

Heritage University
Department of Nursing
Faculty Handbook



Consistent with Heritage University Policies, the Department of Nursing is an equal opportunity employer in faculty and staff recruitment and hiring. The Department of Nursing does not discriminate on the basis of age, gender, sexual orientation, race, color, religion, marital status, national origin or disability in its educational programs, admissions, activities, or employment policies. Reasonable accommodation will be made for faculty and staff with disabilities.

Heritage University is regionally accredited by the Northwest Commission on Colleges and Universities. The Washington State Nursing Commission has granted Heritage University Nursing Programs approval. The baccalaureate degree program in nursing at Heritage University is accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

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Duties and Responsibilities of Heritage Nursing Faculty Members

Nursing faculty members play a special role in the life of Heritage University, the College of Arts and Sciences and the Department of Nursing as teachers, mentors, scholars, and participants in academic governance. The following outlines the duties and responsibilities of nursing faculty members.

Each nursing faculty member is expected to stay current in the discipline of nursing through continuing study, research, and clinical practice; to be engaged in professional nursing organizations; to strive to improve the effectiveness of the faculty's teaching; to take a sympathetic interest in the progress and development of each student in the faculty's courses; to evaluate the didactic and clinical progress of each student in the faculty's courses as expected by the Department of Nursing; to keep accurate records of academic standing of each student in the faculty's courses; to submit promptly all reports of grades and other information required by the Director of the Nursing Program, the Dean of the College of Arts and Sciences, the Registrar, the Provost, and the President; and to submit promptly the faculty evaluation of clinical performance by the students and end of course summaries to the Chair of the Department of Nursing/Director of the Nursing Program.

Each nursing faculty member is expected to meet with his or her classes as regularly scheduled. In case any faculty member is kept from his or her duties by illness, family needs, or other unforeseeable circumstances, the faculty member must inform the Chair of the Department in advance, if possible, so that arrangements may be made for assignments or a substitute instructor. If a faculty member finds it necessary to incur an extended absence from his or her regular duties, the faculty member must seek approval from the Chair of the Department. In addition, each nursing faculty member is expected to maintain adequate office hours so that he or she may be available to the students for conferences. Each nursing faculty member is expected to participate in student advising.

Each nursing faculty member is expected to attend all meetings of the Heritage University Faculty Assembly and Faculty Senate, and the College of Arts and Sciences meetings; to attend commencements and convocations, to serve loyally and diligently on Nursing Faculty committees and Heritage University Committees; to assist the Chair of the Department of Nursing/Director of the Nursing Program and colleagues in carrying out the program of the department; and to cooperate fully with the trustees, the President, the Provost, and the Deans in promoting all the interests of the University.

Each nursing faculty member is expected to continue to teach for the full scheduled class and clinical times designated by the Heritage University Catalog or as determined and scheduled by the Director of the Nursing Program and written on course syllabi, until the end of the session for which his or her services were engaged. Any faculty member who wishes release from his or her obligation to teach is expected to make a written request to the Chair of the Department of Nursing and Dean of the College of Arts and Sciences.

Each nursing faculty member is expected to adhere to the Heritage University Faculty Handbook and to the Department of Nursing Faculty Handbook; to determine nursing faculty actions in accordance with the Department of Nursing Faculty policies; and to communicate according to the nursing faculty governance structure outlined in the Nursing Faculty Handbook.

Each nursing faculty member is expected to maintain the highest professional standards of character and conduct; and to adhere to the Washington Administrative Code as it relates to the practice of nursing and nursing education, and to the American Nurses Association Code of Ethics with Interpretive Statements (2015); to respect the dignity of each student and faculty colleague, and to maintain compassionate and caring relationships with all Heritage students, faculty, staff and administrators with a commitment to the

fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict as outlined in the Department of Nursing Policy on Professionalism.

During the regular academic session for which nursing faculty services have been contracted, nursing faculty members must collaborate with the Chair of the Department of Nursing to secure the approval of the Provost whenever they assume additional work for which they receive compensation (other than modest honoraria for activities directly related to their scholarly work). This would normally be allowed provided they do not engage in any occupations that conflict with their Heritage University duties, or reflect poorly upon Heritage or on the Department of Nursing.

Mission, Goals and Expected Department of Nursing Outcomes

Origin of the BSN Program Mission, Goals and Expected Outcomes

Formation of the BSN program mission and expected student outcomes began in 2013 with a week-long faculty retreat conducted in light of a presentation to the nursing faculty by the Heritage founding mothers and early leaders. They explained the origins of Heritage University's mission and vision for accessible baccalaureate and higher education for educationally underserved, culturally diverse, and economically impoverished people, especially those from the lower Yakima Valley and the Yakama Nation Reservation. In 2014 the Department of Nursing Chair surveyed and interviewed Chief Nursing Officers in the Yakima Valley. These leaders were familiar with the mission of Heritage University to serve students from their own local, underrepresented Mexican and Native American families and communities. They expressed desire for graduate nurses prepared in a BSN program congruent with the mission, vision and values of Heritage University.

Heritage University Mission

Heritage University empowers a multi-cultural and inclusive student body to overcome the social, cultural, economic, and geographic barriers that limit access to higher education. Rooted in the homeland of the Yakama Nation, the University embraces transformational student-centered education that cultivates leadership and a commitment to the promotion of a more just society.

Department of Nursing Mission

The Department of Nursing mission was framed to carry out the Heritage University quest to provide quality, accessible higher education to multicultural populations. Aligned with the Heritage University Mission, the BSN program mission advances the health of multicultural families and communities in rural environments through excellence in nursing education, service, practice and community based research.

Congruence of the BSN Program with Heritage University Core Themes

The BSN program fulfills Heritage University Core Themes in the following ways:

Heritage Core Theme I: Access and Equity – The BSN program is offered on the Yakama Nation Indian Reservation in the heart of the Yakima Valley, an area with significant population health disparities related to poverty and cultural and racial inequity. Our students are from local underrepresented minorities of Native- and Mexican-Americans. Our BSN program prepares nurse leaders to provide culturally competent, community focused care. By preparing these students to meet the BSN program outcomes, real health equity for the ethnically diverse populations in the Yakima Valley is served.

Heritage Core Theme II: Academic Excellence – Built on the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), the BSN program is a strategic priority in the long-range Heritage University plan to advance the University core theme of *Academic Excellence*. Our students are succeeding in a rigorous but nurturing BSN program.

Heritage Core Theme III: Community Engagement – Our nursing students express a desire to provide family and community centered culturally relevant care in the Yakima Valley. Our graduates will serve communities in which they have resided all of their lives, and for which they express a caring passion. With a firm commitment to meeting the needs of the local community, the BSN program will prepare a permanent workforce of highly skilled nurses to transform the health of the community.

Heritage Core Theme IV: Institutional Vitality – Applications to BSN programs in Washington consistently outpace state program capacity. The demand for BSN prepared nurses is escalating due to the Patient Protection and Affordable Care Act requirement for selected nursing care competencies. Interviews with chief nursing officers in central Washington indicate a strong demand for BSN prepared nurses. The BSN program contributes to overall institutional vitality as students take coursework in liberal arts and foundational sciences. Because of the crucial need for an adequately prepared nursing workforce, federal and foundation grants for accredited nursing programs are projected to be available for the next decade. The nursing director is experienced in federal nursing education grant acquisition and management, a skill that will help to garner additional funds for the Heritage BSN program.

Heritage University Vision

From its founding days, Heritage University has been inspired by a vision of education which embraces issues of national and international significance. These issues revolve around the realization that cooperation across cultural boundaries — whether they are geographic, ethnic, racial, religious, or economic — will be vital to human survival. Heritage University recognizes a basic principle rooted in all the world's great religions and moral traditions: each human person is endowed with inalienable dignity and gifted with unique potential.

To translate this vision into everyday reality in the Heritage University learning community requires a highly qualified and unusually dedicated faculty and staff with a low student to faculty ratio. These employees' dedication to the Heritage University mission leads them to create and sustain unique educational programs specifically tailored to the special needs of multicultural and rural or isolated constituencies. The Heritage community attempts to live its motto, "Knowledge Brings Us Together," by placing great importance on the dignity and potential of each student and by considering diverse cultural and ethnic backgrounds as assets to the educational process.

Heritage University has a student body with substantial diversity, which creates an effective learning community where each cultural group is valued. To develop community and concern for the common good, Heritage University seeks to provide leadership in supporting cultural pluralism within our own and other communities. Cultural pluralism creates a climate of respect and appreciation by fostering "learning about us" in an interdependent and connected world. Heritage University acts to make its curriculum, staffing, teaching, and other collegiate activities reflect this learning.

Underlying the Heritage vision are three key values: 1) honoring each person's human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind.

The Heritage University Vision is embodied in these eight operating principles:

- H** for the healing circle of life we live together;
- E** for excellence in teaching and in learning;
- R** for responsiveness to student needs: intellectual, family, and personal;
- I** for inclusivity and cultural pluralism;
- T** for team-work building community;
- A** for awareness leading to continuous improvement;
- G** for grass-roots community involvement;
- E** for effectiveness in managing limited resources to achieve Heritage's goals.

Nursing Department Goals and Expected Outcomes:

The Nursing Department Goals and Expected Outcomes were developed in 2013 at the first Nursing Faculty Retreat. The faculty development these Goals and Expected outcomes as the way for Nursing Department faculty, student and staff to achieve the Heritage University Vision. They are to be reviewed periodically to identify the degree of responsiveness to the Community of Interest.

