduct during tests/exams can occur. Test and exams should be supervised. Students may be reminded of their ethical responsibility to notify faculty if they witness cheating or other forms of misconduct. Faculty may also opt to assign seating during exams or to rearrange seating on a random basis. Faculty should avoid using the same exam for make-up tests/exams or in multi-section courses when different sections take the course at different times.

Cyber cheating may also occur with test/exams administered on the web. To make this more difficult, faculty may use random selection of questions from a large test-bank such that tests are individualized, have students take the exams in a proctored environment with cell phones banned, use multiple forms of tests concurrently etc. Faculty should also make certain that students understand that web courseware has certain monitoring capabilities including the ability to document the time a student logs on, the sites visited, and the time they log off an exam. They should also make sure that students understand what constitutes dishonesty during extra-credit assignments and make-up work.

Finally, faculty should be vigilant to misconduct during clinical courses. Misconduct related to clinical care is extremely serious. In the clinical setting, misconduct transcends the purely academic and may affect patient wellbeing and trust. Examples of misconduct in the clinical setting include misrepresenting the care administered, false documentation in the patient record or in clinical assignments, and misrepresentation during case conferences, shift reports, reports to health care staff and patients/families or significant others.

### **Scheduling of Final Exams**

Enrollment Services schedules and posts the [Final Exam Schedule](#) for each semester. As per the [Final Exam Policy](#), faculty are expected to adhere to the assigned day and time and may not give final examinations during the regular weeks of the term. The close proximity in time of several final exams is not a legitimate reason for student absence or rescheduling of student final exams by faculty. Faculty who require special room accommodation (i.e. computer access) must request a suitable room as early in the semester as possible.

### **Missed Exams and Tests**

If students miss a test or examination, the faculty member may arrange a time for the student to “make up” the examination. The faculty member is expected to secure a room and to proctor the “make-up exam”. Administrative assistants may not proctor tests or examinations. It is good policy to have a “make-up” examination which differs from the original examination.

### **Grading: Grade Ranges, Incomplete Grades**

The University grading system identifies the way in which letter grades convert to the 4 point scale used in GPA calculation and the conditions for awarding an incomplete grade (see [Grades and Academic Standing: Undergraduate](#) & [Grades and Academic Standing Policy \(Graduate\)](#)).

Each SON academic program has established the conversion ranges for numerical to letter grades as well as the minimum satisfactory (i.e. pass/progress) grade for the course (see SON Faculty Forum on Blackboard) No grades are to be rounded.

Student progression policies are those in effect at the time of the student’s admission to the School. Please consult the Assistant Deans with any concerns in the event that the student would benefit from application of more recent policies.

### **Student Late Registration**

Although the student has the ultimate responsibility for registering in a timely fashion, faculty play a role in terms of academic advisement, student supervision and timely authorizations. Neither the Advisor, School Administrators, nor the University is obligated to process late registrations due to student forgetfulness, student holds or advisement oversight. Students who request permission to register late must submit a signed request stating the reason for late registration and any extenuating circumstances. The request will be reviewed by the relevant Assistant Dean for referral to the Dean. All late registration requests must ultimately be authorized by the Provost following referral by the Dean.

### **Summary Evaluations**

Faculty responsible for teaching undergraduate students in clinical courses are to record end-of-course evaluations for each student in the student’s clinical record at the end of each semester. The agreed upon clinical evaluation format should be used. The summary evaluations are maintained in the student’s file. Anecdotal records concerning student progress should be kept by the clinical faculty member, as needed throughout the semester. The clinical evaluation form and directions for its use are available on the SON shared “S” drive at S:\forms.

Faculty are responsible for writing a performance evaluation for graduate students in clinical and role practicum courses at the end of the term (Available on-line at: S:\forms). These are reviewed with students. Students are advised about poor

performance in a timely manner before the end of the term. Faculty who advise Masters' students should also complete a Summary Evaluation Form at the end of the student's program of study. These forms are placed in the students permanent files (Available on-line at: S:\forms). These summary evaluations should be submitted to the Office of the Associate Dean for Academic Affairs within the month following the students' completion of their program of study.

### **Course Evaluations**

The University coordinates and contains records of all [Course Evaluations](#). The Office of the Dean coordinates the provision of student comments to faculty.

