Shepherd University
School of Nursing

2016-2017

Faculty and Academic Policy Handbook
This handbook is intended to be a resource for faculty in Shepherd University School of Nursing by consolidating some important information. It is meant to supplement other resources, including:

- Shepherd University School Catalog
- Shepherd University Nursing Student Handbook
- Shepherd University Faculty Handbook
- Shepherd University Website (www.shepherduniversity.edu)

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Preface

This Faculty and Academic Policy Handbook is not a contract but only a statement of University policy regarding such things as employment of faculty and administrators, faculty rights and responsibilities, faculty development, University organizational structure, student admission and registration and other academic policies. This handbook represents the official position of the University on any policy or procedure that it addresses. No person at the University now has, or in the past has had, the authority to make any binding promises, assurances or representations regarding employment status or security different from those defined in this handbook.

Policies and procedures in this Faculty and Academic Policy Handbook are effective immediately. They are under continuous review and subject to modification upon reasonable notice. If you have questions regarding current academic and administrative policies, contact the program director/dean. For a statement of current personnel policies and employee benefits, consult the Employee Handbook.

In advising students, you should refer to the current academic catalog for academic policies relating to students. All academic policies relating to students appear in the Catalog; non-academic policies appear in the current Student Handbook. You may point students to these documents when they need answers to specific policies.

Yohan Pyeon, Ph.D.
Vice President of the Academic Affairs
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Table of Contents

SECTION 1 SHEPHERD UNIVERSITY ........................................................................................................ 9
  Mission Statement ................................................................................................................................. 9
  Intentions ............................................................................................................................................... 9
  Institutional learning outcomes (ILOs) ................................................................................................. 9
  Shepherd Faith Statement .................................................................................................................... 10

SECTION 2 NURSING PROGRAMS ....................................................................................................... 11
  Mission Statement ................................................................................................................................. 11
  ASSOCIATE DEGREE IN NURSING PROGRAM (RN Program) .......................................................... 11
    Philosophy ........................................................................................................................................ 11
    Goals ............................................................................................................................................... 12
    Terminal Objectives ......................................................................................................................... 12
  Bachelors of Science in Nursing (RN to BSN Program) ..................................................................... 13
    Philosophy ........................................................................................................................................ 13
    Goals ............................................................................................................................................... 13
    Terminal Objectives ......................................................................................................................... 13
  MASTER OF SCIENCE IN NURSING (MSN Program) ...................................................................... 14
    Philosophy ........................................................................................................................................ 14
    Goals ............................................................................................................................................... 14
    Terminal Objectives ......................................................................................................................... 14

SECTION 3 GOVERNANCE AND ADMINISTRATION ............................................................................ 15
  Standard of Personal Conduct ............................................................................................................. 15
  Administrative LEADERSHIP ................................................................................................................ 15
    Director ............................................................................................................................................ 15
    Assistant Director ............................................................................................................................ 16
    Administrative Faculty ...................................................................................................................... 16
  Institutional Staff ................................................................................................................................. 17
    Faculty ............................................................................................................................................ 17
    Professor ........................................................................................................................................... 17
    Associate Professor .......................................................................................................................... 18
    Assistant Professor .......................................................................................................................... 18
    Instructor .......................................................................................................................................... 19
    Assistant Instructor ........................................................................................................................ 19
    Clinical Teaching Assistant ............................................................................................................. 20
  Support Staff ......................................................................................................................................... 20
    Program Manager/Educational Advisor ............................................................................................. 20
    Senior Officer Supervisor ............................................................................................................... 20
    Junior Assistant(s) ............................................................................................................................ 20
  Organization .......................................................................................................................................... 20
  Committees .......................................................................................................................................... 20
    General Faculty Committee .......................................................................................................... 20
    Curriculum Committee .................................................................................................................... 20
<table>
<thead>
<tr>
<th>Program Review Committee</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Coordination/Faculty Development Committee</td>
<td>21</td>
</tr>
<tr>
<td>Clinical Agency Advisory Committee</td>
<td>21</td>
</tr>
<tr>
<td>Total Department and/or Program Effectiveness</td>
<td>21</td>
</tr>
<tr>
<td>SECTION 4 POLICIES/INFORMATION RELATED TO PROFESSIONAL EXPECTATIONS FOR FACULTY</td>
<td>22</td>
</tr>
<tr>
<td>Faculty Recruitment</td>
<td>22</td>
</tr>
<tr>
<td>Procedure for Employment</td>
<td>22</td>
</tr>
<tr>
<td>Appointment and Promotion in Rank</td>
<td>22</td>
</tr>
<tr>
<td>Contractual Appointment/Office Hours</td>
<td>23</td>
</tr>
<tr>
<td>Other Professional Obligations</td>
<td>24</td>
</tr>
<tr>
<td>Faculty Development Obligation/Activity</td>
<td>24</td>
</tr>
<tr>
<td>Sick Leave Accrual</td>
<td>24</td>
</tr>
<tr>
<td>Salary Increases</td>
<td>24</td>
</tr>
<tr>
<td>Releasing Faculty from Contract</td>
<td>25</td>
</tr>
<tr>
<td>Contract Termination</td>
<td>25</td>
</tr>
<tr>
<td>Faculty Evaluation</td>
<td>27</td>
</tr>
<tr>
<td>Performance Planning, Review and Development</td>
<td>27</td>
</tr>
<tr>
<td>Faculty Performance Plan</td>
<td>27</td>
</tr>
<tr>
<td>Faculty Performance Review</td>
<td>28</td>
</tr>
<tr>
<td>Teaching and Mentoring</td>
<td>28</td>
</tr>
<tr>
<td>Research, Scholarship And/ Or Creative Works</td>
<td>29</td>
</tr>
<tr>
<td>University Administration And Community, Ministry And Professional Service</td>
<td>29</td>
</tr>
<tr>
<td>Faculty Development Plan</td>
<td>30</td>
</tr>
<tr>
<td>Regular Faculty Review and Faculty Development Procedure</td>
<td>30</td>
</tr>
<tr>
<td>School Administrative And Community And Professional Service</td>
<td>31</td>
</tr>
<tr>
<td>Commencement Participation of Staff</td>
<td>31</td>
</tr>
<tr>
<td>Dress Code</td>
<td>31</td>
</tr>
<tr>
<td>SECTION 5 POLICIES RELATED TO CURRICULUM AND INSTRUCTION-THEORY</td>
<td>31</td>
</tr>
<tr>
<td>Academic Freedom</td>
<td>31</td>
</tr>
<tr>
<td>Shepherd University’s Academic Freedom Implementation Procedures</td>
<td>32</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>33</td>
</tr>
<tr>
<td>Definition of a Curriculum Change</td>
<td>33</td>
</tr>
<tr>
<td>The Instructional Syllabus</td>
<td>34</td>
</tr>
<tr>
<td>Syllabus Distribution</td>
<td>35</td>
</tr>
<tr>
<td>Lecture Content</td>
<td>35</td>
</tr>
</tbody>
</table>
Academic Credit Hour in School of Nursing ................................................................. 36
Syllabi ............................................................................................................................ 37
Curricula Review .......................................................................................................... 37
Grievance ..................................................................................................................... 37
Academic Integrity ....................................................................................................... 39
Academic Probation and Dismissal ............................................................................ 39
Advising ......................................................................................................................... 39
Class Meetings ............................................................................................................ 40
Class Attendance ......................................................................................................... 40
Degree Program Audit ................................................................................................. 41
Financial Holds on Academic Records ..................................................................... 41
Grading System ............................................................................................................ 41
Graduation Requirements ............................................................................................ 42
Student Appeals ........................................................................................................... 42
Testing Accommodations ............................................................................................. 42
Exam Construction ....................................................................................................... 42
Course Evaluations ...................................................................................................... 42
Student Discipline ....................................................................................................... 43
Student Evaluation ....................................................................................................... 43
Student Grievances ..................................................................................................... 43
Student Records Confidentiality .................................................................................. 43
Transcripts .................................................................................................................... 43
Transfer Credits ........................................................................................................... 44
SECTION 6 POLICIES RELATED TO CURRICULUM AND INSTRUCTION-
CLINICAL ...................................................................................................................... 44
General Policy Statement ............................................................................................. 44
Student Clinical Schedules/Rotations ....................................................................... 44
Skills Checklist ............................................................................................................ 44
Student Clinical Assignments ...................................................................................... 45
Cell Phones/Personal Phone Calls/Student Visitors .................................................. 45
Transportation ............................................................................................................. 45
Course and Classroom Scheduling ............................................................................ 45
Accident Insurance ....................................................................................................... 45
Accidents/Injuries ......................................................................................................... 45
SECTION 1 SHEPHERD UNIVERSITY

Shepherd University was established in Los Angeles’ Korea town in August 1999 by Rev. Dr. Richard Cornel Rhee to serve the growing Korean immigrant church and community in Southern California.

Shepherd University is committed to university-wide institutional and programmatic accreditation whenever possible to enhance and provide quality programs. Shepherd University is designated as a degree granting University through the California Bureau for Private Postsecondary Education (BPPE). Shepherd University has received accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS) that is recognized by Council for Higher Education Accreditation (CHEA) and U.S. Department of Education. Shepherd University has also been recognized as a Candidate for Accreditation by the Western Association of Schools and Colleges (WASC) as of February 2014 and plan to schedule a visit for Initial Accreditation during spring 2017. Shepherd University Associate Degree in Nursing (ADN) Program is approved by California Board of Registered Nursing and the Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Currently, the Master of Science Nursing is pursuing the accreditation of the CCNE by spring 2017.

MISSION STATEMENT

The mission of Shepherd University is to educate men and women to be leaders who serve the church and improve the world through the excellent programs of Christian higher education.

Intentions
This section describes the intentions of Shepherd University. These intentions are laid out from the most general (values) to the most specific (goals). In the following sections the goals are developed into specific objectives for all students.

Value(s)

Shepherd University has identified three specific core values that define our institution:

- We value Christian perspective in the life of person and community
- We value excellence in academic and professional preparation among the Korean-American communities and beyond.
- We pursue the expression of these values throughout the world.

Vision

The vision of Shepherd University is to prepare professional leaders to improve the world at every level from the church and community levels to the realm of world culture. The fulfillment of this vision inspires, orients, and defines the work of this institution.

INSTITUTIONAL LEARNING OUTCOMES (ILOS)

The Shepherd University’s undergraduate program seeks to produce graduates who are able to demonstrate the key undergraduate competencies in the outcome areas of:

Intellectual Skills

2016–2017 SON Nursing Faculty & Academic Policy Handbook
The student will demonstrate the ability to think logically, creatively, and holistically to make informed decisions and solve problems in various academic disciplines.

**General Knowledge**
The student will demonstrate familiarity with and the ability to apply core knowledge from various academic fields.

**Communication**
The student will demonstrate the ability to communicate effectively in a variety of spoken and written format.

**Professional Knowledge**
The student will demonstrate knowledge, theory, and skills in one’s discipline.

**Christian Commitment**
The student will demonstrate the ability to apply the foundational knowledge of biblical truth and to pursue one’s vision and mission in life

**SHEPHERD FAITH STATEMENT**

1. The Bible

   We believe that the Bible is made by the unique divine inspiration given for the faith of the believing community. It is infallibly and uniquely authoritative and free from error of any sort in all matters.

2. The Trinity

   We believe in the one true and living God who is eternal, transcendent, omnipotent, personal God possessing three eternal, personal distinctions which are revealed to us as Father, Son and Holy Spirit equal in every divine perfection, yet executing distinct but harmonious offices.

3. The Father

   We believe in God the Father, the first person of the Divine Trinity, perfect in holiness, wisdom, power and love. We believe in God the father, an infinite Spirit-sovereign, eternal, and unchangeable in all His attributes. He is worthy of honor, adoration, and obedience.

4. The Son

   We believe that the Son is the Perfect, sinless humanity and the absolute, full deity of the Lord Jesus Christ, indissolubly united in one divine-human person since His unique incarnation by miraculous conception and virgin birth.

5. Holy Spirit

   We believe that the Holy Spirit is the third person of the Triune Godhead. He as been and will continue to be active throughout eternity. He convicts, regenerates, indwells, seals all believers in Christ, and fills those who yield to Him. The Holy Spirit gives spiritual gifts to all believers; however, the manifestation of any particular gift is not required as evidence of salvation.

6. Historicity

   We believe the full historicity and perspicuity of the biblical record of the primeval history, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel. We believe the realities of heaven and hell.
7. Redemption
We believe the redemptive grace of God though the substitutionary work of Jesus Christ who paid the full redemptive price for the sin of the world, through His literal physical death, burial, and resurrection, followed by His bodily ascension into heaven.

8. Salvation
We believe the personal salvation from the eternal penalty of sin provided solely by the grace of God on the basis of the atoning death and resurrection of Christ. We believe that salvation is only appropriated by a person placing his faith in the finished work of Christ.

9. Last Things
We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom. We believe in the resurrection of the body, the final judgment, the eternal felicity of the righteous and the fulfillment of His purposes in the works of creation and redemption with eternal rewards and punishments.

10. Biblical Creation
We believe biblical account of creation as a historical and theological record of God's creation. And we believe that the universe with all that is in it was created by God. God's creation includes and is not limited to the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.

11. Satan
We believe the existence of a personal, malevolent being called Satan who acts as tempter and accuser, for whom the place of eternal punishment was prepared, where all who die outside of Christ shall be confined in conscious torment for eternity. He can be resisted by the believer through faith and reliance on the power of the Holy Spirit.

SECTION 2 NURSING PROGRAMS

Mission Statement
The mission of the School of Nursing is in agreement with the University. The School of nursing is committed to educate adult learners to become competent nursing professionals who integrate Christian faith into their nursing practice.

ASSOCIATE DEGREE IN NURSING PROGRAM (RN PROGRAM)

Philosophy
All persons, being created in God’s image, possess inherent worth and dignity, live out their lives in the context of families and communities and in interaction with the environment, and have an inherent right to optimal health as well as responsibility to care for themselves and others.
The practice of nursing, viewed as a Christian calling, is the provision of compassionate, holistic care, utilizing nursing knowledge and skills and the nursing process in cooperation with the health care team, to maximize the optimal health of persons and their families in interaction with the environment.

The teaching of the nursing involves teachers and students as interactive partners in a variety of teaching-learning strategies and activities that incorporate the nursing process, Maslow’s Hierarchy of Basic Needs, Swanson’s Caring theory, and the Christian notions of calling and caring.

The philosophy of the department utilizes a Christian worldview to integrate beliefs, ethics, values, and service both personally and professionally. Kristen Swanson’s Theory of Caring is used as the unifying framework for the ADN curriculum. This framework complements and is consistent with the philosophy and mission of Shepherd University and the AD Nursing program. Swanson’s framework facilitates a simple to complex organization of the curriculum with a focus on the needs of the “patient” in a way that dignity, respect, and empowerment are fostered in the delivery of nursing care. This is demonstrated by the simplicity of providing basic care such as feeding and/or bathing a patient to the complexity of managing the care of a post-stroke patient. The concepts associated with Swanson’s Theory of Caring become the threads of the curriculum; caring, knowing, being with, doing for, enabling, and maintaining belief. The nursing process and the professional roles of Manager of Care, Provider of Care, and Member of the Profession are integrated throughout the curriculum.