The Department of Nursing is committed to continuous improvement in achieving the outcomes. Data are periodically gathered from faculty, students and staff for use in the Department of Nursing evaluation of outcomes.

1. INQUIRY: WE CULTIVATE A VIBRANT ENVIRONMENT OF INQUIRY WHERE OUR COMMUNITY OF NURSE-SCHOLAR STUDENTS AND FACULTY CAN THRIVE:

- We create and maintain a supportive learner-centered culture.
- We procure and care for our resources.
- We recruit and retain a student body capable of withstanding the academic rigors of the BSN program, and promote progression toward the BSN degree.
- We recruit and retain outstanding staff and faculty
- We define student and faculty success and create measurable goals to attain it.
- We provide faculty access to professional development.
- We promote positive interactions among faculty, students and staff to increase engagement and success.
- We use best practices in technology to optimize strategies for instruction.
- We engage in a university ethos of liberal education to nurture understanding of the human response.
- We promote active service to the University through participation on committees, projects, and other activities.

2. EQUITY: WE PREPARE AN EFFECTIVE, MULTICULTURAL NURSING WORKFORCE TO MEET THE NEEDS OF THE DIVERSE POPULATION IN WHICH WE EXIST.

- We recruit, retain and graduate students reflective of our diverse communities.
- We seek and hire faculty and staff who resonate with the diverse backgrounds of our students.
- We ensure equitable access to robust learning resources, excellent teachers, and leading-edge clinical learning opportunities.
- We foster a diverse and inclusive learning ethos, where uniqueness of beliefs, backgrounds, experiences, talents, capabilities, and ways of living are welcomed and leveraged for understanding the human response.

3. FAMILY & COMMUNITY: WE FORM COLLABORATIONS WITH COMMUNITY PARTNERS TO PROMOTE HEALTH AND RESILIENCE IN FAMILIES AND THE COMMUNITY.

- We are deliberate in integrating family and community knowledge in the curriculum.
- We support nursing practice inquiry with emphasis on advancing family and community health and healing.
- We participate with the community to discover and take action reduce to health inequities and improve health outcomes
- We seek community- and family-focused clinical practice experiences.
- We respect the traditions, laws, history of the Yakama people, on whose land we reside; and we demonstrate gratitude by being thoughtful in our partnerships and our use of resources.
- We honor and care for the families and community that raise and continue to nurture our faculty, students and staff.

4. EDUCATION: WE PREPARE PROFESSIONAL BACHELOR OF SCIENCE IN NURSING (BSN) NURSES FOR SAFE AND EFFECTIVE NURSING PRACTICE AND FOR LIFELONG DEVELOPMENT.

- We prepare BSN students who are able to obtain Registered Nurse (RN) licensure.
- We nurture a strong *Heritage Nursing* identity by socializing students to the unique values and learning outcomes in the BSN program.
- We engage our students and faculty in collaborative, inter-professional education (IPE) with students and faculty from other health professions.
- We provide our students with a strong foundation for graduate education.
- Our faculty maintains currency in professional clinical development to better serve our students.
- We maintain academic excellence with student input and evaluation.

Faculty Expected Outcomes And Indicators of Meeting Outcomes

The Heritage University Nursing Faculty achieves the nursing faculty outcomes as they relate to overall expected Department outcomes.

INQUIRY: WE CULTIVATE A VIBRANT ENVIRONMENT OF INQUIRY WHERE OUR COMMUNITY OF NURSE-SCHOLAR STUDENTS AND FACULTY CAN THRIVE.

Faculty Expected Outcome	Evidence
We recruit and retain outstanding staff and faculty	CV and elaboration on the accomplishments in CV.
We define student and faculty success and create measurable goals to attain it.	List of goals for teaching, scholarship, and service.
We provide faculty access to professional development.	List of professional development activities.
We promote positive interactions among faculty, students and staff to increase engagement and success.	List positive interactions you have experienced and your reflection on positive interactions
We promote active service to the University through participation on committees, projects, and other activities.	List of service to the University.
We use best practices in technology to optimize strategies for instruction.	Use of HU Learning Management System (<i>MyHeritage</i>) to optimize student learning. Other technology use, with description of how you use.

EQUITY: WE PREPARE AN EFFECTIVE, MULTICULTURAL NURSING WORKFORCE TO MEET THE NEEDS OF THE DIVERSE POPULATION IN WHICH WE EXIST.

Faculty Expected Outcome	Evidence
We recruit, retain and graduate students reflective of our diverse communities.	Description of recruitment and retention activities for students who reflect our diverse communities.
We seek and hire faculty and staff who resonate with the diverse backgrounds of our students.	Explanation for how the faculty member experiences resonate with students when working with students with diverse backgrounds.
We foster a diverse and inclusive learning ethos, where uniqueness of beliefs, backgrounds, experiences, talents, capabilities, and ways of living are welcomed and leveraged for understanding the human response.	Description of how faculty member's uniqueness has been welcomed at Heritage; and how you have welcomed others (including faculty, staff and students). Describe how the faculty member has leveraged uniqueness of beliefs, backgrounds, experiences, talents, and/or capabilities for teaching understanding of the human response.

FAMILY & COMMUNITY: WE FORM COLLABORATIONS WITH COMMUNITY PARTNERS TO PROMOTE HEALTH AND RESILIENCE IN FAMILIES AND THE COMMUNITY.

Faculty Expected Outcome	Evidence
We are deliberate in integrating family and community knowledge in the curriculum.	List of courses in which the faculty member has integrated family and community knowledge with description of learning activities.
We support nursing practice inquiry with emphasis on advancing family and community health and healing.	Description of scholarly inquiry that promotes family and community health and healing.
We participate with the community to discover and take action to reduce health inequities and improve health outcomes.	Description of participation with the community to reduce health inequities and improve health outcomes.

EDUCATION: WE PREPARE PROFESSIONAL BACHELOR OF SCIENCE IN NURSING (BSN) NURSES FOR SAFE AND EFFECTIVE NURSING PRACTICE AND FOR LIFELONG DEVELOPMENT.

Faculty Expected Outcome	Evidence
Our faculty maintain currency in professional clinical development to better serve our students	List of professional clinical development opportunities completed.
We nurture a strong Heritage Nursing identity by socializing students to the unique values and leaning outcomes in the BSN program.	Description role modeling the Outcomes of the BSN curriculum for students. Description of the teaching techniques used to help students understand that they are reaching the BSN program outcomes in courses taught.
We engage our students and faculty in collaborative, inter-professional education with students and faculty from other health professions.	List of the YVIPEC committees served on, and the YVIPEC educational events served on as faculty.
We maintain academic excellence with student input and evaluation.	How midterm feedback and reflections, course & faculty evaluations, and clinical evaluations have been used to make changes.

Key Characteristics of Highly Effective Heritage University Nursing Faculty And Measures of Nursing Faculty Success

The Heritage University Nursing Department fulfills the faculty outcomes for effective educators at Heritage University through specifying the department key faculty values.

All Heritage University faculty are committed to the three “key values” underlying the Heritage University Vision Statement: “1) honoring each person’s human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind.”

The nursing faculty fosters the development of a community of student and faculty nurse-scholars who are engaged, reflective, and mutually-supportive learners.

Congruent with the Key Characteristics of highly successful Heritage University Faculty, the Nursing faculty expresses their expected outcomes in the domains of *Nursing Knowledge, Learner-centered Teaching, Cultural Pluralism, Communication, Reflective Teaching and Practice, and Standards of Professional Nursing Education and Practice*.

1. Nursing Knowledge

- A. Is professionally well-prepared in the discipline and practice of nursing; is well-informed as a generalist nurse clinician as well as in an area of specialty nursing practice and scholarship.
- B. Provides strong, academic nursing disciplinary content through fundamental patterns of knowing in nursing and theories generated in the discipline of nursing; continues to advance in the discipline of nursing; knows seminal and current sources and resources for the discipline of nursing.
- C. Integrates knowledge from the liberal arts into knowledge for nursing practice.
- D. Is aware of key aspects of human intellectual and moral development.
- E. Understands and respects individual learners intellectually, emotionally, and culturally.

2. Learner-Centered Teaching

- A. Uses a variety of active teaching and learning strategies to interest, engage, and motivate students
- B. Connects the fundamental patterns of knowing in nursing and theories from the discipline of nursing to the diagnosis and treatment of the human response, and to current issues in nursing and health care.
- C. Identifies nursing student learning outcomes and multiple means of achieving them.
- D. Provides meaningful ongoing feedback in the classroom and clinical placements, and timely frequent assessment of progress toward meeting BSN program outcomes.
- E. Adapts teaching strategies to diverse learners,
- F. Identifies the point at which students can grow, and supports students in meeting rigorous academic and clinical practice challenges
- G. Designs a hospitable and just culture and builds a collaborative community of nurse-scholars from diversity inside and outside the classroom
- H. Integrates technology in nursing practice, and multi-media into learning modalities.
- I. Creates situated, experiential learning opportunities relevant to development of the professional nurse and to the needs of the community.

3. Cultural Pluralism

- A. Celebrates human diversity and practices inclusiveness as core institutional and Department of Nursing values.
- B. Enlarges students’ world view, respecting the many traditions underlying ethical thought and conduct by bringing cross-cultural/global perspectives into the nursing curriculum, so that students may work to overcome barriers to the provision of culturally inclusive nursing care.
- C. Functions comfortably and effectively in the cultural communities served by Heritage University and the Department of Nursing
- D. Recognizes and respects each student’s multiple socio-cultural identities and teaches holistically (mind, heart, spirit, and body)

4. Communication

- A. Demonstrates reading, writing, quantitative, and research skills appropriate to the discipline of nursing, and provides nursing students with opportunities to develop and practice these skills
- B. Models the fundamental patterns of knowing in nursing through personal reflection, active listening, effective speaking and non-verbal behaviors, and oral questioning skills reflective of the spirit of inquiry in nursing
- C. Understands and uses cross-cultural communication skills.