### **Course Reports**

Each time a course is taught, the faculty of record is responsible to preparing a course report for placement on the Shared Nursing Google Drive. The course report is a summary and analysis of the course experience with recommendations for the subsequent times the course is taught.

### **Reference Letters for Students**

Faculty may choose to prepare reference letters for graduating students. These letters may be retained as part of the official student record. The [Office of Career Services](#) website contains additional information.

## CLINICAL COURSE ADMINISTRATION & TEACHING

Each clinical course is administered by a Clinical Course Coordinator. For undergraduate courses, the coordinator is assigned by the Assistant Dean for Undergraduate Programs as part of faculty workload determination. For graduate level courses, the coordinator is typically the Specialty Program Director. The role of course and clinical coordinators in the Undergraduate Program is developed by faculty and approved by Faculty Assembly and by the Dean. A detailed description is found on the Shared Nursing Google Drive.

In general, clinical coordinators play a major role in placement of students in clinical settings, course oversight, mentoring of section faculty, and facilitating comparability across the various sections. These individuals serve a major role as advisor and mentor in the event a student is experiencing difficulties.

### CLINICAL AND ROLE PLACEMENT

**Undergraduate Clinical Placements.** The Clinical Coordinator (see org. chart) is responsible for collaborating with the Clinical Course Coordinator (faculty of record) in the negotiation of clinical placements, assignment of students to specific clinical agencies, ensuring that all SON and clinical agency requirements, and recruitment and assignment of clinical instructors are met.

**Graduate Practica Placements.** The School of Nursing has contracts with over 100 health care agencies and academic institutions. Current contracts are on file in the Office of the Dean. Clinical contracts are required for placement of students in clinical settings as part of their clinical education. The clinical contract represents a negotiated agreement whose terms and time for review and approval are dictated by CUA guidelines and expectations as well as those of the clinical agency. All contracts must be routed through both the University and the Clinical agency.

Routing is fastest if the standard University contract which contains the University Conscience Clause is used. If the agency or individual practitioner/practice will not accept the standard contract, their contract must be reviewed by the Office of Legal Counsel prior to routing.

To expedite placement of students, the School and University try to develop “open-ended” contracts with no definable end date. Occasionally, an agency may request a renegotiation of a contract if a student has not been placed in the setting for some time or if administrative changes have been implemented since the last placement. In addition, some health systems require individual contracts for each student.

Therefore, the Office of the Dean requires one to two months “lead” time to verify that contracts are in place. The Academic Calendar specifies the target dates for contract information to be provided to the Office of the Dean. The desired process is:

- a. Clinical Coordinator submits a list of students and desired clinical placements to the Office of the Dean
- b. The Office of the Dean verifies the status of the contract
- c. If the contract is not current and/or an individual contract needs to be generated for the student, the assistance of the Office of General Counsel in negotiating and reviewing the contract will be obtained
- d. Once a mutually acceptable contract has been developed, the Office of the Dean will route the contract through the Provost's Office.

## **DOCUMENTATION OF STUDENT PLACEMENTS**

Clinical and role placements are the responsibility of the Clinical Course Coordinators. For undergraduate courses, the coordinator in collaboration with the SON Clinical Coordinator is responsible for ensuring that the student is registered to the appropriate clinical section in Cardinal Station. . It is the responsibility of the clinical coordinator to assure that each section is correct **BEFORE** the add/drop date.

For graduate courses, it is the responsibility of the Clinical Coordinator for each course to provide the Office of the Dean with a list of current student assignments to clinical agencies at the beginning of each semester.

## **CLINICAL PRACTICE**

The Clinical Practice Policies are outlined in the Academic Announcements. Clinical practice procedures are outlined in the SON Student Guidelines (see [nursing.cua.edu](http://nursing.cua.edu)).

## **BEHAVIORAL CONCERNS RELATED TO CLINICAL PRACTICE**

Faculty who have concerns that a student may be unfit for practice in the clinical setting have a responsibility to investigate the issue, report concerns to the Assistant Dean, and ensure that the student is not placed in a position where patient safety or quality of care is compromised until the concern has been administratively addressed. Unfitness for practice may be related to illness, injury, student lifestyle behaviors, and other conditions/disorders/life circumstances. While fitness for practice is being evaluated, the faculty member may develop either an alternate learning assignment or other opportunities for clinical learning. The faculty member has the right to remove a student from the practice setting and/or delay their return until the charge has been adjudicated.