Goals

The goal of the Shepherd University Associate Degree Nursing (ADN) Program is to prepare AD graduates who have the knowledge, skills, and attitudes to continuously improve the quality and safety of patients in healthcare systems in which they work. Students will demonstrate accountability for self and nursing practice including continuous professional engagement in life-long learning. Student Learning Outcomes describe graduate behaviors derived from the program mission, philosophy and beliefs, organizing framework, curriculum threads, and scope of competent performance issued by the Board of Registered Nursing, nursing theory and skills. Student learning outcomes are the culmination of nursing education in the Shepherd University ADN Program.

PLO 1. The student will be able to utilize the nursing process to assess, plan and implement nursing care and evaluate the effectiveness of care based on client’s health status while considering the whole person involved in the delivery of patient care.

PLO 2. The student will be able to provide direct care to clients with various health problems in diverse health care settings within the health care delivery system as advocate.

PLO 3. The student will be able to provide direct care to clients across the life span, as well as address acute and chronic health care needs and common well-defined health care problems in hospitals, long-term care facilities, and other community health agencies.

PLO 4. The student will be able to plan teaching strategies to assist clients and families in self care management of illness, strategies to prevent illness, and strategies to promote realistic levels of health.

PLO 5. The student will be able to critique and utilize current, appropriate research to influence nursing practice.

PLO 6. The student will be able to communicate effectively using oral, written, and technological skills in clinical, educational, and professional settings.

PLO 7. The student will be able to formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.
BACHELORS OF SCIENCE IN NURSING (RN TO BSN PROGRAM)

Philosophy

Baccalaureate education incorporates interdisciplinary knowledge from natural and social sciences, humanities, arts, and nursing. Baccalaureate education equips learners with the professional knowledge and skills to meet the health needs of a diverse community, prepares students for a variety of professional nursing roles and further graduate education, fosters an increased sense of professionalism, and enables positive attitudes towards lifelong learning. RN to BSN education builds on the unique attributes, knowledge, and expertise of RN learners. The curriculum is problem-focused and engages students in active learning.

The central concepts of the nursing paradigm are the relationships of the person/client, health, environment, and nursing. Along with nursing theory and principles of teaching/learning, this paradigm is fundamental to baccalaureate nursing education. An eclectic nursing model, based on selective nursing theories, serves as the conceptual framework for the Professional Program in Nursing.

Goals

The post-licensure BSN curriculum is designed for registered nurses, who hold an associate's degree or diploma-prepared RNs who are ready to expand their nursing skills and professional potential by earning the BSN. Offered on the main campus in Los Angeles, the Bachelor of Science in Nursing plan of study prepares professional nurses to practice the nursing career with integrity, leadership, knowledge, understanding and competence while positively impacting the health care needs of diverse communities.

PLO 1 The student will critically integrate nursing principles to provide quality care

PLO 2 The student will demonstrate a willingness to search for solutions to problems and utilize an inquisitive nature in the acquisition of knowledge.

PLO 3 The Student will use professional communication and collaboration, and demonstrate effective teaching skills to support health outcomes.

PLO 4 The student will identify the effects of health policy, economic, legal, and socio cultural factors on the delivery health care.

PLO 5 The students will apply professional nursing knowledge in a multicultural and global community.

PLO 6 The student will evaluate his/her nursing practice and seek professional growth through lifelong learning.

PLO 7 The Student will demonstrate leadership knowledge and skills to ensure quality care and patient safety.

Terminal Objectives

The goal of the Shepherd University RN-to-BSN is to prepare graduates achieve the following learning outcomes:

- Demonstrate excellence in clinical competence in the provision of nursing care as defined by California Nurse Practice Act and ANA Code of Ethics for Nurses.
- Use scientific knowledge in the application of the nursing process to support evidence-based practice.
- Utilize the nursing process as a critical thinking framework for problem solving and making effective clinical judgments.
- Use therapeutic communications in the development of a professional helping relationship with individuals, families, populations and communities in a variety of settings for the delivery of culturally congruent nursing care.
Advocate to protect the clients’ rights.
Integrate leadership and management skills in the provision of cost-effective quality health care.
Collaborate with others in the delivery of health care.

MASTER OF SCIENCE IN NURSING (MSN PROGRAM)

Philosophy

The philosophy of the MSN-Specialization in Nursing Education Program (hereafter, MSN Program) embodies the mission statement and goals of Shepherd University (SU) that is committed to educate adult learners to become competent nursing professionals who integrate Christian faith into their nursing practice.

The philosophy statement defines the faculty’s core values as they relate to professional nursing education and practice. The SU faculty believes the value of respect, responsibility, and leadership in nursing education that is based on Christian faith. The faculty is highly aware of social and cultural diversity while respecting each student as a unique individual with varied knowledge, life experiences, special goals and needs. The faculty fosters to provide a learning environment where students can reach their maximum potential through critical thinking, scholarly inquiry, evidence based practice, and collaborative learning.

The faculty recognizes the student-centered learning that stresses students’ independence and responsibility of own learning while faculty facilitates the learning process. The SU faculty is also committed to the excellent curriculum, ongoing research and clinical practice, and scholarly endeavors to promote students’ intellectual interests as well as development of personal and professional values.

Goals

The goal of the MSN Program is to prepare nurses in adult learning curriculum design and development, as well as classroom teaching strategies in order to acquire nurse educator roles within academia and other service areas.

A master’s education remains a critical component of the nursing education trajectory to prepare nurses who can address the gaps resulting from growing healthcare needs. Nurses who obtain the competencies outlined in these Essentials will be prepared for current and emerging roles in healthcare delivery and design through advanced nursing knowledge and higher level leadership skills for improving health outcomes.

In support of the related institutional goals and based on the CCNE’s standards, candidates graduating with an MSN degree from the Shepherd University will demonstrate the following program Learning Outcomes (PLOs):

PLO1 The student will apply findings from Science and the humanities to improve nursing care in a variety of health settings.

PLO2 The student will evaluate the importance of organizational and systems leadership as a nurse educator and discover how these are implemented within the health care setting.

PLO3 The student will identify the importance of quality care and safety standards in the healthcare setting.

PLO4 The student will research evidence-based nursing knowledge and utilize findings to resolve nursing care problems.

PLO5 The student will utilize emerging healthcare technologies and informatics to improve patient outcomes.

PLO6 The student will promote nursing policies that improve the quality of nursing education and patient care.

PLO7 The student will apply Christian principles to the role of the nurse educator and collaborate with the health care team.

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PLO8 The student will demonstrate culturally appropriate care for clinical prevention when caring for individuals or populations.

PLO9 The student will articulate their role as a nurse educator and serve as a role model to improve the delivery of nursing care.

Terminal Objectives

The program prepares future nursing faculty and educators through the curriculum which focuses on the nursing and educational theory, research knowledge, and instructional methodology. Based on the Commission on Collegiate Nursing Education (CCNE)’s standards, the student will be able to demonstrate the following:

- Assume accountability as an academic nurse educator in nursing programs.
- Assume responsibility as a health educator in health care delivery systems.
- Demonstrate leadership in health care systems to enhance the quality of nursing care.

SECTION 3 GOVERNANCE AND ADMINISTRATION

STANDARD OF PERSONAL CONDUCT

Shepherd University School of Nursing encourages a close and edifying relationship between faculty and students, one that will deepen the spiritual growth of each and stimulate a vigorous intellectual life in the University community. In order to accomplish these aims, it is imperative that the School of Nursing faculty, staff and students conduct themselves in a Christ-like and professional manner and maintain an exemplary and involved lifestyle. Regular church attendance and participation in the activities of the Shepherd University School of Nursing community are encouraged for students and expected for faculty and staff.

Shepherd University School of Nursing requires members of the University community—faculty, staff and students to refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

Shepherd University School of Nursing also forbids the use of alcohol, illicit drugs and tobacco on campus and prohibits the abuse of these substances by the Shepherd community.

ADMINISTRATIVE LEADERSHIP

Director
The director of nursing program provides leadership and supervision for corresponding program. The director will be appointed for a three year renewable term by the Vice President for Academic Affairs based on recommendations from the president council. Efforts will be made so that the terms of the directors will overlap to ensure continuity.

Responsibilities
The Director of nursing program is responsible for ensuring quality in teaching, providing administrative leadership to faculty teaching nursing courses, and for administering University policies related to the nursing program. The major duties and responsibilities shall be to provide guidance to faculty on matters related to course development and teaching, assign courses, schedule all nursing courses and sections, coordinate the use of clinical agencies, monitor student progress, and deal with student failures and other problems as they arise. The Director of nursing program participates in the planning and implementation of all necessary policies related to the nursing program.

Qualifications
Education: A Master’s or higher degree from an accredited college or university which includes course work in nursing, education or administration.

Experience

2016–2017 SON Nursing Faculty & Academic Policy Handbook
A minimum of one year’s experience in an administrative position; a minimum of two years’ experience teaching in pre or post-licensure nursing program; at least one year’s experience as a registered nurse providing direct patient care.

License.
Shall hold a valid, active California nursing licensure issued by the Board.

Personal.
A lifestyle consistent with the standards of Shepherd University. Present a personal appearance and appropriate attire for the role of a faculty member at a Christian university.

Assistant Director
The Assistant Director assists the Director in administering all aspects of the program and is responsible for the corresponding nursing program in the absence of the Director. The Assistant Director acts as a spokesperson for the corresponding nursing program in the absence of the Director, and may represent the college at meetings on and off campus as delegated by the Director. The Assistant Director will be appointed for a three year renewable term by the Vice President for Academic Affairs based on recommendations from the president council. Efforts will be made so that the terms of the directors will overlap ensure continuity.

Responsibilities
The Director and Assistant Director collaborate to determine areas for which the Assistant Director has responsibility. Currently, the Assistant Director has responsibilities for the following areas:
- Nursing program scholastic standing, academic and discipline issues
- Liaison between students and faculty
- Counseling and guidance of faculty and students as necessary
- Transfer student orientation and initial advising.
- Transcript evaluation and posting of transfer credit
- Faculty searches
- Orientation and initial guidance of new faculty
- Assignment of faculty to faculty committees
- Faculty office assignments

The Assistant Director works collaboratively with the Director in budget preparation, planning, faculty assignments, and evaluation of all aspects of the nursing program.

Qualifications

Education:
A Master’s or higher degree from an accredited college or university which includes course work in nursing, education or administration.

Experience:
A minimum of one year’s experience in an administrative position; a minimum two years’ experience teaching in pre or post-licensure nursing program, and at least one year’s experience as a registered nurse providing direct patient care.

License:
Shall hold a valid, active California nursing licensure issued by the Board.

Personal:
A lifestyle consistent with the standards of Shepherd University. Present a personal appearance and appropriate attire for the role of a faculty member at a Christian university.

Administrative Faculty
Faculty members with administrative responsibilities are classified as faculty, directors and assistant directors who hold faculty rank are classified as administrative faculty. In addition to their faculty status, administrative faculty shall be offered three-year contracts renewable annually. Salary and benefits packages are considered annually.

2016–2017 SON Nursing Faculty & Academic Policy Handbook
Upon initial appointment, administrative faculty who do not already hold academic rank at Shepherd University may be awarded rank upon recommendation of the director and approval of the president.

Administrative faculty must be considered for promotion under the same procedures as those governing promotion generally. In the evaluation process, it is appropriate that the president—if the directors the candidate—take into consideration the fact that administrative faculty cannot have performed the quantity of teaching and service that would be expected of a full-time member of the teaching faculty of the school. On the other hand, it should be expected that administrative faculty would hold credentials such that if they were being appointed initially to an administrative post, the president would be willing to grant the rank to which promotion is proposed.

Termination
Administrative faculty may be terminated at any time during their contract period provided the conditions of the contract are not met. Dismissal from the University can only occur under the policies and procedures for dismissal of faculty members.

Administrative faculty returning to a teaching position will receive their faculty salary plus the administrative stipend they had been receiving until the end of their administrative contract period after which time they will receive their faculty salary minus the administrative stipend. No administrator has the right of continuance in any specific administrative assignment and any persons holding an administrative assignment may be reassigned to different responsibilities at any time provided the conditions of the contract are met.

INSTITUTIONAL STAFF

Faculty

The professor, associate professor, assistant professor and other faculty positions including instructor, assistant instructor and clinical teaching assistant provides the following professional duties: teach assigned courses; advise students; direct students’ academic activities including the clinical supervision; participate in student development activities; serve on University committees; participate in the development and review of the curriculum; assess student learning at multiple levels; and participate in University, community and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution’s mission and purpose statements.

Following are the basic criteria and qualification for the various ranks.

Professor

Education:
A Ph.D. or equivalent doctorate degree from an accredited college or university which includes course work in nursing, education or administration.

License:
Faculty member in nursing program should hold a valid, active, unrestricted California nursing licensure issued by the Board or Registered Nursing

Professional Experience:
Faculty members should have a minimum of six years of full-time teaching experience at the college level or an equivalent outstanding professional record. They should demonstrate a significant degree of leadership qualities (professional maturity) by being role models to students, staff and other faculty and actively participating in professional organizations in an effort to keep abreast of current practices and to influence the way individuals in the organization think (i.e., presenting at meetings, holding office). A master’s degree or significant professional experience may be made at this rank, under circumstances deemed appropriate by the dean, the Provost, and the President. Faculty member in nursing program should have a minimum of two years’ experience as a registered nurse.

Teaching and Mentoring:
Faculty should demonstrate a significant degree of excellence in teaching effectiveness and advising. Evidence of excellence may include: consistently receiving high overall ratings by their students and by peer review; updating
their course syllabi as changes in their discipline; updating their teaching skills (i.e., keeping abreast of current best teaching practices in their disciplines); developing supplementary material for class; developing curricula; and stimulating students toward scholarly activities through academic advising.

University Administration, Community, Ministry, and Professional Service:
Faculty members should make significant contributions to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

Associate Professor

Education:
A Ph.D. or equivalent doctorate degree from an accredited college or university which includes course work in nursing, education or administration.

License:
Faculty member in nursing program should hold a valid, active, unrestricted California nursing licensure issued by the Board of Registered Nursing

Professional Experience:
Faculty members should have a minimum of three years of full-time teaching experience at the college level or an equivalent outstanding professional record. This person must in that time have demonstrated substantial professional achievement in the areas of teaching, professional activity and service. A master’s degree or significant professional experience and new faculty appointments may be made at this rank, under circumstances deemed appropriate by the dean, the Provost, and the President. They should demonstrate leadership qualities by being role models to students, staff and other faculty and by participating in professional organizations (i.e., attending meetings in an effort to keep abreast of current practices in their disciplines). Faculty member in nursing program should have a minimum of two years’ experience as a registered nurse.

Teaching and Mentoring:
Faculty members should demonstrate excellence in teaching effectiveness and advising. Evidence of this may include: consistently receiving moderate to high overall ratings by their students and by peer review; updating their course syllabi as changes in their discipline; updating their teaching skills (i.e., keeping abreast of current best teaching practices in their disciplines); developing supplementary material for class; and developing curricula; stimulating students toward scholarly activities through academic advising.