5. Reflective Teaching and Practice

- A. Is an analytical, life-long learner in the profession of teaching in the discipline of nursing.
- B. Learns from students
- C. Seeks to learn and improve teaching nursing students through evaluation of data regarding student progress toward meeting BSN Program Outcomes.-
- D. Does self-evaluation; has a professional self-improvement plan; welcomes feedback and new ideas
- E. Has a humble, patient attitude with self and others
- F. Models appropriate risk taking, innovation

6. Professional Standards and Ethics

- A. Demonstrates responsibility to the Heritage University Department of Nursing learning community and nursing profession though professional nursing education and practice standards, specifically The Essentials for Baccalaureate Education (AACN 2008), the BSN program is guided by the American Nurses Association's Scope and Standards of Nursing Practice (ANA, 2015),
 - B. Embraces inter-professional collaboration through participation in the Yakima Valley Interprofessional Education and Practice Collaborative (YVIPEC); and creating opportunities for students to participate in the YVIPEC.
 - C. Disseminates results of knowledge generated for research or creative endeavors
 - D. Observes the and *Code of Ethics for Nurses with Interpretive Statements (ANA, 2015)*
 - E. Embraces contractual responsibility
 - F. Participates in Heritage University, College of Arts & Sciences and Department of Nursing governance.
 - G. Is accessible to students
 - H. Demonstrates ethically appropriate relationships inside and outside of the classroom.

BSN Program Student Learning Outcomes

The BSN Program is consistent with the rich tradition of liberal arts and sciences at Heritage University. The Heritage baccalaureate nursing degree prepares the graduate to function competently as:

1. **Provider of Care**

- *The Heritage professional nurse* is prepared to provide leadership and assume accountability in the design, delivery and evaluation of safe, holistic nursing care.
- *The Heritage professional nurse* plans, implements, and evaluates nursing intervention from an ecological perspective for the individual, family, and community as the units of care.
- The Heritage professional nurse practices the art of nursing by integrating aesthetic knowing in nursing care.

2. **Scholar**

- *The Heritage professional nurse* approaches nursing with a spirit of inquiry for application of nursing theories that explain & predict the outcomes of care.
- *The Heritage professional nurse* explains how knowledge of the physical world and scientific methodology contribute to understanding the complexity of nursing care in the treatment of human response.
- *The Heritage professional nurse* explains how nursing's fundamental patterns of knowing –ethical, aesthetic, personal, empirical & emancipatory –contribute to understanding the complexity of nursing care in the treatment of human response.

3. **Leader and Collaborator**

- *The Heritage professional nurse* utilizes effective written and oral communication and professional behaviors to foster shared decision-making and accountability among team members to optimize outcomes of care.
- *The Heritage professional nurse* integrates technological and mathematical knowledge to create a culture of quality and safety to prevent systems errors

4. **Member of the Profession**

- *The Heritage professional nurse* embodies professional values and responsibilities defined by the American Nurses Association's Scope and Standards of Nursing Practice (ANA, 2015), Code of Ethics for Nurses with Interpretive Statements (ANA, 2015), Nursing's Social Policy Statement: The Essence of the Profession (ANA, 2010).
- *The Heritage professional nurse* assumes accountability for maintaining professional practice through self-reflection; and demonstrates continuous professional engagement and lifelong learning.
- The Heritage professional nurse demonstrates courage and resilience from practicing self-care as requisite for creating a culture of safe and effective nursing care.

5. **Advocate**

- *The Heritage professional nurse* participates in the policy processes impacting the health of individuals, families, communities and populations.
- *The Heritage professional nurse* works to increase access to care, especially for vulnerable populations and to overcome social determinants of health.
- *The Heritage professional nurse* works to overcome barriers to the provision of culturally inclusive nursing care.
- *The Heritage professional nurse* expresses passion for sustainability and justice.

How BSN Program Student Learning Outcomes were derived from Heritage University Outcomes

The faculty examined the mission and vision of Heritage University and deliberated on how the purpose and outcomes of nursing education at Heritage could fulfill the University mission. By means of analogous statements, the nursing faculty derived the Heritage University Professional Nursing Program Outcomes directly from the Heritage University Student Learning Outcomes, with the understanding that these had been based on Heritage University Mission, Vision, and Values. Expressing the BSN program outcomes to be faithful to Heritage University Student Learning Outcomes, the nursing faculty demonstrated commitment to the mission of Heritage.

Heritage University Student Learning Outcomes

Heritage University Graduates:

1. Integrate Knowledge of the Physical World and of Human Cultures Heritage University
2. Apply Intellectual and Practical Skills
3. Take personal and social responsibility
4. Exercise Integrative and Applied Learning through

The BSN Program Student Learning Outcomes

Heritage BSN program fulfills the expected outcomes for Heritage University Graduates. Heritage Professional Nursing graduates:

1. Integrate knowledge of the physical world, human cultures, and the fundamental patterns of knowing in nursing.
2. Apply intellectual and practical skills through nursing practice inquiry and scholarship.
3. Take personal and social responsibility by embodying ethical comportment.
4. Exercise integrative and applied learning through the practice of professional nursing.

Heritage University Student Learning Outcomes as Associated with BSN Program Student Outcomes

<u>1. Knowledge of the Physical World and of Human Cultures</u>	<u>1. Knowledge and Patterns of Knowing in Nursing</u>
Heritage University Student Learning Outcomes	BSN Program Outcomes
1.a. Students possess the knowledge of the physical world and scientific methodology necessary to engage in informed discussions regarding currently relevant issues in science and society.	1. a. /1. b. The Heritage professional nurse explains how nursing's fundamental patterns of knowing – personal, aesthetic, ethical, empirical and emancipatory –contribute to understanding the complexity of nursing care in the treatment of human response.
1.b. Students explain contributions and impacts of, as well as the connections among, history, the arts, social sciences, and cultural elements such as religion, philosophy, and literature.	1. a. /1. b. The Heritage professional nurse explains how knowledge of the physical world and scientific methodology contribute to understanding the complexity of nursing care in the treatment of human response.
<u>2. Intellectual and Practical Skills</u>	<u>2. Practice Inquiry and Scholarship</u>
Heritage University Student Learning Outcomes	BSN Program Outcomes
2.a. Students employ the appropriate methods to find, evaluate, produce, share, and use information.	2.a./2.b./2.d.The Heritage professional nurse approaches nursing with a spirit of inquiry for application of nursing theories that explain and predict the outcomes of care.
2.b. Students ask questions, demonstrate their ability to think systematically, and answer their questions by analyzing literature or conducting investigations.	
2.c. Students demonstrate communication skills in one or more areas including reading, writing, speaking, listening, and use of visual media in a variety of contexts.	2.c. The Heritage professional nurse utilizes effective written and oral communication and professional behaviors to foster shared decision-making and accountability among team members to optimize outcomes of care.
2.d. Students construct valid and sound arguments.	[See above: 2.a./2.b./2.d.]
2.e. Students demonstrate the mathematical and technological knowledge and skills necessary to succeed in their disciplines and to contribute to their communities and to society.	2.e. The Heritage Professional nurse integrates technological and mathematical knowledge to create a culture of quality and safety to prevent systems errors.
2.f. Students express themselves creatively through experience in the arts.	2.f. The Heritage professional nurse integrates aesthetic knowing in nursing care.
<u>3. Personal and Social Responsibility</u>	<u>3. Ethical Comportment</u>
Heritage University Student Learning Outcomes	BSN Program Outcomes
3.a. Students demonstrate increasing emotional competence, self-awareness, and resilience to maintain a sense of well-being.	3.a. The Heritage professional nurse demonstrates courage and resilience from practicing self-care as requisite for creating a culture of safe and effective nursing care.
3.b. Students interpret and explain issues impacting society, including issues of sustainability and justice.	3.b. The Heritage professional nurse expresses passion for sustainability and justice.
3.c. Students demonstrate knowledge of the interconnections among ecological, social, and economic systems.	3.c. The Heritage professional nurse plans, implements, and evaluates nursing interventions from an ecological perspective for the individual, family, and community as the units of care.

3.d. Students respect, with dignity, the similarities and differences among people with whom they live and work.	3.d. The Heritage professional nurse works to overcome barriers to the provision of culturally inclusive nursing care.
4. Integrative and Applied Learning Heritage University Student Learning Outcomes	4. Provider of Nursing Care BSN Program Outcomes
4.a. Students synthesize and apply the knowledge and skills gained through their university experience in the contexts of their fields [to be achieved by the time the baccalaureate is completed].	4.a. The Heritage professional nurse is prepared to provide leadership and assume accountability in the design, delivery and evaluation of safe, holistic nursing care.
4.b. Students apply personal and social responsibility outside the campus community.	4.b.i. The Heritage professional nurse works to increase access to care, especially for vulnerable populations and to overcome social determinants of health inequities. 4.b.ii. The Heritage professional nurse participates in the policy processes impacting the health of individuals, families, communities and populations.
4.c. Students exhibit personal, professional, and academic ethics.	4.c.i. The Heritage professional nurse embodies professional values and responsibilities defined by the American Nurses Association's <i>Scope and Standards of Nursing Practice</i> (ANA, 2015), <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015), <i>Nursing's Social Policy Statement: The Essence of the Profession</i> (ANA, 2010). 4.c.ii. The Heritage professional nurse assumes accountability for maintaining professional practice through self-reflection; and demonstrates continuous professional engagement and lifelong learning.