## **CLINICAL ERRORS**

Faculty have a responsibility to supervise students in the clinical setting in accord with the agency policies and any agreements negotiated with the School/University. As soon as a clinical error is detected, the faculty must (a) ensure that all measures to ensure patient safety are followed, (b) follow the agency response and reporting policy, (c)

ensure the well-being of the student(s), (d) notify the course coordinator of the error and (e) debrief students so that the error becomes an opportunity to learn.

If the faculty member played a role in the error, their role should be addressed with the course coordinator and as appropriate, with the clinical agency. Faculty should avoid making statements which reflect upon competence or which assign blame for the student's error.

## **CLINICAL/WORKPLACE INJURIES**

During clinical placements, both faculty and students may experience an injury. Faculty must (a) be familiar with the School's Clinical Incident Policies for Faculty and Students, and (b) know, in advance, the policies and procedures used by the Clinical Agencies for treatment and documentation of workplace injuries. The SON Clinical Incident Policy for Faculty and for Students addresses such injuries and these are found in the Student Guidelines on the SON website.

The following minimum steps are immediately recommended (a) faculty should seek immediate treatment for any acute injuries and ensure that the injured party (self or student) is in stable condition, (b) the clinical coordinator should be contacted and if injury is significant, the student should be excused from the clinical session, and assisted with necessary arrangements (i.e. evaluation of health status, return to residence), (c) the incident should be documented and reported as per the Agency's policies with a copy made of all written information. The Dean should be notified via a report to the appropriate Assistant Dean as soon as possible.

If faculty are injured, the University procedures for faculty injury should be followed. Faculty should ensure that (a) the CUA Office of Human Resources is notified, (b) a Worker's Compensation Form/Claim filed if appropriate, and (c) copies of all documentation including incident reports provided to agency officials submitted to the CUA office. The Dean should be notified via a report by the appropriate Assistant Dean as soon as possible and, if advised by Human Resources, the faculty/Dean may contact the Office of the Provost and/or the Office of General Counsel.

## **ACADEMIC ADVISEMENT**

Academic advisement is a major component of the faculty role. The appropriate Assistant Dean coordinates activities related to maintaining student records and the registration and academic counseling of students. Faculty advisers for undergraduate students are assigned by the Associate Dean for Undergraduate Programs. Advisors for the BSN-MSN, Post MSN and Graduate Programs are assigned by the Associate Dean for Academic Affairs. Advisor lists are available on Cardinal Station and can also be verified by the Associate Dean for Academic Affairs. Assignments are based upon the needs to ensure an equitable distribution of advisees amongst faculty. If possible, advisees are assigned to faculty with teaching responsibilities in the specific program.

Information regarding Academic Advisement Policies and Procedures and other resource materials are found on the S:\Academic Advising.

Graduate Student advisement forms are available to faculty on-line at: <http://nursing.cua.edu/graduate/phd/Graduate%20Worksheet%20and%20sectioning%20form.pdf> and on the S Drive under "Graduate Program".

Undergraduate students' advisement forms are available at <http://nursing.cua.edu/undergrad/Undergraduate%20Worksheet%20and%20sectioning%20form.pdf>.

## RESEARCH

### RESEARCH ADVISEDMENT/GUIDANCE

Every faculty member shares in the institutional obligation to extend to each student those academic services to which the student is entitled by virtue of matriculation and progress in the course of studies. The direction and supervision of graduate students in their research is a teaching responsibility explicitly described in the CUA Faculty handbook. (See Faculty Handbook III-A-5; Available on-line at: <http://provost.cua.edu/handbook/HandbookIII.cfm>.)

Faculty members acting as Director or Reader for a student's thesis or dissertation are referred to the [Thesis Manual for the Master's and Licentiate Degrees](#) and the [Dissertation Manual for the Doctoral Degree](#). Supplementary guidelines to assist the faculty member in guiding the student through the process in the School are available at: <http://nursing.cua.edu/graduate/dnsc/dissertationguidelines.cfm>.

### RESEARCH GRANTS

The conduction of research is an important aspect of the faculty role, most notably for doctorally prepared tenure-track and tenured faculty. The [Office of Sponsored Programs and Research Services](#) provides key information regarding University procedures for pre- and post-awards management. In addition, [Research Policies Applicable to Faculty](#) addresses such topics as federal grants, IRB requirements.