University Administration and Community and Professional Service:
Faculty should make contributions to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

Assistant Professor

Education:
A Ph.D. or equivalent doctorate degree from an accredited college or university which includes course work in nursing, education or administration. A master’s degree or significant professional experience and new faculty appointments may be made at this rank, under circumstances deemed appropriate by the dean, the Provost, and the President.

License:
Faculty member in nursing program should hold a valid, active, unrestricted California nursing licensure issued by the Board of Registered Nursing

Professional Experience:
Faculty members should have potential success as a teacher at the college level or an equivalent outstanding professional record. They should demonstrate growing leadership qualities by being role models to students and staff and by belonging to professional organizations in an effort to keep abreast of current practices in their disciplines.

2016–2017 SON Nursing Faculty & Academic Policy Handbook
Teaching and Mentoring:
Faculty members should demonstrate growing excellence in teaching effectiveness. Evidence of this may include: consistently receiving at least moderate overall ratings by their students and by peer reviews; updating their course syllabi as changes in their discipline; updating their teaching skills (i.e., keeping abreast of current best teaching practices in their disciplines); developing supplementary materials for class; developing curricula; and stimulating students toward scholarly activities through academic advising.

University Administration and Community and Professional Service:
Faculty members should begin to contribute to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

Instructor

Education:
A master or higher degree from an accredited college or university which includes course work in nursing, education or administration.

License:
Faculty member in nursing program should hold a valid, active, unrestricted California nursing licensure issued by the Board of Registered Nursing.

Professional Experience:
Faculty members should demonstrate potential for professional success. Instructor in nursing program should have a minimum of two years’ experience as a registered nurse with direct patient care (for the pre-licensure and/or post-licensure of nursing program) within the last five years.

Teaching and Mentoring:
Faculty members should demonstrate a significant aptitude for teaching.

University Administration and Community and Professional Service:
Faculty members should contribute to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

Assistant Instructor

Education:
A Baccalaureate degree or higher from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice or an Associate degree with five years teaching experience.

License:
Faculty member in nursing program should hold a valid, active, unrestricted California nursing licensure issued by the Board of Registered Nursing.

Professional Experience:
Assistant Instructors in the nursing program should have at least one year’s continuous, full time experience in direct patient care practice as a registered nurse.

Teaching and Mentoring:
Assistant Instructors should demonstrate a significant aptitude for teaching.

University Administration and Community and Professional Service:
Faculty members should contribute to the University by: serving actively and effectively on school and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.
Clinical Teaching Assistant

Professional Experience:
Clinical Teaching Assistant should have and at least one year’s experience, within the previous five years, as a registered nurse providing direct patient care.

Teaching and Mentoring:
Clinical Teaching Assistant should demonstrate a significant aptitude for teaching.

Responsibilities
Implicit to each of the basic criteria should be evidence of an ongoing and growing spiritual vitality both personally and professionally as demonstrated by the integration of Christian principles and behavior in every aspect of the academic process as well as personal lifestyle.

SUPPORT STAFF

Program Manager/Educational Advisor
Reports to the Director of Nursing. Plans, prioritizes and directs the activities of case management for Nursing students and serves as a paraprofessional counselor advising students in areas related to academic careers including certificate, graduation, transfer and major requirements; advise students on various careers and on the requirements necessary for achieving career goals.

Senior Officer Supervisor
Reports to the Director of Nursing. Organizes and directs the secretarial, clerical and functional operations within an assigned department or office; perform a wide variety of responsible and complex administrative, secretarial and clerical duties for a department or office.

Junior Assistant(s)
Reports to the Senior officer of Nursing. Provides a variety of routine or complex and confidential clerical and secretarial services to the Dean, department and programs, dependent upon classification.

ORGANIZATION

The procedure for establishing the organization and the governance structure of the Nursing Department has been developed following the Boards of Nursing Rules and Regulations and is mutually approved by the administration and faculty, but does not alter nor diminish the Director’s ultimate responsibility as the administrative officer for the department.

The structure as developed by the faculty of the Department of Nursing is designed to promote effective functioning of faculty, student, and curriculum components central to the mission and objectives of the programs. The organizational structure is appropriate to the size of the Department of Nursing and the activities, which it promotes.

Refer to the organization chart for details.

COMMITTEES

The organizational structure of the Department of Nursing provides opportunities for faculty, administration, and students to interact in the governance of the department. The faculty believes standing committees within the Nursing department facilitates effective functioning of the department. The standing committees are necessary for making purposeful decisions and enhancing the Student Learning Program-level, as well as, Departmental outcomes. It is expected that faculty will participate on several standing departmental committee

Shepherd University Nursing students are encouraged to participate in the formation and revision of policies that affect them; except Clinical Agency Advisory Committee. While many informal methods are available, the General Faculty Committee, the Curriculum Committee, Program Review Committee and Level Coordination/Faculty Development Committee, provide formal means of assuring student input into all levels of the Nursing Program.
General Faculty Committee

All full time Nursing Program faculty and staff are to be members of this committee. The Director of the program will be Chair of the committee. Although not mandatory, all part time faculties are encouraged to attend and participate in committee meetings. The committee will meet monthly with the agenda set by the Director. Department committee reports will be reviewed and any action required will be considered. The committee will closely review curriculum and evaluation processes. During the meetings the Director will inform faculty of any University, School of Nursing, and Department announcements, policy changes, and/or specific needs.

Curriculum Committee

The purpose of Curriculum Committee is to have in place a formal committee to review, evaluate, and suggest change to the Program Curriculum. This committee will review formative and summative evaluation data as a process to maintain quality in the program and design appropriate curricular modifications as needed. The committee is responsible for developing and executing assessment at the program level and class level to ensure that the Mission and Philosophy remain in alignment with the Nursing Program mission statement, fulfilling the goals of the Nursing Program, and meeting student learning outcomes. The committee will meet monthly or bi-monthly. Membership consists of faculty content experts and two elected student representatives. The Director of the program will be Chair of the committee or the Director of Nursing Programs will appoint the Chair of this committee among senior fulltime faculty with share-responsibility. Student representatives are elected by secret ballot for a 1-year term. Topics to be defined shall include, but not to limited to the following: committee responsibilities and lines of communication, syllabi review, course evaluations by students and faculty, terminal objective outcomes assessment, and curriculum policy evaluation.

Program Review Committee

The purpose of this committee is to ensure the quality of the nursing program and to review the last semester of the Nursing Program. The Director of Nursing Programs will appoint the Chair of this committee. Membership consists of the Director of the Nursing Program, faculty assigned by the Director, and two representative students currently enrolled in the last semester. This committee will review student overall program evaluation to discuss the learning experience at Shepherd University. This committee will also hold the responsibility of reviewing student achievements and employment post-graduation as well as institutional program assessment. The committee will report to the General Faculty Committee.

Level Coordination/Faculty Development Committee

This committee sponsors activities that demonstrate and support a strong commitment to continuing faculty vitality and renewal. The committee obtains input from faculty regarding their needs for faculty development, works with the President and nursing faculty to sponsor a new faculty orientation workshop, colloquia, brown-bag lunch discussions, and seminars on issues related to teaching, scholarship, and services during the academic year. The committee plans for on-going faculty development, comply 5-year Strategic Plan of the Program focused on the Faculty development, and conducts on-going evaluation of the faculty development program. There is one scheduled meeting each semester. The Director of Nursing Programs will appoint the Chair of this committee. Membership consists of all nursing faculty and one representative student from the Nursing Program. The student is appointed by secret ballot at the beginning of the semester. The committee will report to the General Faculty Committee.

Clinical Agency Advisory Committee

This relationship includes pre- and post-clinical rotation meetings, and other meetings as needed to exchange ideas and discuss concerns. Formalized agreements: cover maximum student/faculty ratios for each semester level, guidelines for types of instructor/staff supervision, and overall responsibilities of the agency and the School in the implementation of the course objectives. Responsible for agency contracts with each clinical facility are reviewed every year. The Clinical Coordinator of Nursing Programs will chair this committee. The committee will report to the General Faculty Committee.

**TOTAL DEPARTMENT AND/OR PROGRAM EFFECTIVENESS**

2016~2017 SON Nursing Faculty & Academic Policy Handbook
To ensure quality and overall effectiveness, as well as maintain compliance with the Boards of Nursing Rules and Regulations, each program of instruction in the Nursing Department will be evaluated on an annual basis using the Total Program Assessment Plan. The program quality areas evaluated in this plan will include, but are not restricted to:

- Mission and Governance
- Faculty
- Students
- Institutional Commitment and Resources
- Curriculum and Teaching/Learning Practices
- Student Performance

Faculty, Students, Administration and our community stakeholders will have input into the evaluation of each respective instructional program. Refer to the Total Program Assessment Plan for the details.

SECTION 4 POLICIES/INFORMATION RELATED TO PROFESSIONAL EXPECTATIONS FOR FACULTY

FACULTY RECRUITMENT

Upon the approval of a new faculty position, or in the event of a vacancy on the faculty—or other University official who has direct administrative responsibility for that position (or in the case of administrative officers who hold faculty rank, the president)—recruits candidates to fill the new position or vacancy. Advertisements in the appropriate media may be used.

Upon receipt of an inquiry concerning employment for a position currently available, the program director/dean affords all apparently qualified prospective faculty members an opportunity to submit a written resume, references and a completed Faculty Application Form.

As part of the interview process, the Program Director or designee and an appointed member of the faculty interview all candidates for employment and hold teaching demonstration in front of faculty who are appointed by Director. And report the interview result to Vice President for Academic Affairs.

Upon the recommendation of Vice President for Academic Affairs, the President determines the hiring in accordance with the University bylaws and the policies of the Board of Directors.

PROCEDURE FOR EMPLOYMENT

The Vice President for Academic Affairs makes a recommendation to the President regarding the appointment and salary of the individual. The appointment category should depend heavily upon the number of graduate credit hours the individual has taken in the given field to be taught.

The President approves the appointment and authorizes the director to prepare the contract and provide the faculty member with a copy of the most recent Faculty Handbook. Contracts should be issued at the beginning of the contracted period and include the terms and conditions of the appointment. Any special understandings or conditions incumbent on either party should be explicitly stated. The president, director and faculty member sign contracts for full-time, part-time and adjunct faculty members.

Part-time or adjunct faculty members are not eligible for promotion. However, they may be eligible for fringe benefits depending on the conditions of the contract.

APPOINTMENT AND PROMOTION IN RANK

Academic ranks for teaching faculty are: professor, associate professor, assistant professor, and adjunct professor/instructor.
The director has sole authority to make initial recommendations concerning initial appointment in academic rank. Ordinarily, the Vice President for Academic Affairs initiates considerations for promotion. However, the eligible faculty member may initiate such consideration.

Initial appointment or promotion in rank is based on the following criteria: professional experience; teaching and advising; scholarship; and University, community, ministry and professional service. Once an appointment has been made, the director gives the faculty member a contract and a copy of this Faculty and Academic Policy Handbook.

**Promotion**

The Board of Directors, in approving this statement of promotion policy, does so in good faith with the intent to comply fully with it. It must, however, reserve the right to deviate from these terms if conditions beyond its control—such as abrupt declines in enrollment, drastic loss of income or conditions that result in drastic curtailment or abandonment of programs or activities—make it necessary to do so.

The purpose of promotion is to recognize excellence in teaching and associated academic pursuits with the best interests of the University in mind. The decision to promote a faculty member is based on the merit of the individual faculty member and the long-term needs and mission of the University. Promotion shall be selectively considered for professors who are superior teachers and are considered by the University to be instructional leaders and excellent scholars, also for others who are nationally distinguished and considered excellent teachers. Those professors who have valuable skills and talents essential to the University, but who would not meet the criteria of being nationally distinguished or excellent teachers, may be still considered for multiyear regular contracts but not necessarily promotion. There is more specific information regarding the issue on regular University Faculty Handbook.

**Contractual Appointment/Office Hours**

All appointments of full-time faculty are on an annual contract, renewable at the discretion of the University. The new contract supersedes the previous contract. In some cases, appointments for a period of less than one academic year may be made as in the case of initial appointments at midyear or emergency one-semester appointments. Faculty members with three or more years at Shepherd may, at the University’s discretion, be allowed to continue to serve without contract.

**Full-Time Faculty**

All full-time (FT) faculty members are appointed on a twelve-month contractual salary basis. Upon receipt of the ‘Faculty Appointment Agreement’ the faculty member signs the contract and returns it to the Nursing Office every semester; the faculty member retains a copy. Usually the FT workload is 15-semester unit per semester equivalent to 45 hours per week for teaching, administrative, and advising and not limited to.

Nursing faculty members are expected to maintain a minimum of five (5) office hours/week for student consultation. Faculty office hours are to be scheduled for the convenience of students and need to be posted in an easily visible location for students. Your schedule (which includes the day and time each class meets along with your office hours) is also submitted each term to your Program Director.

**Semi Full-Time Faculty**

12 unit workloads per semester equivalent to 36 hours per week for teaching, administrative, and advising and not limited to.

**Part-Time Faculty**

7.5 unit workloads per semester equivalent to 22.5 hours per week for part-time for teaching, administrative, and advising and not limited to. Part-time faculty

**Adjunct Faculty**

Adjunct Faculty members are not required to maintain office hours.

All adjunct assignments are determined by the director or designee to meet student needs.
Adjunct faculty members are employed to teach one or more specific courses. They should be available a minimum of one hour per course per week outside of class time for course-related advising. Adjuncts should receive compensation for each course contingent upon achieving the target enrollment for that course. If fewer than the targeted number of students is enrolled, compensation may be prorated on the basis of a specific amount per student credit hour or the adjunct faculty member may choose to be relieved of his or her obligation to teach the course. Upon receipt of the 'Faculty Appointment Agreement' the faculty member signs the contract and returns it to the Nursing Office every semester; the faculty member retains a copy.

Both part-time faculty and adjunct faculty may be asked to teach courses, advise students, plan curriculum or perform other faculty-type responsibilities.

OTHER PROFESSIONAL OBLIGATIONS

In addition to the faculty members teaching assignment and as outlined in the Agreement of the SU Faculty HB, all full-time faculty are expected to:

1. Participate in retention and institutional research activities and recruiting/articulation with schools and colleges.
2. Participate in promotion, job placement, student follow-up, and advisory committees.
3. Not conduct personal business, which interferes with contract responsibilities nor use department or College personnel, facilities or equipment for personal business.
4. Not, except in the case of emergency, leave a class, program, or activity unattended. An appropriately qualified academic employee must always be responsible and present.

FACULTY DEVELOPMENT OBLIGATION/ACTIVITY

All full time nursing faculty members are required to participate in professional development activities that will enhance his/her performance of assigned duties. SU provides a way to fund activities designed to improve the quality of instruction/performance at both the individual and the institutional levels. SU obligations are professional development activities that occur outside of the regularly scheduled teaching day.

Full-Time faculty members are required to complete a minimum of twelve (12) hours of training each year. Payment for these hours is included in your regular paycheck. Failure to complete necessary hours will result in loss of pay and notice on faculty evaluations. End of year faculty shall be asked to report the activity report and are submitted the related documentation directly to the Director at the end of each spring semester.