Congruence with Guidelines for the Preparation of Nursing Professionals

While unique to Heritage University, the Heritage BSN Program Outcomes are aligned with the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), as shown in **Table 2**.

The Essentials of Baccalaureate Education as Associated with the Heritage University BSN Student Learning Outcomes

Essentials of Baccalaureate Education In Nursing	Heritage University BSN Program Outcomes
<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p>A solid base in liberal education provides the cornerstone for the practice and education of nurses.</p>	<p><i>The Heritage professional nurse</i> explains how knowledge of the physical world and scientific methodology contribute to understanding the complexity of nursing care in the treatment of human response.</p> <p><i>The Heritage professional nurse</i> explains how nursing's fundamental patterns of knowing –ethical, aesthetic, personal, empirical & emancipatory – contribute to understanding the complexity of nursing care in the treatment of human response.</p> <p><i>The Heritage professional nurse</i> integrates aesthetic knowing in nursing care.</p>
<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>Organizational and systems leadership, quality improvement, and safety are critical to promoting high quality patient care.</p>	<p><i>The Heritage professional nurse</i> is prepared to provide leadership and assume accountability in the design, delivery and evaluation of safe, holistic nursing care.</p>
<p>Essential III: Scholarship for Evidence-Based Practice</p> <p>Professional nursing practice is grounded in the translation of current evidence into practice.</p>	<p><i>The Heritage professional nurse</i> approaches nursing with a spirit of inquiry for application of nursing theories that explain & predict the outcomes of care.</p>
<p>Essential IV: Information Management and Application of Patient Care Technology</p> <p>Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</p>	<p><i>The Heritage Professional nurse</i> integrates technological and mathematical knowledge to create a culture of quality and safety to prevent systems errors.</p>
<p>Essential V: Health Care Policy, Finance, and Regulatory Environments</p> <p>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in</p>	<p><i>The Heritage professional nurse</i> participates in the policy processes impacting the health of individuals, families, communities and populations.</p>

Essentials of Baccalaureate Education In Nursing	Heritage University BSN Program Outcomes
professional nursing practice	
<p>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</p>	<p><i>The Heritage professional nurse utilizes effective written and oral communication and professional behaviors to foster shared decision-making and accountability among team members to optimize outcomes of care.</i></p>
<p>Essential VII: Clinical Prevention and Population Health</p> <p>Health promotion, disease, and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels.</p>	<p><i>The Heritage professional nurse works to increase access to care, especially for vulnerable populations and to overcome social determinants of health.</i></p> <p><i>The Heritage professional nurse works to overcome barriers to the provision of culturally inclusive nursing care.</i></p>
<p>Essential VIII: Professionalism and Professional Value</p> <p>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</p> <p>Professionalism also involves accountability for one's self and nursing practice, including continuous professional engagement and lifelong learning.</p>	<p><i>The Heritage professional nurse embodies professional values and responsibilities defined by the American Nurses Association's <i>Scope and Standards of Nursing Practice</i> (ANA, 2015), <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015), <i>Nursing's Social Policy Statement: The Essence of the Profession</i> (ANA, 2010).</i></p> <p><i>The Heritage professional nurse expresses passion for sustainability and justice.</i></p> <p><i>The Heritage professional nurse demonstrates courage and resilience from practicing self-care as requisite for creating a culture of safe and effective nursing care.</i></p> <p><i>The Heritage professional nurse assumes accountability for maintaining professional practice through self-reflection; and demonstrates continuous professional engagement and lifelong learning.</i></p>
<p>Essential IX: Baccalaureate Generalist Nursing Practice</p> <p>The baccalaureate graduate nurse is prepared to</p>	<p><i>The Heritage professional nurse plans, implements, and evaluates nursing interventions from an ecological perspective for the individual, family, and community as the units of care.</i></p>

Essentials of Baccalaureate Education In Nursing	Heritage University BSN Program Outcomes
practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.	

Consistency with Professional Nursing Standards and Guidelines

The BSN program incorporates professional nursing standards and guidelines as the framework for the development of the baccalaureate nurse. In addition to the *Essentials for Baccalaureate Education* (AACN 2008), the BSN program is guided by the American Nurses Association's *Scope and Standards of Nursing Practice* (ANA, 2015), *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015), Nursing's *Social Policy Statement: The Essence of the Profession* (ANA, 2010). The program also operates under requirements of the Washington State Health Department of Health Nursing Quality Care Commission Laws and Rules designated in the Revised Code of Washington (RCS) and Washington Administrative Code (WAC). Selected nursing courses are enhanced with additional specialty professional nursing practice or education standards.

Chapter I: Department of Nursing Bylaws

Article I. Department of Nursing Structure

- A. The Chair of the Department of Nursing serves as administrative leader of the Department of Nursing and collaborates with faculty members in decisions regarding operations of the Department.
- B. The Director of the Nursing Program serves as the leader of curriculum and student affairs and collaborates with the Chair of the Department of Nursing and faculty members in decisions regarding operations of the Department.
- C. The faculty is responsible for the Department of Nursing Program curricula.
- D. Faculty committees are responsible for the work required to implement and evaluate the curriculum and report to and make recommendations for decisions to the Department of Nursing Faculty Assembly.
- E. Adjunct Faculty members are part-time faculty responsible for classroom and/or clinical section teaching. Adjunct Faculty members are accountable to the Chair of the Department of Nursing.
- F. Course Leads are faculty members responsible for coordinating the content of assigned theory and clinical courses overseeing faculty teaching different sections of the course.
 - a. Course Leads collaborate with the Nursing Curriculum Committee.
 - b. Course Leads are accountable to the Director of the Nursing Program.
- G. The Administrative Coordinator and Assistants to the Department of Nursing provide support services to the Director of the Nursing Program, the Chair of the Department of Nursing, faculty and administrators, and are accountable to the Director of the Nursing Program.

Article II. Nursing Faculty Assembly

Section A: Purpose:

The Nursing Faculty Assembly is responsible for academic policy formation including admission and graduation requirements, academic advising, curriculum development, program quality assurance, and approval of new majors, programs, sites and/or degrees in the Department of Nursing. It receives recommendations from the Department of Nursing committees and also acts on academic policy matters referred by other units of the University. The Chair of the Nursing Department and the Director of the Nursing Program give monthly reports. This Assembly is advisory to the Chair of the Nursing Department and the Director of the Nursing Program. The Chair of the Nursing Department forwards the committee's recommendations to the Dean of the College of Arts and Sciences, Provost/Vice President, and President when appropriate.

Section B: Membership and Attendance

1. The following are members of the Nursing Faculty Assembly:
 - a. Chair of the Department of Nursing

- b. Director of the Nursing Program
 - c. Other administrative position(s) holding teaching assignments
 - d. All instructional personnel in the Department of Nursing
 - e. Adjunct faculty members
 - f. Two nursing student representatives selected by the Nursing Student Assembly and appointed by the Chair of the Department of Nursing.
2. The Administrative Coordinator to the Department of Nursing shall attend all regular meetings.
 3. Nursing Faculty Assembly meetings are open to all members of the University Community who wish to attend.

Section C: Voting Privileges

1. The following members of the nursing faculty are eligible to vote:
 - a. All instructional personnel in the Department of Nursing
 - b. Adjunct faculty
 - c. Administrative Coordinator as long as the job description of that role continues to include advising of pre-nursing and transfer students.
 - d. Visiting professors
2. Student representatives may speak but are not eligible to vote.
3. The Administrative Assistants of the Department of Nursing may speak but are not eligible to vote.
4. Any members of the University Community in attendance may speak but are not eligible to vote.
5. Permission to speak on a particular item of business may be granted to any other non-member by a majority vote of the nursing faculty members present.

Section D: Officials

1. The Chair of the Department of Nursing shall be the Chairperson of the Nursing Faculty Assembly and preside at all regular and special meetings.
2. The parliamentarian is appointed by the Chair of the Department of Nursing and shall serve for a term of two years.

Section E: Quorum

1. A quorum for the conduct of business (regular meetings, special meetings, and e-mail/ballots) on which a vote is to be taken shall be fifty percent of the Department of Nursing members eligible to vote.

Section F: Meetings

1. Regular meetings of the Nursing Faculty Assembly shall be held at least once each month during Fall and Spring semesters.
2. If the load of business requires it, additional regular meetings shall be scheduled.

Section G: Special meetings

1. Special meetings shall be called by the Chair of the Department of Nursing.
2. It is the responsibility of the Chair of the Department of Nursing to notify all voting members by email of the time and place of the meeting and of its agenda.
3. Notification should precede the meeting by at least five calendar days.
4. In the event of an emergency as deemed by the Chairperson, the Chair of the Department of Nursing may call a special meeting with less than the five days prior notice.