School specific procedures and information regarding research grants are found on the Shared Nursing Drive under the Research folder.

## **RESOURCES & SUPPORT SERVICES**

### **FACULTY MEETING SPACE**

Faculty may book meeting space in Gowan 108,200 and 210 through the Office of the Assistant Dean for Undergraduate Programs and may contact the Director of the Nursing-Biology Library for available meeting space in the Nursing Biology Library.

### **LIBRARY RESOURCES**

The University has an extensive library system plus access to consortia services. The Nursing-Biology Library, located on the 2<sup>nd</sup> Floor of Gowan, contains key nursing databases, books and journals for use by faculty and students. In addition, the [CUA Libraries](#) permit access to important databases (Medline, CINAHL, Cochrane, Up to Date, DARE), electronic access to journals and access to the WRLC resources.

### **CENTER FOR ACADEMIC SUCCESS**

“The Center for Academic Success develops and presents successful student-centered programs and initiatives that promote academic and personal success. In recognition of the fact that each student is an individual, the Center assists student in identifying ways to improve and enhance their abilities so that they can become more successful, connected, and independent learners, and provides support through programs, services, and resources that are designed to meet the student’s needs. Working with the Center, students will better acquire the skills and abilities necessary to be successful both during their time at the university and in support of the greater community” (see CAS website at: <http://success.cua.edu/default.cfm> ). The Center offers tutoring services, a Math Center, a Writing Center, Academic Coaching and Advisements, Workshops, Peer Mentoring and other resources.

### **LEARNING AND TECHNOLOGY RESOURCES**

Learning And Technology Resources within the School exist to assist faculty in teaching students the technical skills required in the practice of professional nursing and to assist students in their exploration of knowledge associated with the profession. These resources also assist faculty in their professional endeavors. Learning and technology resources within the School include the following: The Clinical Laboratories (Room 300 and 310 Gowan; The Donley Technology Center (Room 104 Gowan), The Helene Fuld Computer Lab and Audiovisual Center (1<sup>st</sup> floor of The Nursing-Biology Library), and the Nursing-Biology Library (Room 212 Gowan),

### **DONLEY TECHNOLOGY CENTER**

This Center is located in Room 104 Gowan and is designed as a “smart classroom” as well as a student computer lab. Scheduled classes have preference in this Center and use is restricted to nursing faculty and students. Faculty requiring technology equipment

or assistance should contact the Director of the Donley Technology Center. Faculty requiring regular use of equipment from the Center must schedule their request with the Director of the Center at the beginning of each semester. Faculty conflicts in requests for equipment or room reservations are negotiated via the Director of the Center.

## **CLINICALSKILLS LABS**

All requests for use of the Clinical Laboratories (Rooms 300 and 310 Gowan) and for use of lab equipment are made through the Director of the Clinical Laboratories. Only faculty are permitted to sign out lab equipment. Faculty using the Laboratories should contact the Director for specific guidelines for use of the Lab and its equipment.

The scheduling of the Clinical Laboratories for classes with a laboratory component takes preference over use of the Lab for a one-time demonstration of skills for clinical courses. The Director will negotiate a schedule to meet the needs of faculty and students.

The use of the Clinical Simulation equipment is arranged through the Associate Dean, Undergraduate Programs who will advise the faculty regarding the appropriate individuals to communicate with.

## **PROFESSIONAL SUPPOT STAFF**

The professional support staff are a valuable resource to the SON. They are accountable to, and report directly to the respective Dean/Assistant Dean. Their roles and responsibilities and limit of authority are determined by the Dean/Assistant Dean.

All regular professional support staff have received cross-training in Cardinal Station and the requisition/procurement portion of PeopleSoft Financials. In addition, individual professional support staff have received training specific to their position. All professional support staff are expected to have functional knowledge of Microsoft Word, Excel and PowerPoint. Some staff have additional expertise in Access and other database programs.