SICK LEAVE ACCRUAL

Full-time Faculty
Three (3-in state) days may be granted for bereavement, funeral arrangements, or attendance of an immediate family member or close personal associate.

Adjunct Faculty
Adjunct (Clinical Teaching Assistants) faculty members do not earn sick or personal days.
Detailed information on the allowable types of leave and sick leave can be found in the Business of Bylaw of Shepherd University.

Absence Reporting Process/Forms
If a faculty member misses a contract day, a full day of leave will be charged, regardless of the number of hours of the assignment. If a faculty member misses part of the day’s assignment, leave will be charged at the proportion of the assignment missed is to the full day’s assignment. If an adjunct faculty member is an absent, the faculty member will report the number of hours of the assignment that is missed.

SALARY INCREASES

Salary increments for faculty members are determined primarily by the individual criteria established for the evaluation of performance in teaching, scholarship and service and to maintain a competitive salary level with comparable institutions. The president determines, based upon salary remuneration formula and faculty evaluations, the salary for each faculty member within the total salary budget assigned to the University.

2016~2017 SON Nursing Faculty & Academic Policy Handbook
**RELEASING FACULTY FROM CONTRACT**

The obligation to give due notice of termination of employment is reciprocal. Faculty members, as part of their responsibility to the University and their profession, should make every effort to give the administration adequate time to find a replacement if and when they desire to leave Shepherd University.

Faculty contracts are to be regarded as mutually binding and the signed acceptance of such contracts by the members of the faculty is always to be done in good faith. This statement implies that the individual faculty member will promptly terminate any other contract negotiations, which may be in progress, and will not initiate any new negotiations for the coming year.

The University will grant a release from a signed contract only in exceptional cases, normally involving circumstances beyond the individual’s control. In the case of faculty members who have signed their reappointment contract, release from contract to take another position will be considered if:

1. The offer of or the invitation to apply for another position did not come as a result of any solicitation or encouragement by the faculty member, or
2. The position in question represents an opportunity for significant professional advancement.
3. Final judgment as to whether the foregoing conditions have been met is to be made by the director.

**CONTRACT TERMINATION**

**Definition of Dismissal**

Dismissal, as used in this policy, means the termination of a regular faculty member or the termination of a non-regular faculty member prior to the end of a term appointment to which that faculty member would otherwise be entitled, based on the policies of the University, but does not include the termination of faculty member due to University-wide financial exigency or extensive curtailment in or discontinuance of a program of study or department of instruction. Only the president, operating under the authority of the Board of Directors, has the authority to dismiss a faculty member.

**Dismissal and Termination**

Any faculty member is subject to immediate suspension by the Executive Committee of the University and then eventual dismissal and termination of the University’s contract obligation upon a finding of breach of the contract in accordance with due process under the Contract Termination policy.

Breach of contract means violation of professional ethics, insubordination, failure to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the University standards or actions inimical to the best interests of the University as determined by the University’s governing board.

**Pre-dismissal**

Normally, dismissal should only be instigated as a last resort—after all appropriate measures for reconciliation and/or correction have been attempted. When a reason arises to consider dismissal of a faculty member, the director/dean shall arrange a personal conference or conferences. The program director/dean will invite the faculty member and any other appropriate individuals to discuss the reason(s) for considering the dismissal of the faculty member. At this point, the matter may be resolved by mutual consent. The University may propose the use of mediation as one means of achieve in reconciliation if both parties are agreeable. Mediation will be conducted in accordance with the University’s Mediation Agreement.

**Reasons for Dismissal**

The dismissal of a faculty member shall only be for just cause. Such cause must be related to the faculty member’s performance of professional duties or responsibilities. Just cause means gross misconduct such as: violation of professional ethics, insubordination, and refusal to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, and failure to perform at a level commensurate with the rank held as specified in the University standards or actions inimical to the best interests of the University as determined by the University governing board. Dismissal shall not be used to restrain faculty members in the exercise of academic freedom.

**Procedure**

2016–2017 SON Nursing Faculty & Academic Policy Handbook
1. The director will determine those cases in which proceedings to dismiss a faculty member might be appropriate.

2. The faculty member may be immediately relieved from any and all academic duties at the discretion of the director when reason arises to consider dismissal of the faculty member. Such suspension of duties shall be without loss of compensation.

3. If the matter has not been resolved after the pre-dismissal conference(s) with the faculty member, the director may initiate formal proceedings to dismiss the faculty member by writing up a statement to that effect. This statement shall contain:
   a. The reason for dismissal.
   b. The names of witnesses—if known—who will testify in support of the specific reasons stated.
   c. The nature of the testimony likely to be presented by each of the witnesses.

4. A copy of this statement shall be given to the faculty member in person or sent by certified mail to the faculty member’s address of record.

5. The faculty member may submit to the director an answer to the statement within 15 calendar days. If the faculty member fails to answer within 15 calendar days of receipt of the statement, the director may recommend to the president that the faculty member be dismissed. Any such dismissal by the president shall be final.

6. If the faculty member answers the director in 15 calendar days disagreeing with the statement, and the director decides to proceed with dismissal, the director or the director’s designee shall so notify the faculty member in writing within 15 calendar days and shall have such notice given to the faculty member in person or sent by certified mail. Such notice shall inform the faculty member of the reasons for dismissal and afford him or her opportunity to be heard by the Hearing Committee.

7. Within 15 calendar days of receipt of notification from the director, the faculty member shall notify the director of his or her decision to have a hearing. If the faculty member fails to respond within 15 calendar days of receipt of notification, the director may recommend to the president that the faculty member be dismissed. Any such dismissal by the president shall be final.

8. Within 30 days, if the faculty member has, in a timely manner, requested a hearing, the standing Hearing Committee shall proceed as follows:
   a. The Hearing Committee shall consist of five (5) members. Four (4) members shall be selected from regular faculty members by the director in consultation with the president at the beginning of each academic year. One member shall be selected from the President’s Administrative Council who holds faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.
   b. The director or his or her designee shall inquire of each of the selected Hearing Committee members whether there is any reason he or she would be unable to hear the case fairly and impartially and render a fair and impartial decision.

9. From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the president.

10. The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing, which shall be conducted according to established procedures and include representation, examination and cross-examination of witnesses and timeliness of process. The hearing shall be closed. At the request of the faculty member, a stenographic record of the proceedings will be made at the expense of the University.

11. The Hearing Committee chairperson shall submit a final report that shall contain findings of fact and recommendations to the president. The final report shall be submitted to the president within 15 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the president and send a copy to the faculty member.

12. Upon consideration of the committee’s report(s), the decision concerning dismissal shall be at the sole discretion of the institution as represented by the directors acting through the president, which decision shall be final.
Faculty Evaluation

Performance Planning, Review and Development

One of Shepherd University’s goals is to develop and maintain a faculty of distinction. The three-part process of performance planning, performance review and performance development ensures that end. It also provides an opportunity for faculty to receive full credit and reward for their contributions to the University and their discipline.

The Vice President for Academic Affairs is responsible for leading the faculty performance planning, review and development process. This process is conducted according to the following timeframe:

1. April - August - The program director/dean and faculty member conduct faculty performance planning of full-time faculty and write a Faculty Performance Plan.
2. August 15 - The program director/dean submits the Faculty Performance and Development Plans to the Vice President for Academic Affairs for his or her review.
3. September - March – The program director/dean conducts ongoing faculty performance reviews

Performance and Development Plans for regular faculty may be done every year based on the discretion of the program director/dean.

Regular faculty receives a comprehensive review every five years to help them assess their accomplishments in relation to the expectations of their rank and to help them set appropriate goals for the future. (See Promotion policy)

Faculty Performance Plan

Based on the Strategic Plan and other planning documents, the program director/dean establishes specific duties and responsibilities for full-time faculty members for the coming year. The program director/dean, in consultation with the faculty member, also formulates unit criteria and standards to be used in the faculty review process. These criteria should be clearly communicated to the faculty and be both qualitative and quantitative.

A normal workload is presumed to be 15 work units per semester, equitably distributed among the three basic activity areas of: 1) teaching and mentoring, professional librarianship; 2) scholarship, and/or creative works; 3) University administration and community and professional service. A maximum workload is presumed to be 15 work units per semester.

For purposes of determining faculty load, an acceptable measure for a work unit would be equivalent to one individual teaching one three-semester hour on-campus course with an enrollment consistent with the average class sizes of that discipline. The workload is a total of 15 semester units; Lecture is 1: 1 for the units (every lecture unit is counted as the full unit; Lab clinical is 1:2; Committee activity is counted as 0.5 unit per committee, Lead faculty gets 1 unit for coordination of theory and clinical courses; Assistant Director gets 3 units release time for administration; Tenure tract gets 3 units for research/scholarly projects; preceptorship is non-instructional; no units for advisement. Nursing faculty assignments are a combination of lecture and clinic.

The program director/dean is responsible for determining when an overload situation exists and when overload pay should be considered. If a person exceeds the normal workload in one semester, their load should be adjusted the following semester. However, the program director/dean may exercise his or her professional judgment in determining when overload exists and when extra pay is appropriate. As a general rule, an overload occurs when a person exceeds the maximum number of work units. Adjustment as described below may trigger exceptions to the general rule. Courses taught for extra pay should not be included in workload calculations.

Workloads may vary among individuals and programs, as long as the needs of the University are being met. In determining workload, the program director/dean may choose to include concise adjustments (i.e., weighted credit hours per FTE course loads) for appropriate institutional activities such as: studio and performance courses; development of new instructional methods; development of new courses; practicum courses and services; special tutorial activities; supervision of directed studies; training and supervision of teaching assistants; instructional teaming; and internship supervision.
The Performance Plan formalizes the proportional workload distribution, provides for goal setting and outcome planning and becomes the reference point for performance expectations for the year. During the year, the program director/dean is expected to discuss progress and development. In general terms, a year comprises the academic year. Between April and August, the program director/dean and each faculty member agree upon, write and sign a Faculty Performance Plan.

Following are guidelines for writing the Faculty Performance Plan:
1. The focus of each faculty member’s workload is to be directed by the Strategic Plan.
2. The Faculty Performance Plan should take into account the workload requirements of the academic program and include workload distribution among the following three traditional activity areas for full-time teaching faculty and library faculty: Teaching and Mentoring, Professional Librarianship; Scholarship, and/or Creative Works; and University Administration and Community, Ministry and Professional Service. All full-time faculty members are expected to devote time and energy in fulfilling duties in each of these three areas. It is expected that most faculty will seek to excel in at least one of these areas. Thus, workloads will not be equal across the three areas. However, none of these areas should be ignored.
3. It should be written in terms of outcomes and the measurements that will be used to evaluate performance.
4. It should show a commitment to and link between instructional quality, faculty workloads and productivity in the context of the mission of the University and the academic program.

Faculty Performance Review
Each program must establish standard criteria for faculty performance for each rank. These criteria should be explicit, permitting fair and consistent evaluation and must be approved by the program director/dean. Self-evaluation should be included among the evaluation components.

The criteria should cover three basic areas: 1) teaching and mentoring; 2) scholarship and/or creative works; and 3) University administration and community, ministry and professional service. It is expected that each performance review will include a general review of all areas as well as an in-depth evaluation of at least one of the three basic areas.

Teaching and Mentoring
Teaching assigned courses, supervising the clinical practicum, developing standardized course syllabi and course materials, communicating relevant content, setting clear course outcomes and fostering student learning. Continually evaluate effectiveness of teaching style, content and student learning, making appropriate modifications to maximize instructional effectiveness. Provide students appropriate academic, spiritual and pastoral advising. Supervise students’ culminating experiences to successful and timely completion. Included in the workload, are 3 units designated for advising and faculty meetings.

The teaching process is at the heart of the University’s mission. We expect all our professors to be excellent teachers. Since teaching and advising are multifaceted activities, both quality and quantity should be evaluated.

- **Teaching Materials.** While the specifics may vary from discipline to discipline, all reviews must include:
  - course content; course objectives; grading policies; course examinations; course organization; quality of student achievement; and innovative teaching methods or materials.

- **Classroom Visits from Evaluators.** Before visiting a class, the evaluator(s) should gather the following information from the faculty member: course objectives and objectives for the day of the visit.

  During the visit to a class, the evaluator(s) should assess:
  a. Structure and goals for the course: mode of presentation (e.g., lecture, discussion), visual aids, instructional technology, and utilization of class time.
  b. Presentation skills: e.g., eye contact, speaking rate and intensity, use of language, distracting mannerisms.
  c. Rapport with students: equitableness, student receptiveness, respectful.
  d. Mastery of content: e.g., adequate, current, content sequencing.
  e. Strengths and weaknesses in teaching performance.
  f. Proficiency in integrating faith and practice.
g. Achievement of day’s objectives.

After visiting a class, the evaluator(s) must:
   a. Meet with the faculty member to report on his or her observations.
   b. Give the faculty member an opportunity to comment on the observations and other aspects of
      the visit that might reasonably have impacted the instruction that day.
   c. Prepare a written report summarizing the observation in the context of the instructor’s objec-
      tives, comments made at the meeting following the observation and any other relevant materi-
      al.
   d. Distribute copies of his or her report to the others participating in the peer review after they
      have conducted their classroom visit.

Note that “visits” may be made to online courses by reviewing the course content, to include threaded dis-
ussions. While certain adaptations must be made, the guidelines given for classroom visits should be used
   to the extent practicable. In online courses, the evaluator should look for evidence that the instructor is
   stimulating discussion and, therefore, constructivist learning. For example, the instructor should be visibly
   present in the online classroom at least every other working day. Daily online presence is preferred.

- Student Evaluations of Instruction and Advising
  Student comments are to be included as part of the student evaluation submitted. At least 75% of the
  students in each class must complete the form in order for it to be used. Student ratings over several
  semesters/years are used from a range of courses. Performance in the area of advising is to be evaluat-
  ed with respect to responsibilities such as demonstration of an exemplary Christian witness, timeliness,
  accuracy, availability, monitoring advisee’s progress, reviewing academic interests with advisee, and
  examining career interests with the advisee.

Research, Scholarship And/ Or Creative Works

Although Shepherd University School of Nursing is not a research institution, faculty members are encouraged to
conduct research that advances the mission of the school, reflects commitment to a biblical worldview and expands
the knowledge base in the faculty member’s field of endeavor. Communicate research findings in professionally
relevant media. Actively participate in professional organizations that promote scholarship. Engage in professional
development activities that will enhance scholarly and professional competence.

UNIVERSITY ADMINISTRATION AND COMMUNITY, MINISTRY AND PROFESSIONAL SERVICE

- University Administration
  University administration covers a wide range of activities. It should be evaluated by colleagues familiar with
  the faculty member’s performance in the given activity over a period that normally spans at least one semester.

  Activities include, but are not limited to, the following:
   a. Serve on University committees. Special committee responsibilities such as serving as committee or sub-
      committee chair should be given added significance beyond committee membership.
   b. Participate in student recruitment activities.
   c. Conduct student Bible study/fellowship groups and regularly attend chapel.