Section H: Actions outside meetings

1. Decision to hold an online vote
 - a. The Chair of the Department of Nursing will determine which items of business are appropriate for e-mail/memo discussion and ballot vote.
 - b. The Chair of the Department of Nursing will request the Faculty Assembly approval to hold an online vote.
 - c. Decision to hold an online vote will be decided by a simple majority of eligible faculty.
 - d. The Chair of the Department of Nursing will designate at least 72 hours for deliberation before deadline to decide feasibility of the online vote.
2. Voting on Motions outside Nursing Faculty Assembly Meetings
 - a. The Chair of the Department of Nursing will be responsible for circulating the motion along with a written rationale.
 - b. A ballot will be sent to the voting committee members stating exactly what is to be voted on.
 - c. The subject line (or equivalent) should contain the term "ballot."
 - d. A deadline for faculty members' responses will be stated in writing, usually within two weeks from the date of the e-mail/memo.
 - e. The Chair of the Department of Nursing will be responsible for notifying faculty members of the final decision, and for documenting that decision in the minutes.

Section I: Proceedings

1. Regular and special business meetings shall be conducted in accordance with standard parliamentary procedure, using the most current edition of *Robert's Rules of Order* as the parliamentary authority.
2. The parliamentarian shall pronounce on matters of procedure.
3. Open discussion without formal rules of procedure may be accomplished by convening as the committee of the whole or by calling a forum meeting.
4. A new item of business having to do with substantial changes in policy or procedure shall not be voted on at the meeting in which it is introduced, but at the announced subsequent decision point at least five days later, unless this rule be waived by two-thirds of the voting members present.
5. Decisions will be made by simple majority vote. The Chair of the Department of Nursing shall honor a request for a written ballot from any faculty member provided the request is made prior to the call for a vote.
6. Proceedings of the Nursing Faculty Assembly are official Department of Nursing business, and actions voted by the nursing faculty members within the area of its responsibility have

- the force of legislation subject to further approval, if necessary, by the Heritage University Faculty Assembly.
7. The Administrative Coordinator to the Department of Nursing shall take and distribute minutes of all regular meetings of the Nursing Faculty Assembly.
 8. It is the responsibility of the office of the Chair of the Department of Nursing to maintain a complete and accessible file of minutes of the proceedings.

Section J: Executive Session

1. The Nursing Faculty Assembly reserves the right to call an executive session, excluding all persons except voting members.

Article III. Nursing Advisory Board

Section A: Purpose/Responsibilities

1. The purpose of the Nursing Advisory Board is to provide an opportunity for nurses and other partners from the community to give input and counsel to the Department of Nursing concerning the nursing curriculum, the changing health care system, community health care needs, and expectations of Heritage University Nursing Program graduates.

Section B: Membership

1. The Board shall consist of the following:
 - a. Chair of the Department of Nursing,
 - b. All nursing faculty members,
 - c. At least two nursing student representatives selected by the Nursing Student Assembly and appointed by the Chair of the Department of Nursing,
 - d. At least two Heritage nursing alumni,
 - e. Members of the nursing community who represent clinical nursing specialties,
 - f. Representatives from health care agencies where students have clinical experience and graduates are employed, and
 - g. Consumers of nursing and health care from local communities.

Section C: Meetings

1. The Nursing Advisory Board shall meet at least once every academic year.
2. The Chair of the Department of Nursing chairs the Nursing Advisory Board meetings.

Article IV. Heritage University Department of Nursing Committees

Section A: Committees

1. The standing committees of the Department of Nursing are:
 - a. Admission, Progression, Retention and Graduation
 - b. Bylaws and Policy
 - c. Curriculum
 - d. Program Evaluation
2. Ad hoc committees and task groups may be established by the Nursing Faculty Assembly for specific purposes and shall have a mandate for a maximum of two academic years.

Section B: Selection

1. Each year at an April meeting of the Nursing Faculty Assembly, the Faculty Assembly Chair appoints faculty members to fill committee membership vacancies for two-year terms. Committee membership will be published and distributed to all department members by the end of April.
2. Committee chairpersons must be a member of the Nursing Faculty Assembly appointed to serve on the committee.
3. Each nursing committee shall have student representation selected annually by the Nursing Student Assembly and appointed by the chair of the Department of Nursing for a one year term.
 - a. Two nursing student members shall be selected as representatives to each of the following committees:
 - i. Admission, Progression, Retention and Graduation
 - ii. Curriculum
 - iii. Program Evaluation
 - b. One nursing student member shall be selected as a representative to the Bylaws and Policy Committee.
 - c. A student may serve a maximum of two consecutive terms on a committee. Student representatives on committees are voting members except APRG.

Section C: Operation

1. All committees of the Faculty of the Department of Nursing are accountable to the Nursing Faculty Assembly in the execution of their curricular and other responsibilities.
2. Each committee functions according to its statement of purpose.
3. Ex-officio members of committees serve as advisors and are non-voting.
4. The Department of Nursing faculty members shall be authorized to make changes in committee appointments where it is deemed advisable with approval by the Nursing Faculty Assembly.
5. Whenever a committee member is unable to attend meetings of the committee, it is that person's responsibility to so notify the committee chairperson.
6. Each outgoing committee chair shall be responsible for convening the newly appointed committee in May, receiving the newly appointed chairperson, passing on the agenda, and explaining the committee's role to new members.
7. Accurate minutes of all committee proceedings will be maintained. It is the responsibility of the chairperson of each committee to assure a complete and accessible file of minutes and attachments of the proceedings is maintained.
8. The chairperson of each committee will submit an Annual Report to the Chair of the Department of Nursing each June for the closing academic year.

Section D: Description of Committees

1. Admission, Progression, Retention and Graduation Committee
 - a. Purposes
 - i. To recommend revisions or additions to Department of Nursing policies related to admission, progression retention and graduation of nursing students.

- ii. To review student records and make recommendations related to recruitment, advising, selection, admission, retention, dismissal, progression, readmission, transfer, and graduation of nursing students.
 - iii. To interpret/clarify policies affecting student recruitment, advising, selection, admission, retention, dismissal, progression, readmission, and graduation.
- b. Responsibilities include:
- i. Recommend to the Nursing Faculty Assembly changes in the policies for nursing program admission, recruitment, academic advising, selection, retention, dismissal, progression, readmission, and graduation of nursing students.
 - ii. Inform the Heritage University Registrar's Office of policy changes related to recruitment, advising, selection, admission, retention, dismissal, progression, readmission, and graduation of nursing students.
 - iii. Review petitions for selection, admission, readmission, retention, progression and graduation in the nursing program. Implements the policy in accordance with policies.
 - iv. Make recommendations to the Nursing Faculty Assembly on decisions regarding recruitment, selection, admission, readmission, retention, progression, and graduation of students.
 - v. Instruct the Registrar to deny registration in nursing courses for which the student has not met prerequisites.
 - vi. Collect and review statistics provided on the number of students entering, graduating, length of time in the program, withdrawals and at risk-students to determine the ability of students to meet course and program outcomes.
 - vii. Evaluate effectiveness of recruitment and student support services in recruiting and retaining a diverse student population and achieving the Department of Nursing vision, mission, philosophy, and program outcomes.
 - viii. Initiate and compile data from End-of-Course summaries each semester.
 - ix. Solicit nominations from the Department of Nursing faculty members for student awards.
 - x. Implement that portion of the Evaluation Plan pertaining to the specified responsibilities of the Admission, Progression, Retention and Graduation Committee.
- c. Membership
- i. Two Department of Nursing faculty members.
 - ii. One additional faculty or staff member invited by the Chair of the Department of Nursing to serve as consultant with vote.
 - iii. Members of the community of interest may be invited by the Chair of the Department of Nursing or Chair of Admission, Progression, Retention and Graduation Committee (APRG) to serve as ex officio consultants without a vote.
 - iv. Two nursing student representatives selected by the Nursing Student Assembly and appointed by the Chair of the Department of Nursing without a vote.
 - v. The Director of Academic Advising serves as an ex officio member without vote.
2. Bylaws and Policy Committee
- a. Purpose

- i. To review and revise the Department of Nursing bylaws and policies ensuring they reflect current practice.
 - ii. To make recommended changes to Department of Nursing bylaws and policies to the Nursing Faculty Assembly.
 - b. Responsibilities include:
 - i. Review existing bylaws and policies a minimum of once every two years and revise as necessary.
 - ii. Develop new policies as needed.
 - iii. Receive requests for new or amended policies from the Chair of the Department of Nursing, Director of the Nursing Program, Nursing Committees, Department of Nursing faculty members, and student groups.
 - iv. Submit all revisions and new bylaws and policies to the Nursing Faculty Assembly for approval.
 - v. Publish approved policies and procedures in a place easily accessible to all faculty.
 - vi. Ensure all current policies are published in the Nursing Faculty Handbook.
 - vii. Ensure congruence between Nursing Faculty Policies and Nursing Student Handbook.
 - c. Membership
 - i. Two Department of Nursing faculty
 - ii. One nursing student representative selected by the Nursing Student Assembly and appointed by the Chair of the Department of Nursing
 - iii. One member invited by the Chair of the Department of Nursing to serve as consultant without vote
3. Curriculum Committee
- a. Purpose
 - i. To develop and implement curriculum policies as directed by the Nursing Faculty Assembly.
 - b. Responsibilities include:
 - i. Seeks input from the Heritage University Curriculum Committee, Nursing Program Evaluation Committee, and Nursing Advisory Board concerning the nursing curriculum, as well as current trends and needs in nursing education.
 - ii. Reviews the alignment of Department of Nursing vision, mission, philosophy, and program outcomes with the Heritage University mission, professional nursing standards and guidelines, the needs and expectations of the community, faculty beliefs, and current trends and needs in nursing education as defined by professional accreditation standards.
 - iii. Reviews alignment of Department of Nursing course outcomes with program outcomes and Department of Nursing vision, mission, and philosophy.
 - iv. Evaluates effectiveness of the curriculum design, sequencing, and scheduling in achieving program outcomes.
 - v. Evaluates proposals for curricular changes from nursing faculty, the Director of the Nursing Program and the University Curriculum Committee relating to the nursing program major and support courses in terms of compatibility with the Department of Nursing vision, mission, philosophy, and program outcomes.