Currently, there are three FTE Administrative Assistant Positions: (a) Assistant to the Dean, (b) Administrative Assistant, Office of the Dean, and (c) one Administrative Assistants, Academic Support. The Assistant to the Dean has responsibility for smooth functioning of the Dean's Office, including budgetary matters, school development, special events and ceremonies run by the School, and the Dean's work related to the School. The Administrative Assistant, Office of the Dean provides additional support and is responsible for providing support services related to typing contracts for faculty, adjunct faculty, teaching assistants etc. Under the direction of the Dean, and her Assistant, s/he has responsibility for providing support services related to student health records, background checks, keeping faculty files updated, preparing student scholarship forms, and generation of contracts with Clinical Agencies. The Assistants in the Academic Support Unit report to the Assistant Deans and provide support related to

generation and maintenance of student records, assistance with student registration, identification of missing grades, preparing correspondence with students, and other duties consistent with their position descriptions. Normally, the administrative assistant with major functional responsibility to the Associate Dean for Academic Affairs oversees the administrative responsibilities for graduate students. The administrative assistant with functional responsibility to the Associate Dean for Undergraduate Programs oversees the administrative responsibilities for undergraduate students. However, the support staff in this unit are cross-trained and can assist with relatively simple requests pertaining to the program for which they do not have major functional responsibility. Their offices are located side by side to facilitate service delivery.

Faculty are expected to do the majority of their own typing, manuscript preparation, generation of letters, editing of syllabi etc. Faculty preparing grants for external submission should contact the Dean to determine whether additional secretarial assistance can be made available on a case-by-case basis. Advanced notice is required.

In addition, the School has a dedicated Clinical Coordinator and Undergraduate Admissions Liaison.

### **SPACE ALLOCATION (I.E. ROOM BOOKINGS)**

Requests and procedures for classroom, meeting and laboratory space (with the exception of the School clinical laboratories and technology centers) are specified in the University [Co-Curricular Scheduling Policy](#). This policy delineates the different reservation arrangements based on the nature of the function/event and the proposed location (i.e. Pryzbyla Center).

### **OFFICE SUPPLIES**

Faculty may request basic office supplies such as pens, pencils, paper, pads, and stationary at the beginning of a semester or as needed. These supplies are available by contacting the Administrative Assistant, Office of the Dean. The Administrative Assistant, Office of the Dean periodically inventories our supplies; every effort is made to ensure that basic supplies are in stock. Printer paper, toner, computer supplies and Scan-Tron forms are available from the Director of the Donley Technology Center. The appropriate account number should be used for grant supplies.

### **TELEPHONES**

All full time faculty have phones with Voice Mail and long distance capability. Faculty should use the assigned access numbers for business-related long-distance calls. The Assistant to the Dean can arrange with telecommunications for access numbers for new faculty.

### **MAIL & COURIER SERVICES**

Each faculty member is assigned a faculty mail box in Rm 106 Gowan. Outsized packages/mail which does not fit in the box will also be placed in Gowan. A notation regarding such mail will be placed on the notice board. Mail and courier services are for business-related communication. Faculty should avoid receiving or sending personal items using their University address.

## **GOOGLE DRIVES**

The Nursing Google Drive is a secure drive accessible to School faculty and staff for use as a medium for storage of shared information. The Google Nursing Drive is organized under a series of folders titled for convenience. The Google Nursing Drive is accessible on campus or remotely with valid CUA login and password.

Each regular faculty member can store files on their personal Google Drive. The Google drive is backed up regularly, accessible remotely and contains unlimited storage.

## **FAX, COMPUTERS, PRINTERS, COPIER, AND SCANNERS**

Gowan 106 contains a FAX machine (202-319-6946), scanner and copier for use by faculty. Faculty are assigned individual code numbers for the copying equipment. All regular faculty have computers in their office. The schedule for evaluating and updating computers and monitors is determined by CUA Technology Services. Faculty may request an evaluation of their computing resources at any time.

All regular faculty have access to individual or networked printers, most of which have color capabilities. A laser, color printer located in the Office of the Dean is available for limited use. It should not be used for large quantities or for draft copy.

## **SCANTRON**

A Scantron machine is located in Office of the Director, Donley Center for use by faculty. Scantron sheets are available through the Director of the Donley Center.

## **FACILITIES**

Faculty may contact Facilities Services (X 5121) directly regarding such problems as lighting, heating, electrical malfunctions or housekeeping matters in the School. If the issue is systemic or a major concern, they may contact the Administrative Assistant in the Office of the Dean and request that a work order be considered or filed.

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