- Community Service
  When possible, the faculty member’s performance in this area should also be evaluated by those familiar with
  his or her performance. This area is normally evaluated by examining the faculty member’s vita. Performance is
displayed in a variety of ways including speaking to community groups and applying professional expertise to
community concerns.

- Ministry Service
  Faculty is expected to make themselves available in various ministry capacities within their local church, para-
church organization, or for short-term outreach opportunities. Faculty and ministers knowledgeable about the
ministry venture should evaluate this area. It is not enough just to participate but to participate with excellence,
leadership, and passion. Examination of the fruit of these ministry assignments should be considered in the evaluation process.

- Professional Service
  Faculty is expected to make their professional knowledge and skills broadly available to society. They should develop skillful, knowledgeable and practical applications and extensions of their academic fields and specialties, and then use these skills to make a positive impact on society. Public service should be grounded firmly in University programs.

  Professional responsibilities outside the classroom may also include involvement in a professional organization within the faculty member’s discipline in ways that are not directly related to the knowledge base of the discipline. Examples include: hold a major office or participate in a professional organization, chair or serve as a member of a committee, consult, etc. In order for activities like these to be considered in a personnel review, there must be some system for documenting performance. For retention and promotion considerations, the documentation of these activities may take a variety of forms including letters of recommendation from informed colleagues or a list of accomplishments while serving in a given capacity.

**Faculty Development Plan**

After the performance review, the director and faculty member write a Faculty Development Plan for the next academic year, taking into account the past year’s performance. The Development Plan is based on the Performance Review and is written by the director and faculty member. It should list specific things the faculty member should do to improve and develop performance (i.e., attend workshops or other faculty development opportunities, be mentored by a qualified/approved faculty member)—anything that will promote and enhance the faculty members’ skills and talents.

Faculty members should have proficiency in the areas noted in Professional Development Opportunities for Faculty in regular Faculty Handbook. This proficiency should be considered when writing the Development Plan.

The plan should identify areas for improvement and development and should include, but not be limited to, the following:

1. Specific actions and timelines to enhance and develop the faculty member’s competence and remedy any areas of weakness. (Attend professional meetings; attend instructional seminars and workshops, both on and off campus; develop self-study programs approved by director; and/or participate in any activities that will enhance his or her professional expertise and bring the faculty member to the highest level of distinction possible.)
2. Specific actions and timelines to advance the school toward the achievement of its mission.

**Regular Faculty Review and Faculty Development Procedure**

1. Every five years, each regular faculty member will be evaluated for the purpose of general review, development, recognition and merit and for continuation of employment. This process will include evaluating how past individual-based and school-based performance objectives have been met, as well as how the faculty member has maintained a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds.

2. The regular faculty shall select a Review Committee.

3. The Review Committee shall conduct a review and give a written recommendation to the director. The recommendation shall:
   a. Describe the faculty member’s strengths and weaknesses.
   b. Assess the faculty member’s performance over the past five years in relation to the rank(s) held.
   c. State whether or not the faculty member performed at a level commensurate with his or her rank.
   d. Include suggestions for improvement as appropriate.
4. The director reviews the recommendation of the Review Committee and makes his or her own assessment. The director meets with the faculty member to discuss the findings. Unless the faculty member is found not to have maintained a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds, the director will recommend that the faculty member be given a new contract with a five-year review period. If the director determines that the faculty member has not maintained a level of overall performance commensurate with the level and proficiency required for the faculty member’s rank, one of the following actions will be recommended:

a. That the faculty member be given a new contract with a review period of no more than two years, with a faculty development plan covering the same number of years. The director and the faculty member will create a proposed faculty development plan. The faculty development plan should include specific action plans and timelines consistent with plans required in the Performance Planning, Review and Development policy.

b. If the director determines that there is not a reasonable likelihood that the faculty member could, in conjunction with a faculty development plan, achieve a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds, the director will recommend that the faculty member’s employment be terminated, and that the faculty member be appointed to a terminal year.

c. Under extenuating circumstances, as an alternative to the appointing of a faculty member to a terminal year upon termination, the director may recommend that the faculty member be denied a contract.

The director shall provide his or her recommendation and, if appropriate, the faculty development plan to the president for final approval. Termination of employment shall require consultation with and approval by the president.

SCHOOL ADMINISTRATIVE AND COMMUNITY AND PROFESSIONAL SERVICE

Serve the school through committee assignments, recruiting activities, public relations events and other extracurricular activities. Initiate activities that enhance institutional goals and promote institutional unity. Demonstrate a willingness to be of service and to work cooperatively with others in the school. Apply professional and personal talents to the community outside of the school.

COMMENCEMENT PARTICIPATION OF STAFF

All exempt employees are eligible to participate in the commencement procession. However, exempt employees other than full-time members of the teaching faculty and senior administration staff may choose not to participate in the procession. If exempt employees wish to participate, it is their responsibility to notify the Registrar’s Office of their desire to do so.

The official commencement procession includes the following: president, other administrators, full-time teaching and professional library faculty, adjunct faculty and full-time exempt employees choosing to participate. The president determines the procession for the platform.

DRESS CODE

SU does not have a designated dress code for faculty and/or employees. Most faculty members choose to wear casual to business casual attire while in the classroom setting. For the clinical laboratory rotations, most faculty members choose to wear scrubs with a lab coat or a uniform with a lab coat. Some clinical sites are observation only and students/faculty must adhere to the agency dress code. It is required that faculty always wear the SU name tag when in a clinical facility or in a community rotation. If teaching skills in the Skills lab it is recommended that a lab coat is worn.

SECTION 5 POLICIES RELATED TO CURRRCULUM AND INSTRUCTION-THEORY

ACADEMIC FREEDOM

Academic freedom functions within Shepherd University’s mission statement and statement of faith. Specifically, within the mission statement, the faculty member takes the role of being a Christian leader in order to model Christian leadership to students.

2016~2017 SON Nursing Faculty & Academic Policy Handbook
Faculty members, as well as students, are free to hold and express opinions about material offered in their courses, and this right must not be impinged on by threats, force, or other intimidation; however, Students have the right to disagree with the conduct or content of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities or to avoid fulfillment of the expectations of the course; however, Academic freedom for faculty members must include a means for seeking the censure or dismissal of students guilty of disruption, destruction, or unethical classroom behavior.

Academic freedom for faculty members includes the right to judge and grade the academic performance of students. Academic freedom includes the right of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism.

Students have the right to the instruction promised them in official university publications.

It is not inappropriate for faculty and students, both in and out of classes, to meet and share their views on a wide spectrum of intellectual and social issues. It is proper for students to seek, and faculty to choose, professionally responsible ways to relate subject matter of courses to those social crises that arise temporarily and unpredictably.

In the event of temporary departures from the normal course of instruction to discuss campus issues or community problems, faculty should make reasonable efforts to find ways of making up for missed material. In most foreseeable, if not all circumstances, instruction is to take place at the time and location indicated in university publications except in such usual academic practices as field trips, classes meeting off-campus by prior arrangement, and experimental course procedures approved by the department and for which students have received notice prior to registration.

Academic freedom includes the right of both faculty and students to seek censure of faculty members by complaint, petition, or seeking discipline for incompetence or unprofessional behavior.

Students in all academic disciplines have a right to receive effective presentations of a broad spectrum of philosophies relative to those disciplines. This does not mean that each faculty member must give equal weight to all theories appropriate to his/her discipline, even though objectivity is ordinarily assumed to characterize scholarly pursuits; rather a spectrum of philosophies or theories should characterize the total offerings within a field.

Academic freedom for all members of the academic community demands that channels of administrative communication be open in both directions, and that they be used regularly and effectively.

The responsibilities in academic affairs placed upon department chairs, and faculty members should be clearly spelled out and should be respected in the operation of the university. The placing of responsibility should be accompanied by the delegation of the authority necessary to discharge it.

**Shepherd University’s Academic Freedom Implementation Procedures**

The Academic Affairs Committee (AAC) recommends the university forms Academic Freedom Committee (AFC) and adopts the following procedure for the disposition of alleged violations of academic freedom.

Written complaints of violations of academic freedom shall be directed to AFC. Any person responsible for teaching or support of instruction whose rights may have been violated or any member of the campus community who witnesses a possible violation may file a complaint.

The complaint shall indicate the specific content of academic freedom that may have been abrogated; it should include a description of the alleged violation, the available evidence, and, if desired, a proposed remedy. Individuals who may have been responsible for the alleged violation should be identified. The address, or other contact information, for the person making the complaint should be listed.

AFC shall make copies of the written complaint available to all alleged violating parties. After the complaint is received it should be considered at the next regularly scheduled meeting of the AFC unless there is a compelling need
for more timely action. The complaint shall proceed to a hearing conducted by a three person committee, appointed by the Chair of AFC from a random list of the tenured members of the faculty.

In the event that the complaint is not considered to be of sufficient merit to warrant a hearing the chair shall inform the complainant and alleged violators of the committee's decision in a timely fashion. The complainant shall have the right to appeal this decision to the Academic Affair Committee of the University and shall be informed of this right by the chair of AFC.

If, after receiving an appeal, a majority of the voting members of the AFC decide that the complaint should be heard they shall, through their Chair, appoint a three person committee, drawn at random from the tenured members of the faculty, to conduct a hearing.

In the event that a hearing is conducted, either through the auspices of the AFC or the AAC, it is incumbent upon those who are alleged to have violated provision of academic freedom participate in the hearing.

The committee will attempt to bring about a settlement of the matter that is satisfactory to all parties concerned. If, in the opinion of the committee, no settlement is possible the committee shall report its findings and recommendations to the complainant, the alleged violator(s), the chair of the AAC and the President of the University.

Thirty days after these reports have been made the chair of the AAC will contact the President in order to inquire about any action that may have been taken. The chair shall report the results of this inquiry on the floor of the academic committee.

Each year, at the close of the spring semester, the chair of Academic Freedom Committee will report all complaints that have been settled to the Academic Affair Committee and a summary report of all settlements and its files will be kept for 7 years.

**Curriculum Development**

The president is responsible to the Board of Directors for the curricular affairs of the University. At the president’s request, the director may represent the University in curricular matters that come before the Board of Directors or its Academic Affairs Committee.

The director, the assistant director and faculty shall formulate curricular policy and develop, implement, review and revise the University’s curriculum. Normally, this process takes place within a formalized committee structure with the director chairing a faculty curriculum committee. This committee should have the primary responsibility for recommending to the president curricular policy, planning, evaluation and major changes.

As a general rule, curricular changes will not be implemented without the approval of the director and the president. Examples of curricular changes include creation and deletion of emphasis areas, policies or changes that go beyond the University minimum or substantial revisions in curriculum.

In addition, curriculum consists of two separate bodies – the respective Board of Registered Nursing (BRN) and the Shepherd University Curriculum committee provide formal approval of the nursing curriculum. Proposals for curriculum changes are to be sent through Nursing Faculty Curriculum Committee for discussion and recommendation. Once approved through the Nursing Curriculum committee the curriculum changes will be sent to the BRN, upon approval by the Board of Nursing the curriculum revision is submitted to the Shepherd University Curriculum committee. Curriculum changes cannot be implemented until approval has been granted by all of these entities.

**Definition of a Curriculum Change**

Curriculum changes can be either major or minor, as defined by the BRN (for ADN Program) and the CCNE (for post-licensure programs). Major curriculum revision includes major changes in and/or new content, which may include one or more of the following:

1. Any proposal or activities that significantly change the curriculum (ex: change of curricular delivery method; change in nursing model).

2016~2017 SON Nursing Faculty & Academic Policy Handbook
2. Total or partial curriculum revisions that includes, but are not limited to, substantive differences that changes the meaning or direction of the curricula in any of the following areas:
   a. Philosophy and Goals
   b. Program Terminal Objectives
   c. Conceptual Framework
   d. Course Objectives and Descriptions
   e. Course Structure – adding new or deleting content

Minor curriculum revisions include:
Minor changes that do not significantly alter philosophy, objectives or content

What is not a Curriculum Change:
Changes in method of instruction are not considered a curriculum change. For questions regarding instructional changes please confer with the Nursing Program Curriculum committee, Department Chair, your faculty friend, and/or the Dean of Nursing. Examples of instructional changes include:
   • Re-sequencing of course content or course objectives
   • Augmentations to improve illustration of course content and/or course objectives

All curriculum changes will be fully documented and will be submitted to the president by the director. At a minimum, the documentation will include a full description of the change rationale and implementation process, which will include a plan for notification of students and a timetable. Changes will be effective at the beginning of the next academic year. All changes made in preparation for a new catalog publication year must be made prior to the time of the final catalog submission date. No further revisions will be permitted past that date for the ensuing year.

**THE INSTRUCTIONAL SYLLABUS**

Each faculty member must provide students with an instructional syllabus for each course that is being taught. The instructional syllabus is your contract with the student – it outlines your expectations, policies and procedures for students, as well as guides your instruction.
   • The instructional syllabus must be updated each semester. The Nursing Department has agreed to use a syllabus template for all Nursing Courses. Please contact the Department Chair or Office supervisor to obtain the template.
   • Each instructor must notify the nursing department office at the end of each semester how the upcoming semester’s instructional syllabus will be provided.
   • It is the responsibility of all Lead Instructors to provide the adjunct faculty members assigned to the specific course a copy of the instructional syllabus.
   • Faculty may have individual policies for courses, however these policies must not contradict (or be lower than) the standards set in the Program Student Handbook and required Syllabus Content.

Syllabus Content must include:
   • Course Description
   • Course Content
   • Student Learning Outcomes of Institutional, Program, and Class level
   • Course and Unit Objectives
   • Course Schedule/Outline – including schedule of course exams and final exam date
   • Weekly Class Activity Hours
   • Grading Policy – must adhere to Program grading policy at minimum
   • Assignments – reading, written, other
   • Writing Center Information
   • Clinical Evaluation Tool
   • Instructor information – Office phone number, office location, office hours, how to contact you, etc.
   • Individual Instructor/Course Policies
     Optional Syllabus Content

Syllabus content may include:
   • PowerPoint handouts
   • Lecture handouts
   • Course Evaluation Tools

2016–2017 SON Nursing Faculty & Academic Policy Handbook
• Student Syllabus Acknowledgement

Syllabus Statement for Students with Disabilities:
It is recommended that the following statement be used in your syllabus:
Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Program office as soon as possible to better ensure such accommodations are implemented in a timely fashion.

SYLLABUS DISTRIBUTION

Students shall be provided access to the syllabus at least one week prior to the start of instruction. The instructional syllabus may be provided either in a hard copy format or an electronic format.

LECTURE CONTENT

The presentation of the curriculum is accomplished using various instructional methodologies. These methods typically involve lecture but also include other modes of instruction such as discussion, simulation and videos. It is up to the individual faculty member to determine how the content is presented. Academic Freedom is a term, which refers to the ability to freely discuss the topic and determine what is taught in the classroom. The nursing department encourages exploration and discussion of topics with the understanding that the activities/discussion must fall within the Boards of Nursing approved curriculum as well as be consistent with the program’s policies.

Best Practices
• Most instructors provide the student with a lecture outline or power point notes for each unit. The student is then able to use this handout to take notes.
• Never let them see you sweat!! The student’s don’t know your fears unless you tell them so. If you don’t know the answer tell them you will get back to them with an answer, and do so.