- vi. Recommends curricular revisions to the Nursing Faculty Assembly. If approved by the Nursing Faculty Assembly, the chairperson of the committee, with the approval of the Director of the Nursing Program, presents the proposal to the College Curriculum Committee.
 - vii. Recommends to the Nursing Faculty Assembly measures to strengthen the curriculum based on evaluation and research findings.
 - viii. Reviews the effectiveness of nursing courses in meeting course, level and program outcomes and integrating critical nursing practice concepts as well as essential methods of inquiry. Forwards recommendations to the Nursing Faculty Assembly for action.
 - ix. Reviews new course proposals and course revisions submitted by nursing faculty to determine need and contribution to achievement of program outcomes.
 - x. Forwards recommendations to the Nursing Faculty Assembly of the Department of Nursing for action. If approved by the Faculty Assembly of the Department of Nursing, the Chairperson of the Committee, with the approval of the Director of the Nursing Program, presents the proposals to the College Curriculum Committee.
 - xi. Examines the effectiveness of course assessment methods in evaluating course outcomes.
 - xii. Examines internal and external assessment sources to evaluate the curriculum.
 - xiii. Implements that portion of the Evaluation Plan pertaining to the specified responsibilities of the Curriculum Committee.
- c. Membership
- i. All regular Department of Nursing faculty.,
 - ii. Two nursing student representatives selected by the Nursing Student Assembly and appointed by the Chair of the Department of Nursing
 - iii. Two members invited by the Chair of the Department of Nursing to serve as consultants without vote.

4. Program Evaluation Committee

- a. Purpose
- i. To monitor the quality of nursing programs.
 - ii. To measure the degree to which all components of Heritage University, College of Arts and Sciences, and the Nursing Program promote student achievement of the program outcomes.
 - iii. To promote improvement of the teaching-learning process; and resources on campus and in the community.
- b. Responsibilities include:
- i. Oversee yearly review and implementation of the Evaluation Plan for the Department of Nursing.
 - ii. Notify appropriate individuals and/or committees of evaluation deadlines.
 - iii. Recommends changes in the Program Evaluation Plan to the Nursing Faculty Assembly.
 - iv. Collect and analyze assessment data as requested by the Department of Nursing.
 - v. Report findings to the Nursing Faculty Assembly.
 - vi. Receive and compile data including, but not limited to, faculty and staff satisfaction surveys, alumni evaluations, end-of-program evaluations, and graduate employer satisfaction surveys.

- vii. Receive and compile data from End-of-Course summaries each semester membership from the Chair of the Admission, Progression, Retention and Graduation Committee.
 - viii. Receive and compile data from the Director of the Nursing Program regarding NCLEX® pass rates.
 - ix. Direct the maintenance of collected and analyzed assessment data files.
 - x. Assess the adequacy of library and educational media resources as well as other instructional resources including the use of information technology.
 - xi. Monitor the adequacy of clinical sites and clinical preceptors in consultation with the education coordinators in the clinical sites and the faculty.
 - xii. Receive reports from the Bylaws and Policy Committee regarding Department of Nursing
 - xiii. Recommends Department of Nursing policy amendments to the Nursing Faculty Assembly. If approved by the Nursing Faculty Assembly, the Chairperson of the Committee refers the amendments to the Chair of the Department of Nursing to review with the Chair of the Bylaws and Policy Committee for consistency with the Heritage University Faculty Handbook.
 - xiv. Implement that portion of the Evaluation Plan pertaining to the specified responsibilities of the Evaluation Committee.
 - xv. Follow the Department of Nursing Policy #021 Systematic Program Evaluation Plan.
- c. Membership
- i. Three Department of Nursing faculty .
 - ii. Two nursing student representatives selected by the Nursing Student Assembly and appointed by the Chair of the Department of Nursing
 - iii. At least one member from among community partners invited by the Chair of the Department of Nursing to serve as consultant(s) without vote.

Article V: Amendments

- A. Amendments to these bylaws may be made at any regular meeting of the Nursing Faculty Assembly provided that the proposed amendments have been submitted to all members at least five (5) days prior to the meeting.
- B. Amendments to these Bylaws require a two-thirds (2/3) vote of the members present and voting.

Article VI: Nursing Faculty Handbook and Nursing Student Handbook

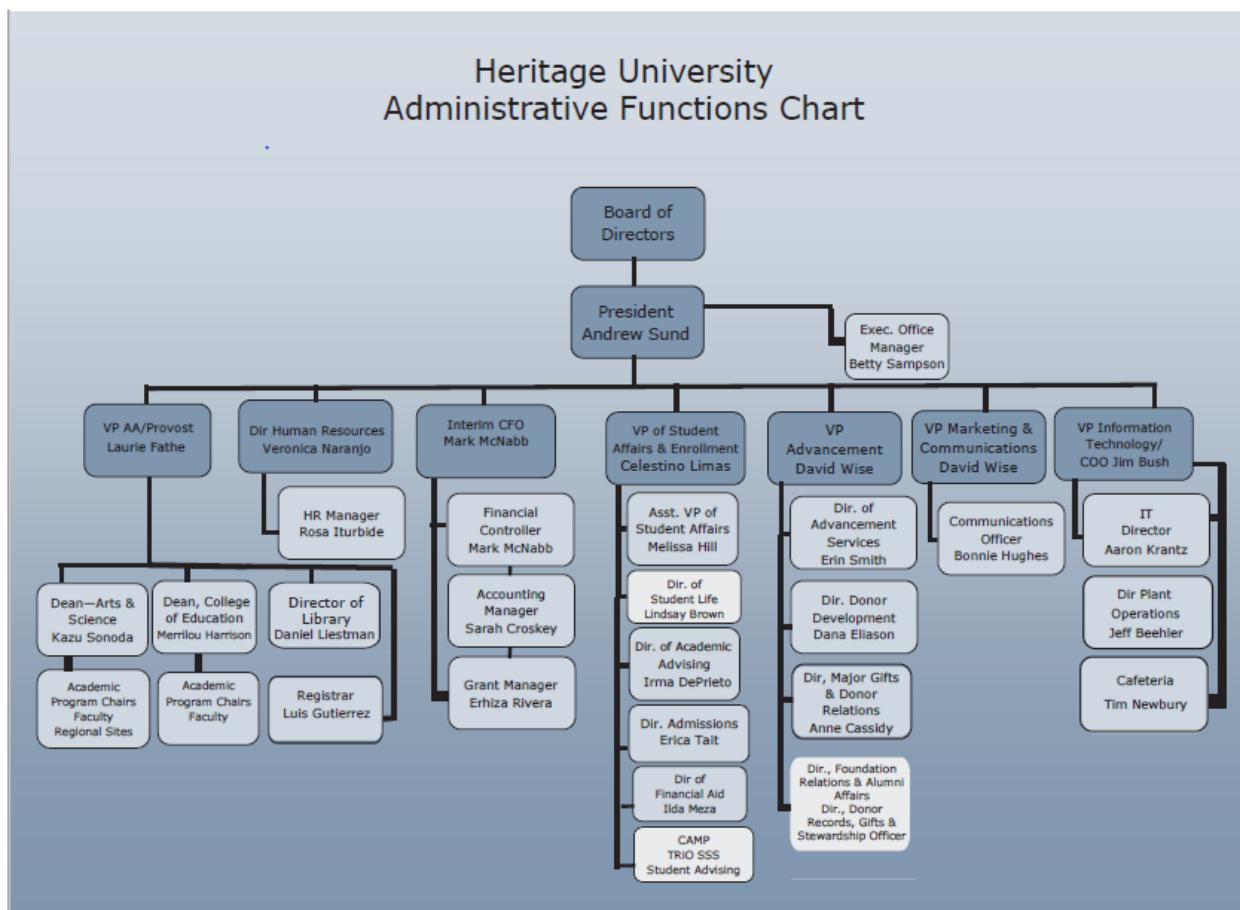
- A. It is the responsibility of the Chair of the Department of Nursing and the Administrative Coordinator to the Department of Nursing to:
 1. Meet yearly, between the last Nursing Faculty Assembly meeting in the Spring semester and the first Nursing Faculty Assembly meeting in the Fall semester, to ensure all policy statement revisions and Nursing Faculty Assembly motions have been incorporated into the Nursing Faculty Handbook and the Nursing Student Handbook.
 2. Ensure that faculty members and students are notified of revisions through email.

3. Ensure that faculty members and students have access to the Web edition of the Nursing Faculty Handbook and the Nursing Student Handbook during the course of the year as policies and motions were passed by the Nursing Faculty Assembly.