Guest Speakers
The College recognizes that discussion of public issues on the campus plays a significant role in promoting the education of its students and in preparing them for intelligent participation in society. Guest speakers are at the discretion of the instructor but must have prior approval from the Director/designee.

Guest speakers do not remove the instructor’s responsibility for managing the class; the instructor must be present during the class time and ensure that the appropriate classroom environment is maintained.

Field Trips: Required and Optional
Field trips require pre-approval from the Director/designee. Discussing your field trip ideas with the Director in the planning stages can facilitate deciding whether to work for a mandatory or an optional field trip. If the field trip is a mandatory experience it is included in the instructional hours of the class. An optional field trip is one the instructor arranges outside of class hours. If it is an optional experience, alternate ways to obtain a comparable experience MUST be developed for students who cannot participate. Field trips can be valuable educational experiences but several factors must be considered before a field trip is approved:
• The educational value
• The cost of the trip and the arrangements made to cover the cost so there are no disparities in access
• The liability to the college for including the field trip as an instructional activity

If a field trip is a required part of the course, it will be noted in the official course outline and must be announced to students as they enroll. Optional field trips can enhance a class, but student participation cannot be mandated; for these field trips, it is important to have an alternative assignment available. It would be prudent to discuss your field trip plans with the Director while still in the planning stages.

Out of Class Assignments
When assignments are given to attend a musical, theatrical, political, faith based or other event to observe and write a report or prepare a presentation based on observations gained from attendance several things need to be considered:

2016~2017 SON Nursing Faculty & Academic Policy Handbook
• Cost of the event and impact on access. When possible, arranging student passes or having a range of activities with different costs, including free, can be most helpful to students.
• When looking at options consider several choices occurring at different times so that time conflicts due to work, other classes or family can be accommodated.
• When there is only one time option include it in syllabus so students can arrange their schedules accordingly.

Refer to the Waiver of Liability: Professional Expectations. The faculty member shall provide for supervision of students at events or field trips throughout the activity.

Off campus assignments may be voluntary or involuntary—where students assume personal responsibility for travel arrangements based on the Waiver of Liability. Where applicable, faculty members must provide for supervision of students at events or field trips throughout the activity.

Notification to the Director is required to assure that the necessary forms are completed, and that SU’s exposure to liability issues are reduced or avoided. Forms must be approved and on file with the Director at least a week prior to the event.

**Academic Credit Hour in School of Nursing**

To maintain alignment with federal regulations and regional accrediting bodies, Shepherd University uses the definition of an academic credit hour of the Accrediting Council for Independent Colleges and Schools (ACICS). An academic credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement. Institutionally this is equivalent to reasonable approximations of:

1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or

2) At least an equivalent amount of work as required and outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, clinical and other academic work leading to the award of credit hours.

The credit hour definition above is a minimum standard that does not restrict particular courses at Shepherd University from setting a higher standard that requires more student work per academic credit hour. Best practices in higher education are followed to determine requirements for academic credit hours assigned to particular courses and/or activities.

**Credit Guidelines**

1) Traditional Lecture Class Instruction in School of Nursing

   Normally, 15 semester-hours, including final exams is associated with one academic credit hour for a semester. A 1 semester-hour typically consists of 50 minutes lecture and 10 minutes break.

2) Non-traditional Lecture Class Instruction

   - Directed Study
   Academic credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity associated with meeting the learning outcomes of the course, faculty supervision, and student outside work activity. Best practices in higher education will be followed in assigning appropriate academic credit.

   - Distance Learning
   Academic credit hours associated with this delivery format of a course will be equivalent to academic credit hours assigned in traditional delivery format.

3) Non-Lecture Class Instruction

   - Laboratory
   Normally, one academic credit hour is associated with 30 hours for an entire 15 week semester.
- Practicum/Internship/Clinical

Normally, one academic credit requires a minimum of 45 hours per 15 week semester or its equivalency.

**SYLLABI**

There shall be on file in the office of the director, a syllabus of each course taught for each time the course is taught. The syllabi shall follow the format established by the University and shall reflect the format guidelines which may from time to time be issued by the faculty curriculum committee.

The syllabi shall include but not be limited to:
1. Brief course description.
2. Course objectives.
3. Course procedures (a summary statement of the means of accomplishing course objectives).
4. Method of evaluating student performance indicating weights of the various required course activities and the grading scale/criteria for grading.
5. The required texts.
6. Any recommended texts.
7. A current bibliography listing works relevant to the course subject.
8. A schedule of course activities and readings with required dates for completion of papers, exercises, reports, examinations, and other activities.
9. A statement of policy regarding academic honesty.
10. An indication of the method by which instruction in the course will be evaluated.
11. A statement of policy regarding incomplete grades.
12. A description of how the Christian faith will be incorporated into the course.
13. Professor’s office hours, location, e-mail address, and phone number, as applicable.

Syllabi shall be developed in acceptable format and submitted to the director’s office on or before the first day of registration for the semester in which the course is offered. A course syllabus shall be provided to each student on or before the first scheduled meeting of the class. The syllabus should not be altered after the first class period. If a professor wishes to alter it, he or she should consult the director and obtain his approval.

**CURRICULA REVIEW**

The curricula shall be congruent with the mission of the University as stated in the mission statements. The faculty curriculum committee shall conduct regular, ongoing evaluation of their curricula in preparation for publishing the next Catalog or an addendum to the Catalog. The faculty curriculum committee shall coordinate their work with the president’s strategic plan in order to show evidence of planning and use of evaluations to improve educational results, student outcomes, stated goals and objectives. The reason for course changes should be documented. Courses that remain in the Catalog, but are offered less frequently than annually, should be so designated in the Catalog.

By December 1 of every odd-numbered year (e.g., 2011, 2013), the director shall submit a curricula effectiveness report to the president.

The report should include data and information (including faculty and student evaluation of courses and programs) necessary to assess the curricula in relation to University standards: University mission, goals and objectives; University mission, goals and objectives; student outcomes; and support by financial and instructional resources.

The director shall submit the reports to the Academic Affairs Committee. The Committee shall review the reports to determine if the policies, courses, and programs meet the University curricula standards.

**GRIEVANCE**

This policy supplements the administrative and academic procedures of Shepherd University and provides a grievance procedure that ensures a just and reasonable process and fair treatment for faculty members. It is expected that the grievance procedure will only be initiated if a dispute cannot be resolved through the normal process of reasoned discussion consistent with the principles of Scripture.
We believe that God is a God of reconciliation who desires that people be reconciled both with God (II Cor. 5:16-21) and with each other (Eph. 2:14-18) in an atmosphere of peace and reconciliation. It is within this spirit of peace and reconciliation that we structure the current grievance procedures. We are guided by the biblical principle that reconciliation be sought at the lowest possible level of conflict, involving the fewest number of people.

As used in this policy, a grievance is any material dispute between a faculty member and an administrator that cannot be resolved by the parties. This policy may not be used to grieve any action—such as termination, sexual harassment or other action—covered by another policy containing a due process procedure.

The grievance and complaint record to be kept for six years in the program director office.

**Mediation**

The opportunity for mediation shall be available at any stage of this process in lieu of any further proceedings herein. There shall be two mediators, both experienced and competent in mediation, selected from persons employed by Shepherd University.

The mediators shall not charge for their services. The mediation procedure shall be governed by the code of ethics and standard of practice of the Society for Professionals in Dispute Resolution (SPIDR). Legal counsel shall not be admitted to any of the mediation meetings that occur as part of this process of grievance resolution.

If both parties elect mediation, then mediation will proceed for up to a period of 30 days. If agreement is reached within that time, then the hearing process is stayed. If agreement is not reached then the hearing process is resumed.

**Procedure**

When a faculty member has a grievance that is not covered in another policy regarding a decision that he or she believes adversely affects his or her academic career at Shepherd University, the faculty member should arrange a meeting with the individual(s) responsible for the decision. At that meeting, the faculty member should bring a written Statement of Grievance, which includes:

1. A description of events leading to the action, which the faculty member is grieving.
2. A description of the grievance.
3. The grounds upon which the faculty member is grieving the action and any applicable policies or procedures, if any.
4. A statement of the remedy sought by the faculty member.
5. Other supporting documents.

The administrator must respond in writing to the faculty member within 21 calendar days. If the matter is not satisfied, then the faculty member may appeal to the director, submitting the original Statement of Grievance, supporting documents, if any, and the administrator’s written response. The director shall review the appeal within 15 calendar days. If the director determines that the appeal warrants review, it will be referred to the standing Hearing Committee. If the administrator named in the grievance is the director, the faculty member may appeal to the President, who will follow this same procedure.

**Review by Standing Hearing Committee**

The director shall arrange for the standing Hearing Committee to hold a hearing on the faculty member’s grievance within 30 days of its receipt by the director. The Hearing Committee shall proceed as follows:

1. The Hearing Committee shall consist of five members and two alternates. At the beginning of each academic year, the directors shall select, in consultation with the president, four members from the regular faculty and one member from the President’s administrative council who holds faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.
2. The director or his or her designee shall inquire of each of the selected Hearing Committee members whether there is any reason he or she would be unable to hear the case fairly and impartially and render a fair and impartial decision. If any member of the committee cannot serve, then an alternate shall be appointed to serve.
3. If the chairperson cannot impartially serve on a particular hearing, then an alternate should be appointed and the group shall elect a chairperson for the particular hearing.

2016–2017 SON Nursing Faculty & Academic Policy Handbook
From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the president.

The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing, which shall be conducted according to procedures as established and may include representation. The hearing shall be closed to all except the persons who have the advance approval of the director.

The Hearing Committee chairperson shall conduct the hearing and prepare a final report that shall contain findings of fact and recommendations to the president of the University. The final report shall be submitted to the president within 21 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the president and send a copy to the faculty member. Upon consideration of the committee’s report(s), the decision concerning the grievance shall be at the sole discretion of the institution as represented by the directors acting through the president, whose decision shall be final.

**ACADEMIC INTEGRITY**

The Shepherd University School of Nursing community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes:

1. **Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one’s own examination paper to be copied, reading without the instructor’s consent a copy of the examination prior to the date it is given, giving or receiving unauthorized aid on a take-home examination; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. **Plagiarism.** This is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.

**ACADEMIC PROBATION AND DISMISSAL**

Students who do not maintain adequate progress toward graduation may be placed on academic probation, academic alert, or dismissed, in accordance with the policies stated in the Academic Catalog.

**ADVISING**

The Registrar’s Office assigns an advisor to students to help them plan degree programs and to give career and personal guidance during their undergraduate program. It is the students’ responsibility to meet the requirements of the degree as established by the faculty, administration, Board of Directors, and as defined in the student’s approved degree program.

Advisors assist students during the registration process and throughout the year. Advising students shall be regarded as a central and integral part of the instructional responsibility of faculty members. To the degree possible, advisors shall be matched with the areas of the student’s specific interests.

**Procedures**

1. At the time of formal admission, the school informs new students in writing of the name of their assigned advisor and enters the advisor assignment in each student’s record.

1. At the beginning of each academic term, the University provides each professor a list of all advisees who are enrolled for that term.

3. Students are responsible for taking the initiative to obtain advisement.

2016~2017 SON Nursing Faculty & Academic Policy Handbook
4. Faculty or students may request a change of advisors through the director’s office. The director approves all advisor changes.
5. Advisors approve the schedule and course load of all advisees for each academic term and meet with advisees each term as appropriate.
6. Students obtain their advisor’s written approval on the Add/Drop Request form to drop or add a course during the authorized add/drop period. Courses may be dropped after the authorized date only for unusual reasons and with the director’s approval.
7. Students need the approval of their advisor and dean on the Individual Study form for the following academic experiences: practicum; independent study; internship; and tutorial.
8. Students may request a printout of their approved degree program from the Registrar. Changes to the approved degree programs require approval on an Academic Petition form, which is available in the director’s office.
9. Students voluntarily withdrawing from the University during a term must complete a Withdrawal form and get approval from the appropriate advisor and the director.

CLASS MEETINGS

The purpose of class meetings is to ensure consistency of communication among a class and between the class and the Program. The Program Director/Designee assigns an advisor to students to help them plan degree programs and to give career and personal guidance during their program.

- Class meetings should be held at least once per semester for 20 minutes and more often if necessary. A Faculty Advisor will be present for all class meetings. Student will be informed his/her Faculty Advisor during Orientation by the program office and student should check with the office to determine their faculty advisor.
- To ensure consistency of communication, minutes will be recorded for each class meeting (by the class Faculty Advisor), a copy of these minutes will be provided to the Nursing Department Office within one week following the meeting.
- Participation is strictly voluntary.

CLASS ATTENDANCE

Class attendance is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and class participation. Regular attendance at classes and laboratories is expected. Faculty members evaluate each student’s record of attendance in arriving at a final grade. For more information on class attendance requirements.

Student Attendance/Absence Policy

All unexcused absences and tardy policy will be referred to the Nursing Student Handbook of each program. The followings are an example of Attendance/Absence/Tardy policy of the ADN Program:

In Class:

1) First Absence: Instructor advises the student and reminds them of the consequences of missing class.
2) Second Absence: Instructor advises the student. Student receives a 5% deduction off the final grade. Student has to submit a three-page written assignment covering the missed lecture topics. Student will be placed on probation and must schedule a meeting with the program director.
3) Third Absence: The student will be dropped from the class.

In Clinical:

1) First Absence: student must make a learning contract and make up missed clinical hours

Missing clinical or practice laboratory class, the student will be unable to meet the course objectives and will receive an unsatisfactory for the clinical experience. Any additional absences will be reviewed by the AD Nursing Program faculty and the student will be subject to disciplinary action which may include dismissal from the program. Missed clinical or laboratory experience must be made up with student’s own fee. Assignments for missed clinical and laboratory work will be determined by the faculty through Learning Contract so students are
expected to meet the clinical objectives for the each clinical experience. Make-up fee (which is $75 per hour) is student’s responsibility. However, the fee can be waived if medical clearance or doctor’s notes provided which will be determined by Director the validity; not acceptable for the regular medical check-up or doctor’s visit schedule, for example. Otherwise the fee should be paid once make-up activities are initiated.

2) Second Absence: student will be dropped from the clinical.

Tardy Policy
The department does not have a policy regarding lateness but if you choose to implement a tardy policy, the policy must be stated in your syllabus or referred to the Nursing Student Hand Book.

Best Practices
- Be proactive and don’t ignore absences and/or lateness.
- 3 tardies equal an absence
- Arriving late in the clinical site will be marked as tardy and student will not be accepted to clinical site if arrives more than 15 minutes late.

Document attendance daily

DEGREE PROGRAM AUDIT

In order to graduate, students must complete all the degree requirements published in the catalog for the degree program in which they are enrolled. Requirements will be maintained by the Registrar’s Office. Students may obtain information concerning their progress from the Registrar.

FINANCIAL HOLDS ON ACADEMIC RECORDS

The Business Office will place a financial hold on the academic records of present and former students who have an outstanding account with the University. Such individuals will not be allowed to register for classes nor will any academic documentation or information (i.e., grades, transcripts, diplomas) be released to them until the Business Office receives payment. Once the account is settled, the Business Office will notify the Registrar’s Office that the financial hold has been removed. The Registrar’s Office will then release any requested academic documentation or information to the individual. For more details on financial holds, see the Academic Catalog.

GRADING SYSTEM

To remain in good academic standing a nursing student must maintain a 2.00 grade point average for ADN Program whereas 2.5 and 3.0 for BSN and MSN program. Refer to each student handbook of the program for details.

The instructor determines all grades. The basis for evaluation and grade calculation shall be published in the course syllabus available at the first formal class meeting or online before the first class participation date. Formative grade assessment may utilize systems different than the required system for final grading, as long as the system allows for equitable conversion.

Students will be evaluated in the clinical area using a Pass/Fail designation based upon successful completion of the clinical objectives. Clinical objectives are competency-based in that a student must demonstrate a level of proficiency appropriate for that level of learning.

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of hours attempted exclusive of professional development courses such as a clinical practicum which will be graded on a Pass/Fail basis.

Grading

The grading policy is an instructor contract with the student, and as such cannot be changed during the instructional semester. Your grading policy:
- Must be included in the instructional syllabus.
- May not deviate from Program Policy (refer to the respective program’s Student Handbook)

2016–2017 SON Nursing Faculty & Academic Policy Handbook
Incomplete Grades

An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a grade of F will be posted automatically and counted in the computation of the GPA.

Graduation Requirements

Shepherd University graduates those students who are in good standing upon the satisfactory completion of all degree requirements. Note: To graduate is to be granted an academic degree or diploma.

Students are subject to the degree requirements listed in the catalog for the year during which the student first enrolls.

A student may petition the director to use a subsequent catalog.

For more details on graduation requirements, see the current Academic Catalog.

Student Appeals

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects his or her academic career. Details of the appeals process are given in the Academic Catalog.

Testing Accommodations

Students who have completed the disabilities assessment testing process will receive a form identifying their accommodation needs for testing. Test accommodations are available only for students with verified disabilities through Student Services. Faculty can electronically submit their exam to the Program Director including pertinent information or deliver the exam to the accommodations desk. It is the student’s responsibility to complete the form when they require testing accommodations.

Exam Construction

The Nursing Department adheres to the following exam construction rules:

- Exams are timed, allowing approximately 72 seconds per question.
- Each faculty member will ensure that the exam content has been adequately covered in class and/or in the assigned reading and class assignments.
- An item analysis will be conducted on each exam. Note: if fewer than 50% of examinees answer an item correctly, it is the responsibility of the faculty member to determine if the content was adequately covered and/or reasonably available to the student. It is recommended that the instructor verify the validity of the question with the Content Expert.

Course Evaluations

Course evaluations offer students a means to provide input for assessing and improving course design and teaching performance. Students assess their instructors in: course competencies; content and instructional methodology; faculty mentoring; and biblical perspectives and advisement.

Course evaluations for each course taught are a part of the school’s systematic evaluation of instructional performance. Individual instructors may use other instruments to gain additional information.
The results of the course evaluations are not made public. They are available to the instructor, the director and those involved in personnel decisions. They may also be made available to evaluators for accreditation and approval purposes.

1. Course evaluations are collected by the director’s designee and delivered to the director’s office during or immediately following the last class of the semester in which the course is offered or after the last exam.
2. After grades have been submitted, the evaluations are made available to the instructor.
3. The instructor may review the evaluations and provide a written response on how he or she intends to modify or improve the course based on the ratings received. The instructor may also have an opportunity to comment on the rating received. These comments may be taken into account by the persons or groups responsible for making or advising on personnel decisions.
4. The director retains the evaluation information for three years.
5. Summaries of the information from course evaluations may be used for statistical purposes as long as the information does not reveal the identity of the faculty member.

**STUDENT DISCIPLINE**

Policies on student discipline are given in the Student Handbook, which is incorporated into this Handbook by reference.

**STUDENT EVALUATION**

Each faculty member, in consultation with the director, determines the evaluation policies governing student performance necessary to complete his or her course. The method for evaluating student performance in each course is stated in the syllabus. Degree completion requirements are stated in the catalog.

1. All examinations are taken at the time announced by the instructor. If students miss any examination, it is their responsibility to make arrangements with the instructor to take a make-up examination if the instructor approves.
2. Alternatives such as a written paper or creative project may be adopted in lieu of final examinations at the discretion of the individual instructor.
3. Clinical instructor submits clinical evaluations and grading materials to their lead faculty within one week after completion of the clinical.
4. Faculty submits term grades within two weeks after completion of the course to the Nursing Office and the Program Director. Once Completion of Director’s review, the Director should report to the Registrar’s Office so that grades can be sent to students in a timely manner.

**STUDENT GRIEVANCES**

The student grievance policy is given in the Student Handbook, which is incorporated into this Handbook by reference.

**STUDENT RECORDS CONFIDENTIALITY**

Access to student records is controlled by Federal law and regulations. Details of the students’ rights to access and confidentiality are given in the Academic Catalog.

**TRANSCRIPTS**

Transcript Information
The Registrar’s Office maintains a permanent, complete record of each student’s educational progress. Printed transcripts include the following information:

1. Name and address of the institution.
2. Name and ID number of student.
3. Previous undergraduate and graduate degree(s) and name of institution granting each degree.
4. Shepherd University school in which student is enrolled.
5. Major area of concentration.
6. Dates of attendance.
7. Course identification and credit hours.

2016~2017 SON Nursing Faculty & Academic Policy Handbook
8. Grades and grade points.
9. Statement of transfer credits where applicable.
10. Statement of academic probation and dismissal where applicable.
11. Identification of degree and date granted.
12. Identification of calendar system.
13. Explanation of grading system.

Authentication of transcripts includes the University’s official seal, the date of release and the signature and title of the certifying officer. Transcripts issued directly to the student are conspicuously marked “Issued to Student.”

All requests for transcripts must be made in writing to the Registrar’s Office. Transcript copies are subject to a handling fee. Transcripts will not be released for current or former students who have not paid their financial debts to the University (i.e., bursar hold or library hold).

Transcript Security
Shepherd University faculty and administration protect the confidentiality of each student’s academic record. Only those Shepherd University officials with authority to act in the students’ academic interest are allowed access to student academic records. All official and unofficial copies of the permanent transcript are provided by the Registrar’s Office, although faculty members may get unofficial copies for advising purposes. These copies should be kept in a limited access area in the director’s/advisor’s office. All other offices are prohibited from reproducing copies.

TRANSFER CREDITS

The policies and procedures used for awarding transfer credits are given in the Academic Catalog, which is incorporated into this Handbook by reference.

SECTION 6 POLICIES RELATED TO CURRRCULUM AND INSTRUCTION- CLINICAL

GENERAL POLICY STATEMENT
The clinical laboratory setting provides an exciting opportunity for your students to demonstrate their knowledge at the bedside. This setting also creates an immense responsibility for the instructor. There is a balance that must exist between evaluation of the student’s ability to demonstrate learned material (safety) and facilitation of the learning process (competency). The instructor should encourage the students to enjoy this experience and try to make it a comfortable environment for learning.

STUDENT CLINICAL SCHEDULES/ROTATIONS
Clinical experiences are scheduled from one to three days a week in regional health care facilities and community-based agencies. Faculty and students are guests in these facilities and, as such, must adhere to the related policies and standards of each institution.

Student clinical schedules/rotations will be made by the program with input from the Content Expert and will follow the requirements of the Boards of Nursing for concurrent education. The clinical schedule will be reviewed by curriculum committee for approval prior to beginning of each semester.

SKILLS CHECKLIST
At the end of the clinical rotation the Clinical Instructor must verify the skills performed and mastered by students. The Clinical Instructor must sign the student’s Skills Checklist, which should be kept in the Student Portfolio, by the end of the clinical rotation.
**STUDENT CLINICAL ASSIGNMENTS**

- Student clinical assignments shall be made any shift depends on clinical space availability and contract with the agencies.
- The Schedule is subject to change anytime.
- Student must be available of any changes and be able to be full time student commitment.
- The schedule will be assigned by the program on Orientation Day of semester opening; shall be allowed to exchange within a week of the orientation if student brings the partner; Otherwise No exceptions at all.
- It is the responsibility of the Clinical Instructor to post-assignments at a pre-agreed upon location on the nursing unit, the location is discussed during student orientation.
- Assignments should be made as early in the day as possible allowing students adequate time to prepare.

**CELL PHONES/PERSOAL PHONE CALLS/STUDENT VISITORS**

No personal phone calls should be made or received while in the clinical/laboratory areas. Emergency calls are directed to the instructor. Cellular phone use is not allowed in the clinical laboratory areas. Also, students may not have visitors while in the clinical setting.

**TRANSPORTATION**

- Students are responsible for transportation to and from healthcare facilities.
- Students assume all liability for traveling to and from healthcare facilities.
- Students must park only in designated parking areas; strongly recommended carpool.

**COURSE AND CLASSROOM SCHEDULING**

The director of nursing program determines the courses to be offered in each academic term and makes the necessary teaching assignments for each course. In accordance with the procedures of the Registrar’s Office, the director recommends to the Registrar’s Office the appropriate time and place for each course. The assignment of class time and classroom is made by the Registrar’s Office consistent with the director’s recommendations whenever possible and as required by appropriate accrediting agencies. Once the course schedule is submitted to the Registrar’s Office, any changes in teaching assignments, courses offered and time offered must be authorized by the director. Any changes in classroom assignment, including class times, must be authorized by the Registrar’s Office. Changes made after the first week of classes should be avoided.

Campus rooms for classroom instruction are scheduled at the beginning of each semester. These rooms should not be scheduled for any other events or classes during the semester unless such a change has been approved by the registrar and the director.

**ACCIDENT INSURANCE**

Students are covered for accidents that occur while on campus. Students who get injured while on campus may be treated at SU’s designated hospital emergency department. Students are NOT covered for injuries that occur due to the student’s negligence. Students are NOT covered by SU for accidents that occur in the clinical facility. Students are required to carry their own malpractice insurance during the program. Students must report to the school office any accidents that occur in the clinical setting. **All student/faculty injuries/accidents must be reported to the Nursing Officer and Clinical Coordinator.**

**ACCIDENTS/INJURIES**

Facility accident reports must be completed according to the procedures of the individual facility as well as the District Safety Coordinator as follows:

- Students are required to immediately report a work (class) related incident, injury or illness to their Instructor. Your Instructor or designee will contact the Clinical Coordinator, at (323)-550-8888.
The Clinical Coordinator will obtain the details of the incident from the student and/or Instructor and make the initial referral to the medical facility, physician.

Students are required to provide to their Instructors a Doctor’s note after attending the medical appointment and report indicates your ability to return to full work (class) activities, diagnosis, and date of your re-examination or follow-up appointment.

In addition, all accidents must be reported to the Nursing office.

**STUDENT CONDUCT**

Students should conduct themselves in a professional and ethical manner at all times. Refer to the Shepherd University Student Handbook and SU Catalog for policies.

Since public education is furnished by the people, it is a privilege. The Board of Trustees of the Shepherd University, in support of private education and the exercise of general supervision of the campuses, require that student conduct must reflect the standards of appropriate behavior as defined in pursuant sections.

Students shall respect constituted authority. This shall include conformance to Board regulations, College regulations, and applicable provisions of civil law. Accountability is expected from all nursing students and student privileges may be revoked if that accountability is not demonstrated.

Students are expected to conduct themselves in a manner consistent with the educational purposes of the College. Student conduct should reflect consideration for the rights of others, and students are expected to cooperate with all members of the SU community. Please refer to the SU Nursing Student Handbook for more information.

**ACADEMIC HONESTY**

It is the belief of the Shepherd University (SU) Nursing Faculty that academic honesty translates to personal and professional integrity in the clinical setting. We, in the nursing profession, are held to the highest level of integrity due to the special circumstances associated with the care of the client in our charge. It has been demonstrated that those who seek to gain advantage through questionable means, either in theory or clinical courses, compromise the safety of their client. They also place their instructors who manage the care of the client in the clinical setting and the hospital or health care facility at risk. Academic dishonesty ultimately results in lack of trust and creates turbulence in the teaching environment. It is the consensus of the faculty that those who are proven to be dishonest or have compromised client safety will be given the minimum of a fail grade for the assignment. Students may seek due process through the student grievance process.

Academic dishonesty is unacceptable and will not be tolerated by SU. Cheating, plagiarism, and collusion in dishonest activities erode the college’s educational and social role in the community. Academic dishonesty in the Registered Nursing Program may include but is not limited to:

- Any student not following the requirements and guidelines of the Registered Nursing Student Handbook, course syllabi, and instructors’ directions.
- Actions that circumvent the rules and regulations established by the SU Nursing Department, affiliated hospitals, course syllabi, and instructor’s directions constitute acts of dishonesty.

**STANDARDS OF STUDENT CLINICAL CONDUCT**

“Nursing services may be rendered by a student when these services are incidental to the course of study of one of the following:

- A student enrolled in a board-approved pre-licensure program or school of nursing,

(California Board of Registered Nursing, Nursing Practice Act; Article 2; Section 2729, 2004)

Nursing students are held to the same standards of care as those rendered by the graduate nurse. Nursing care is measured against the BRN “Standards of Competent Performance.”

2016–2017 SON Nursing Faculty & Academic Policy Handbook
The instructor will be the ultimate authority to judge student performance in the clinical setting. It is mandatory that the instructor have unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct, clinical performance, and client safety (Nursing Practice Act).

A student may be refused access to any clinical facility for infractions of facility rules and regulations.

A student involved in an adverse occurrence, which causes or has the potential of causing serious harm to another (client, staff, visitor, other student, etc.) may be dismissed from the Program. Such an event will be documented on a “Conference and/or Probation Form”. The instructor will notify the DIRECTOR and/or Asst. Director as soon as possible after the event. The student will then meet with the instructor and/or Asst. Director/Dept. Director to discuss the behavior and the conditions, which the student must meet (i.e. no further incidents of unacceptable behavior) to avoid dismissal from the program. The student will be given a copy of the report listing the specific remediation plan at the time of the meeting.

Failure of the student to correct the unacceptable behavior will result in failure of the course and dismissal from the program.

REQUIRED CLINICAL EVALUATION

As mandated by the Boards of Nursing all student experiences in the clinical setting must be evaluated. As outlined in the Total Evaluation Plan, for each rotation, the student must evaluate the following:

- The clinical facility/agency
- The clinical instructor
- The clinical component of the course each rotation

The student evaluation is done using the hardcopy. Student comments should be encouraged. It is the responsibility of the faculty member to evaluate the cumulative summary of these evaluations and submit written documentation to the instructor prior to the final.

Student Evaluation of Clinical Course and Instructor

All students will complete an evaluation of the clinical instructor at the end of each rotation. It is the responsibility for each Lead Instructor or designee to conduct the evaluation. Responses are tabulated with a typed summary of written comments. The Lead Instructor is responsible for developing and submitting any corrective actions plans as well reporting the results to the clinical instructor. A copy of the tabulated results and corrective action plan will be submitted to the Nursing Department within 2 weeks of the final examination.