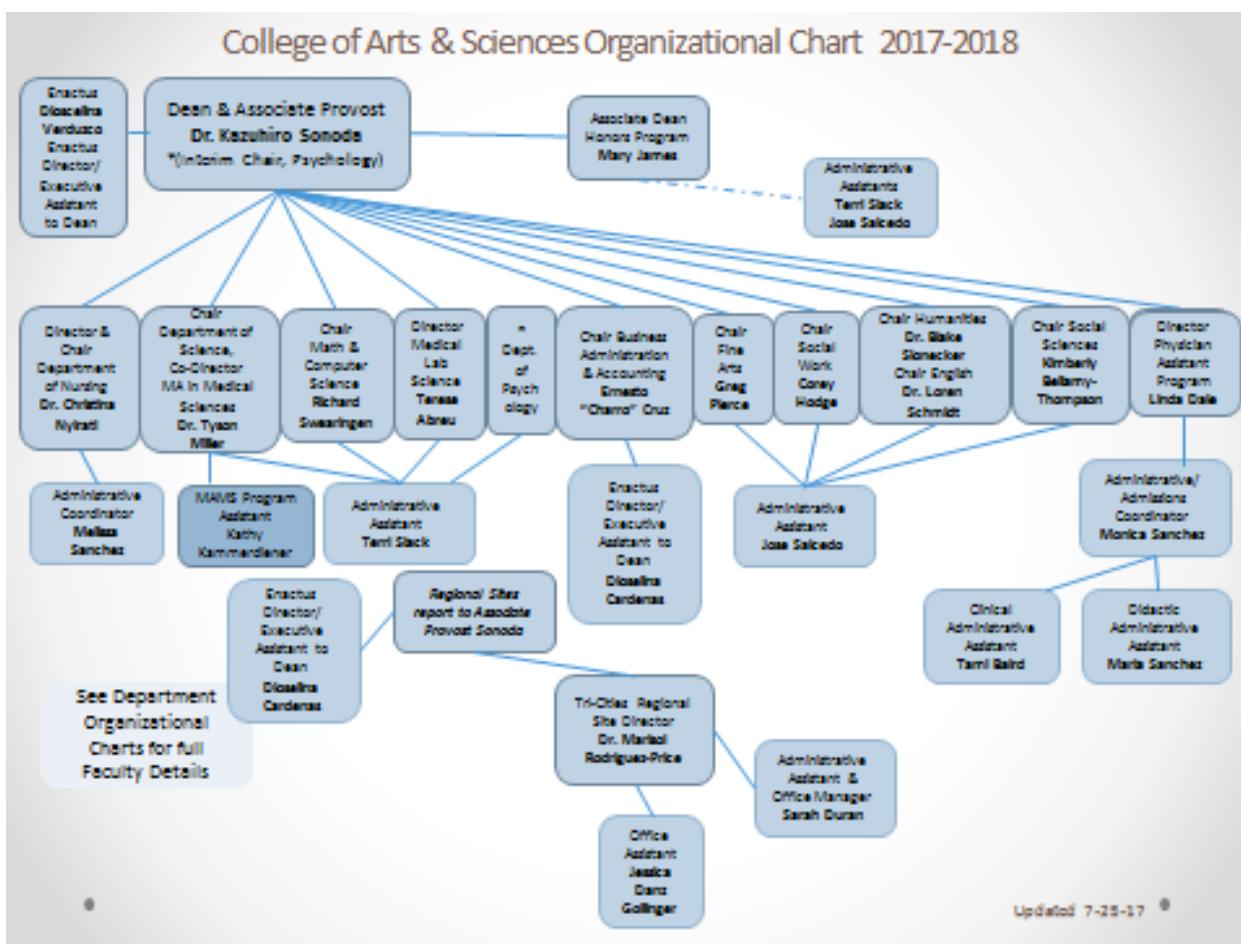
(Bylaws updated 6/30/2020)

Chapter II: Administrative Organization

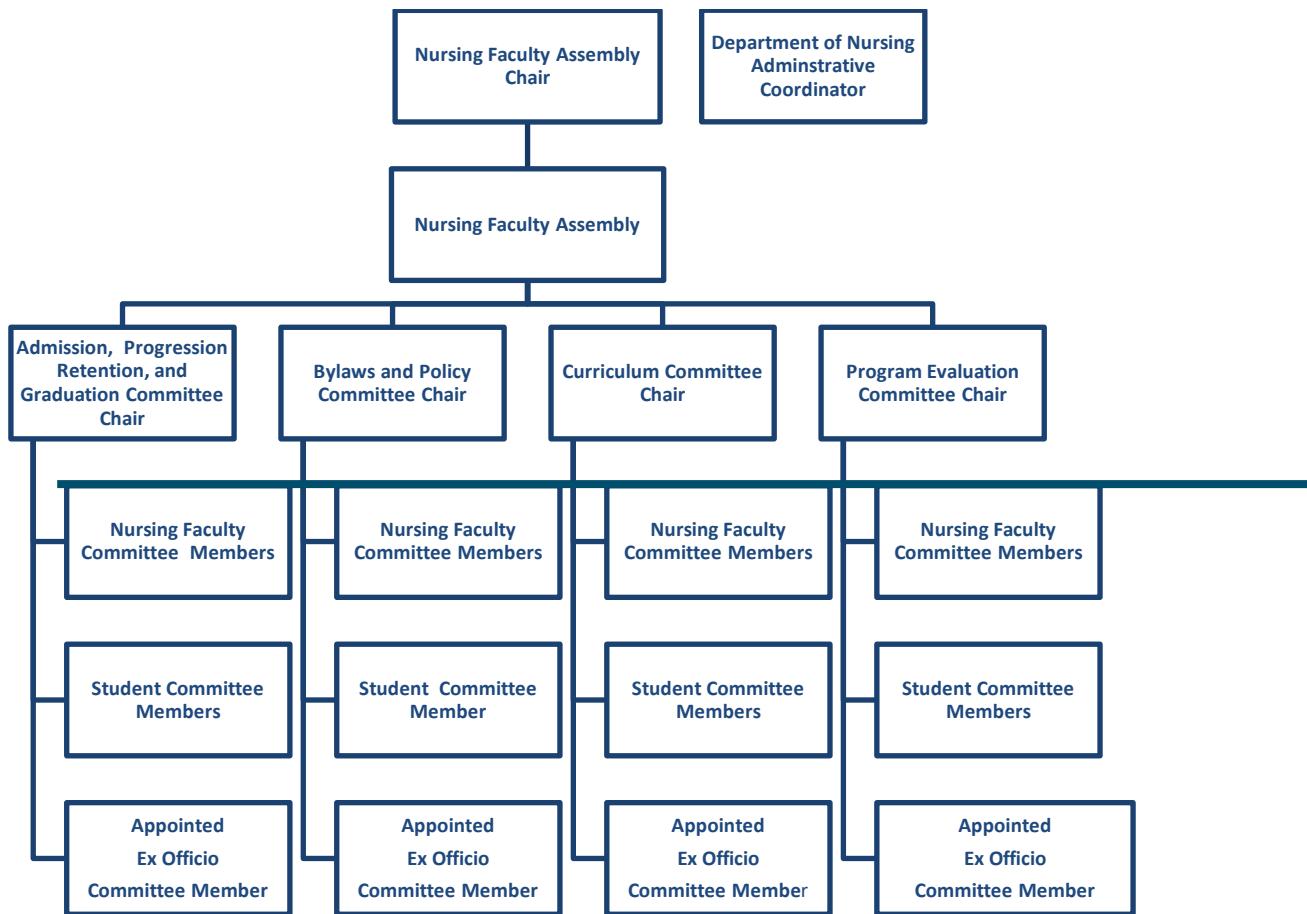
Heritage University Organizational Chart



College of Arts & Sciences Organizational Chart



Department of Nursing Governance Structure Communication Chart



Composition of Nursing Committees

Academic Year 2020-2021

Committee	Meets on	Chair	Faculty Members	Student Members
Nursing Faculty Assembly Nursing Department	First Thursday of each month in the academic year	Christina Nyirati	Wendy Blakely Yvonne Ebbelaar Katherine Hale Maxine Janis Daniel Mick Linda Rossow Joel Thome Karen Webster Liz Whitaker	Cindy Badillo Jared McGuire
Admission, Progression, Retention and Graduation	PRN	Joel Thome	Maxine Janis Linda Rossow	Taylor Ebbelaar Alexis Wolfley
Bylaws and Policy	PRN basis	Daniel Mick	Liz Whitaker	Yazmin Lopez
Curriculum	First and Third Thursday of each month	Karen Webster Wendy Blakely	Wendy Blakely Yvonne Ebbelaar Katharine Hale Maxine Janis Daniel Mick Linda Rossow Joel Thome Karen Webster <i>Invited ex officio</i>	Luis Garcia Alayna Vanover
Program Evaluation	Second and Fourth Tuesday & Every Thursday for 30 minutes	Yvonne Ebbelaar	Christina Nyirati Wendy Blakely <i>Consultant-Nina Oman</i>	Brisel Acuna Jacque Scott