Orientation of Clinical Teaching Assistants/Adjunct Faculty

To maintain compliance with the Boards of Nursing, all Clinical Teaching Assistants will receive an orientation prior to student instruction. It is the Lead Instructors responsibility to conduct this orientation. The orientation will include, but is not limited to: all components of the orientation for new faculty members, the philosophy goals, and outcomes of the respective nursing program, student behavioral objectives and the plan for meeting those objectives, evaluation of the students’ laboratory performance based on the course outcomes/objectives, plan for ongoing communication between the lead instructor and the Clinical Teaching Assistant.

Pre-clinical Meeting with the Adjunct Clinical Instructor

The Lead Instructor is responsible for completing the Pre-clinical Meeting with the Clinical Instructor report. These report documents areas of discussion: student orientation, clinical expectations, grading of care plans, clinical rotations, conducting post-conference, policies regarding CTA absence and payroll.

SECTION 7 GENERAL ACADEMIC AND UNIVERSITY POLICIES

ARCHIVES

2016–2017 SON Nursing Faculty & Academic Policy Handbook
The University Archives serve as a repository of official records and other University related materials. The Archives are housed in the University Library and directed by the librarian under the supervision of the director.

The standing Academic Affairs Committee includes Archives as one of the library functions about which it will offer advice. Advice is given regarding identification, retention, preservation, and use of archival records and manuscripts.

The University administration, including deans and department heads, aid in identification and collection of the official University records that should be retained and preserved in the Archives and shall follow the procedure outlined below:
1. Collect and preserve historical and current publications and reports of the University.
2. Assess space needs for retention and preservation of University records.
3. Use a classification system most suitable to the access of University archival materials.
4. Establish guidelines for University staff maintaining files to determine the length of record retention, and those to be either destroyed, transferred to intermediate storage or to the archives.
5. Provide preservation, conservation and repair of records when necessary to ensure their longevity and future use.
6. Publicize the collection and provide reference service to University students and staff, as well as other researchers.

COPYRIGHT

Shepherd University affirms that its educational mission includes the encouragement of its faculty, administrators and other employees, as well as its students, to originate and to publish scholarly and creative works in a variety of media of expression. The University copyright policy is designed to promote such scholarly and creative work by affording opportunities and assurances to the individual scholar or artist to secure appropriate rights to such work and at the same time to secure to the University appropriate rights to a work, the creation of which has received substantial University support.

Definitions
For the purpose of this policy, terminology is defined as follows:
1. “Author” means the originator of any Work. The term may be used in singular form, although several co-originators exist.
2. “Coursework” means Work originated by a Student Author to fulfill workshop, seminar, course or graduation requirements at the University.
3. “Employee” means any staff member, administrator, faculty member, graduate assistant or any and all other employees receiving a salary or other compensation from the University, whether full-time or part-time. Anyone on a leave of absence who is not drawing compensation during such time is not an Employee for purposes of this policy during such leave of absence. A consultant, or other person under contract to perform a designated service for the University, shall be deemed an Employee for the purposes of this policy during the performance of such designated service as to any Work arising out of the performance of such designated service, unless his contract for services provides otherwise.
4. “Faculty” means any member of the faculty.
5. “Student” means any individual currently enrolled, or completing workshop, seminar, course or other graduation requirements at the University.
6. “Student Employee” means any student who voluntarily, with or without compensation, provides any service or makes any contribution to any Work supported by University Funds or University Facilities whether or not such Work is Coursework.
6. “University Facilities” means its laboratories, supplies, equipment and other physical facilities; audiovisual recording, reproduction and playback facilities; computer equipment, whether owned or leased, including computer software; graduate assistant and employee time, including secretarial or clerical work. University Facilities does not include use of the Shepherd University Library or its resources generally available to the academic community without charge. In addition, University Facilities does not include Employee use of assigned offices and office furnishings and equipment or Student use of computer labs for Coursework. Photocopying equipment is also not included provided that all costs to the University are reimbursed to actual expense.
7. “University Funds” means those funds, regardless of the source, that are administered as part of the regular University budget and under the control, responsibility and authority of the University.
8. “Work” means any original work of authorship fixed in a tangible medium of expression including, but not limited to:
limited to: literary works, such as books, journals, articles, manuals, study guides, advertisements, lectures, syllabi, handouts, seminar materials, computer programs; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works; motion pictures and other audiovisual works; and sound recordings.

10. “Work Made for Hire” means a Work prepared by an Employee or Student Employee within the scope of employment. Any Work produced by Faculty pursuant to his regular teaching assignments under his annual employment contract, or pursuant to the University’s expectations for research and writing for promotion and tenure or in response to a professional development plan or by use of University Facilities or University Funds within the regular budget for such facilities or funds shall be deemed not to be within the scope of employment.

DETERMINATION OF OWNERSHIP

Employees

An Employee Author of a Work is free to claim the copyright in such a Work; publish it; register the copyright and receive the resultant royalties if the Work was not produced as SU employee. Work financed in whole or in part with funds from an outside sponsor shall be governed by the sponsorship agreement provisions covering copyrights. The University reserves the right to make and/or approve such agreements with sponsors and to include therein such provisions regarding the ownership and disposition of rights to the Works as it deems to be in the interest of the University. The copyright in all official documents shall be the property of the University. Employees who share any documents sharing outside of SU will be penalized.

INTERNET/WEB PUBLISHING AND ACCESS

Shepherd University owns and maintains a Web server to publish the Shepherd University website— www.ShepherdUniversity.edu. The server/network administrator maintains the Web server and upgrades the server, meeting normal demands for drive space and system performance. Faculty members who need to publish large amounts of files (for example, multimedia files) must negotiate drive space in advance with the server administrator.

University Webmaster, Web Supervisors and Web Publishers

This policy clarifies the role of the University Webmaster, department Web supervisors and Web publishers. The policy is designed to ensure that all Shepherd University Web pages are generated with consistent style, quality and proper HTML coding.

1. The term Webmaster is only used in the job title of the University Webmaster. The University Webmaster designs and maintains the University Web site. He or she assists and trains all department Web publishers in maintaining their Web sites.

2. From time to time, the University may assign the role of Web supervisor and Web publisher to an existing staff member, faculty member or a student hired specifically for that purpose. The Web supervisor and Web publisher might be the same person. A student may not be a Web supervisor.

3. The Web supervisor is responsible for the overall content of his or her unit’s Web site. He or she oversees the work of the Web publisher and ensures that the Web publisher attends all offered Web training. Web supervisors meet quarterly with the University Webmaster.

4. The Web publishers develop, update and upload Web pages. Web publishers must attend the once-a-semester Web training sessions with the Webmaster on dates to be announced. These workshops teach various Web authoring and graphic design software, present the Shepherd University look and style, answer questions and provide networking with other Web publishers.

5. All unit Web sites need to reflect the approved University design and layout (template). The approval process includes the University Webmaster, Web supervisors and Web publishers. The University Webmaster works with the Director of Communication regarding the overall design of the template. All Web sites should reflect graphics and fonts developed by the Director of Communication in brochures and other types of printed advertisements.

Students, Staff, and Faculty Home Pages

All members of the Shepherd University community may publish and maintain their own personal Web pages. The University is not responsible for the content and claims made on home pages. In addition, the University reserves the right to revoke the privilege of home page publishing to anyone. This would occur only when a person publishes
content that would be considered offensive and contrary to the nature and vision of Shepherd University. Technical assistance relating to personal home pages is generally not available from the University Webmaster.

SEXUAL HARASSMENT

Policy

It is Shepherd University’s policy to provide students and employees with an environment for learning and working that is free of sexual harassment whether by members of the same sex or opposite sex. University administrators and supervisors are responsible for assuring that effective measures are taken to implement this policy’s procedures.

It is a violation of this policy for any member of the University community to seek gain, advancement or consideration in return for sexual favors, or to make an intentionally false accusation of sexual harassment. It is a violation of this policy for any member of the University to engage in verbal or physical sexual harassment.

Any person who feels offended by the behavior of any other person in the Shepherd University community is encouraged to resolve the problem informally before filing a complaint according to the enforcement procedures below.

Any person who has been accused of sexual harassment pursuant to the terms of this policy, who retaliates against his or her accuser in any manner, shall be charged with violating this policy. Any member of the University community who is found in violation of this policy will be subject to appropriate sanctions, which may include discharge, expulsion or probation.

Definitions

“Work,” for the purposes of this policy, means employment-related activities carried out by University employees and University-sponsored activities carried out by volunteers. “Member of the University community,” means student or employee, or an alumnus or volunteer involved in any University-sponsored activity. “Sexual harassment” is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the University community of the opposite sex or same sex.

Procedure

1. Any member of the University community who believes that he or she has experienced sexual harassment as defined in this policy should immediately notify his or her immediate supervisor, dean or department head, the dean of Students or the director of human resources.

2. Complaints of sexual harassment must be filed with the dean of Students or the director of human resources within 180 days from the date the alleged harassment occurred. The complainant shall explain, in writing, the nature of the harassment and indicate what remedy he or she seeks.

3. The director shall forward a copy of the complaint and a copy of this policy to the accused member of the University community and the appropriate supervisor/administrator advising them that an investigation of the charges will be conducted.

4. If the supervisor/administrator is involved in the charge, the director of Students/director of human resources should choose another appropriate supervisor/administrator.

5. The supervisor/administrator, working with director, shall promptly and confidentially investigate the complaint. In determining whether the alleged conduct constitutes sexual harassment, the supervisor/administrator will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual conduct, the context in which the conduct occurred and the history of the relationship between the parties.

6. During the investigation, the individual accused of sexual harassment must be given an opportunity to respond, either orally or in writing, to the complaint.

7. After the investigation of the complaint, the supervisor/administrator may propose mediation in order to secure a written agreement that satisfies all parties to the complaint. A resolution by agreement of the parties may include the imposition of a sanction upon the accused individual, which the accused individual agrees to accept as a sanction.

8. If such an agreement is reached, a copy of the agreement shall be provided to each of the parties involved and the dean of Students or director of human resources.
9. If, within 30 days of the supervisor/administrator’s receipt of a complaint, the complaint is not resolved, the dean of Students or director of human resources shall notify the parties, in writing, that the matter cannot be resolved and shall advise the complainant of his or her right to proceed with the charge.

10. If the complainant desires to proceed with the charge, the record of the complaint shall be provided to a committee appointed by the director in consultation with the director of human resources. The committee will be composed of two deans and three representatives from the University community of faculty, staff or students, depending on the individuals involved.

11. The committee shall hear testimony and evidence from both parties and shall make a finding regarding the truthfulness of the charge(s).
   a. If the charge is proven true, the committee shall make a recommendation regarding sanctions, if appropriate. The imposition of sanctions shall occur in accordance with applicable University disciplinary and sanction procedures. The sanctions that may be imposed by the committee shall include, but not be limited to: censure/reprimand, demotion, suspension without pay or recommendation for termination.
   b. If the charge is proven false, all references to the charge shall be expunged from the accuser’s records.
   c. If the charge is found to be false and malicious, the matter should be referred to the director for further action.

12. The final decision rests with the president acting on behalf of the Board of Directors.

**SPEAKERS ON CAMPUS**

**Policy**

Shepherd University is a private Christian University that values the sharing of knowledge, the search for truth and the social intellectual and spiritual development of students. Free inquiry and free expression are essential to learning. An atmosphere in which one can ask questions and evaluate divergent points of view is promoted. The University is committed to an open expression of views that challenge us to more effectively fulfill our Christian responsibilities in society.

The University reserves the right to authorize to speak on campus only those speakers who, in some way, will contribute to the mission and vision of the University, and who agree in advance to conduct themselves in a manner consistent with traditional Christian values. This includes avoiding profane language, potentially slanderous statements, advocacy of violent change or overthrow of the government.

**Procedure**

1. Any University-recognized group may invite and sponsor speakers to appear before its group with the approval of the advisor. Recognized student organizations are not authorized to present programs to all-University audiences unless they receive specific approval from the dean of Students. Exceptions to this policy must be approved by the dean of Student Affairs.

2. The dean of Student Affairs may prescribe conditions for the conduct of a speaker if there is reason to believe that such person or persons may behave in a manner inconsistent with the Christian tenets of the institution.

3. An event open to an all-University audience shall generally be defined as one that is promoted as being open to persons who are not members of the sponsoring organizations.

4. The dean of Student Affairs should be contacted if there are questions about the advisability of inviting a speaker to campus.

5. The arrangements for a speaker, the conduct of the speaker on campus and the appropriateness of the activity are the concern of both the inviting group and the University. The privilege to invite speakers carries with it important responsibilities to ensure that the proper objectives of the University are not compromised.

6. The University reserves the right to cancel any event it deems likely to cause an interruption in the University’s orderly activities. The president or his duly authorized representative may order an event to be terminated on grounds that it constitutes a disruptive activity. Any member of the faculty or staff or any student who resists such an order shall be subject to disciplinary action.

7. A recognized student organization that sponsors a speaker at an off-campus site may not use the Shepherd University name or logo nor may they infer directly or indirectly that it is a University sponsored event without the approval of the dean of Students.

7. Approval of a speaker to speak on campus does not necessarily imply approval or sponsorship of their views by the University or by the organization inviting them.
**TEXTBOOK ORDERING**

Faculty members select required and recommended textbooks for courses for which they are responsible. They determine the number of required textbooks based on the needs of the course and what is a reasonable financial burden for the students.

**Textbooks Request forms**

At the beginning of each semester, the Shepherd University Librarian sends Textbook Request forms to the program with a memo requesting textbook orders for the following semester. The program returns the completed Request form to the administrative office by the deadline (even if no text is required). If the order is to be modified more than 10%, the administrator consults with the faculty member.

The administrator determines final quantities and places orders for all textbooks. Latest editions and paperbacks (if available) will always be ordered, unless specified differently on the order form. If a textbook is unavailable or will be received later, the administrator notifies the appropriate faculty member immediately.

**STUDENT RIGHTS UNDER FERPA**

The Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Pursuant to the Federal Family Educational Rights and Privacy Act of 1974, students at Shepherd University have the following rights:

1. To inspect and review the student’s educational record maintained by the school
2. To seek correction of the student records through a request to amend the records or a request for a hearing
4. To consent to disclosures of personally identifiable information contained in the student’s education records

Students should submit to the Registrar or designated school official written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

To request the amendment of the educational records, the student should write the school official responsible for the record, clearly identify the part of the record he or she wants changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided at that time.

In accordance with Section 99.37 of the FERPA regulations, Shepherd University is authorized to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the school at any time unless the school has received prior written objection from the student specifying what information the student requests not be released.

In accordance with Section 99.31 of the FERPA regulation, Shepherd University is authorized to disclose any information from a student’s education record, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;

2016–2017 SON Nursing Faculty & Academic Policy Handbook
Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;  
Appropriate parties in connection with financial aid to a student;  
Organizations conducting certain studies for or on behalf of the school;  
Accrediting organizations;  
To comply with judicial order or lawfully issued subpoena;  
Appropriate officials in cases of health and safety emergencies; and  
State and local authorities, within a juvenile justice system, pursuant of specific State law

For additional information, technical assistance, or questions regarding the rights of students under the University policies and the federal law should be directed to the University Registrar’s office.