The Department of Nursing Community of Interest

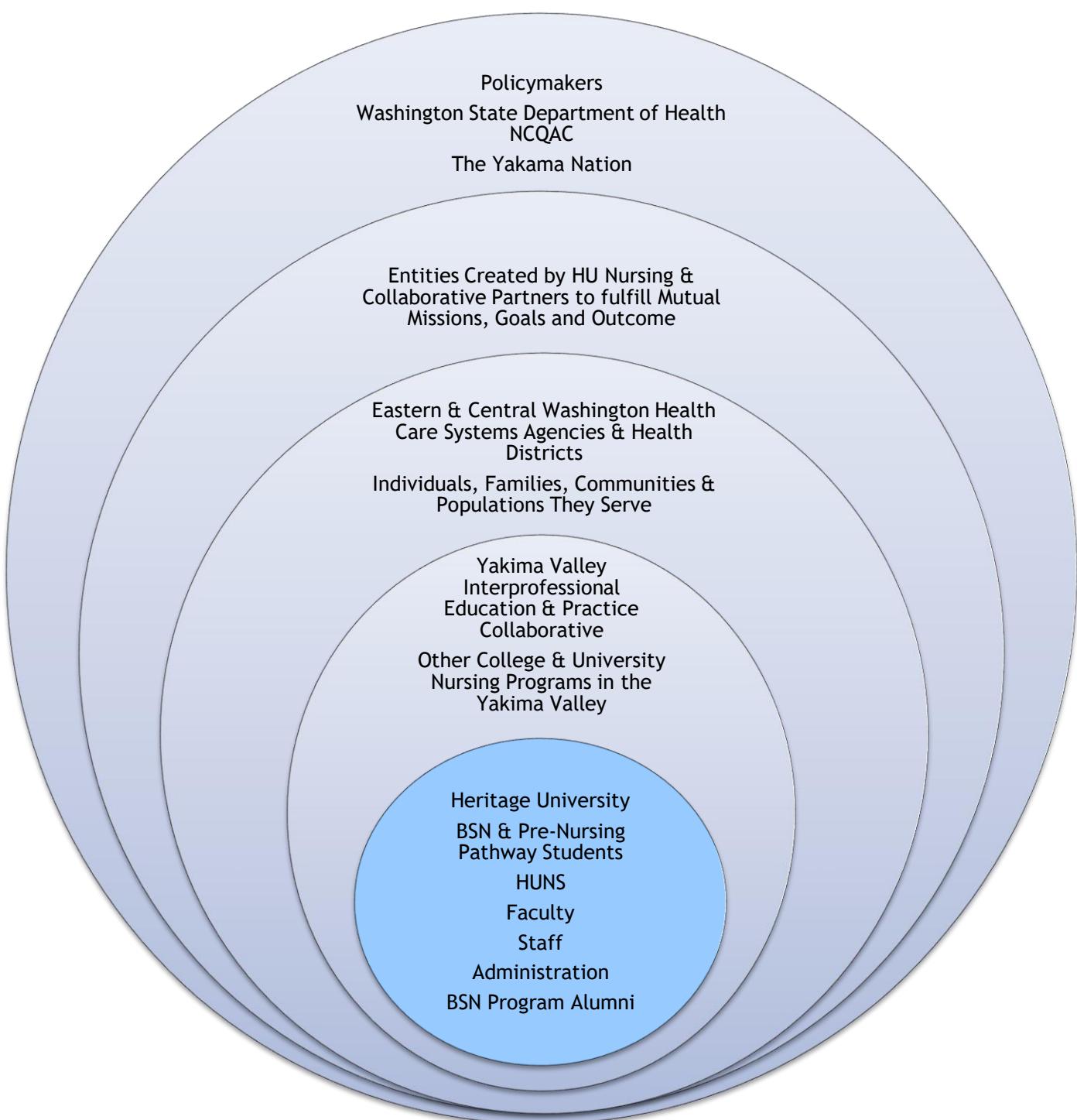
The Department of Nursing identifies the *Community of Interest* (COI) as groups and individuals with an interest in the mission, goals, and expected outcomes of the HU BSN Program and its effectiveness in achieving them. The COI encompasses all BSN program internal constituents and external stakeholders. The Community of Interest is published in the Department of Nursing Faculty Handbook as configured in **Figure I.**, below.

Internal Constituents

1. The core of the COI includes internal constituents: BSN and Pre-Nursing Pathway students, faculty, staff, administration, the *Heritage University Chapter of the Nursing Students of Washington State* (HUNS), and future BSN program alumni. Remaining layers illustrate the external constituencies.

External Constituents

2. The second layer contains Health Sciences Education programs in the Yakima Valley, including nursing programs from other universities and colleges and the Yakima Valley Interprofessional Practice and Education Collaborative (YVIPEC). Faculty and Directors from other nursing programs collaborate closely to negotiate with clinical agencies for adequate clinical training sites for all nursing students. The Heritage University BSN Program Director represents the HU BSN program on the YVIPEC Steering Committee, along with the Program Directors of all health science programs in the Yakima Valley, in order to insure BSN students achieve the program outcome of “effective written and oral communication and professional behaviors to foster shared decision-making and accountability among team members to optimize outcomes of care.”
3. The third layer includes health care systems agencies and health districts in central and eastern Washington; and populations they serve.
4. The fourth layer comprises entities created by the Nursing Department and collaborative partners to fulfill mutual missions, goals and outcomes.
5. The outermost layer contains regulatory bodies that promote and protect the health of the public of Washington State, and the community/public of the Yakama Nation, and contains the Washington State Department of Health Nursing Care Quality Assurance Commission (NCQAC), Tribal serving entities, including the Indian Health Service, Portland Authority; Yakima Nation Tribal Council, and state policymakers.

Figure I. Heritage University BSN Program Community of Interest

Chapter III: Position Descriptions

Heritage University Nursing Director/Chair of Nursing

POSITION SUMMARY:

The Heritage University Director of Nursing is the Chair of the Department of Nursing, and reports to the Dean of the College of Arts and Sciences. The Director/Chair is the academic and administrative officer of the Department of Nursing. The Director/Chair is responsible for providing the leadership and vision necessary for setting strategic, operational and financial directions in the Department of Nursing, and oversees all Nursing Programs. In those roles, the Director/Chair has overall responsibilities for developing an effective collegial environment that supports excellence in nursing education. In addition, the Nursing Director/Chair develops and maintains relationships within the College of Arts and Sciences, the larger University and alumni communities, and other key stakeholders to raise the awareness of the Heritage Nursing in the Yakima Valley and the State of Washington.

SPECIFIC PRINCIPAL DUTIES AND RESPONSIBILITIES OF THE NURSING DIRECTOR/CHAIR:

1. Represents Heritage University in the most positive manner with prospective, former and current students, clients, suppliers and the community we serve. Interacts effectively with a diverse group of faculty, staff, students and other customers of our services, learns and uses operating practices of the department and Heritage University.
2. Upholds the Heritage University Mission Statement.
3. Articulates Heritage vision, mission, values to members of the Department of Nursing, and insures that Nursing policies and practices are consistent with those of Heritage.
4. Represents the Department of Nursing and the nursing programs in campus decision-making processes. Advises the Dean of Arts and Sciences regarding issues and concerns that may have College-wide impact.
5. Engages in activities that improve the reputation of Heritage University and the Heritage Nursing Programs. Communicates effectively with various constituencies within the University, surrounding community and State regarding the Heritage University and Heritage Nursing.
6. Demonstrates leadership in the improvement of health care, health care policy and higher education of students in nursing in the Yakima Valley, and in the State of Washington.
7. Organizes and chairs meetings of the Nursing Program Advisory Board.
8. Assures strategic planning process in the Department of Nursing, and oversees implementation of the Nursing Department Strategic Plan.
9. Evaluates applicable federal and state legislative activities for potential impact on and opportunities for the Heritage Nursing.

10. Develops new Heritage academic nursing program plans in compliance with Washington Administrative Code, national professional program accreditation standards, and the Northwest Commission on Colleges and Universities (NWCCU).
11. Maintains currency of knowledge in nursing education by attending state and national meetings of nursing educators and administrators.
12. Serves as a liaison with relevant professional associations and State and national regulatory and accrediting agencies including the American Association of Colleges of Nursing (AACN), the Commission on Collegiate Nursing Education (CCNE) Northwest Commission on Colleges and Universities (NWCCU) and Washington State Department of Health Nursing Care Quality Assurance Commission (NCQAC).
13. Submits annual report to the Washington State Department of Health Nursing Care Quality Assurance Commission.
14. Coordinates data collection for self-study and accreditation; facilitates ongoing systematic nursing evaluation of existing nursing programs at Heritage University (e.g., Assures program review process, unit plans, and annual updates).
15. Develops and implements assessment strategies and participates in university wide and programmatic student and program assessment procedures.
16. Monitors nursing graduate and employer surveys, and provides recommendations to the nursing faculty for program improvement, as needed.
17. Articulates the budgetary needs of the Department of Nursing and oversees the allocation and expenditure of resources.
18. Monitors department budgets and resource allocation and utilization within the department (time, space, money, personnel, materials & supplies, equipment). Evaluates adequacy of resources, facilities and student services to satisfy Nursing Program objectives.
19. Recruits and maintains adequate nursing faculty deemed acceptable by Washington Administrative Code governing the Nursing Practice and Nursing Education and national nursing education accreditation standards.
20. Provides and monitors the effectiveness of orientation programs for new full and part time nursing faculty.
21. Oversees faculty professional development required to maintain nursing education and practice competence.
22. Conducts performance evaluations of nursing faculty.
23. Evaluates the effectiveness of clinical instruction according to contemporary standards of teaching in nursing education.
24. Implements and assesses a plan for improving relations with clinical agencies through the use of effective communications and regular site visits to affiliate agencies. Assesses clinical facility placement needs and evaluates the quality of clinical facilities in accordance with Washington Administrative Code to ensure that clinical learning experiences are able to satisfy course and program objectives.

25. Maintains clinical site relationships for Nursing Program and maximizes internal and external relationships on behalf of the Programs, Department, College, and University.
26. Ensures the orderly selection and orientation of Nursing Practicum Capstone preceptors, according to the Washington Administrative Code governing the Nursing Practice and Nursing Education, and national nursing education accreditation standards.
27. Upholds the committee structure in the Department of Nursing as the mechanism for Nursing Faculty governance. Oversees Faculty Nursing Assembly Meetings monthly, and ensures that the Program Evaluation; Policy and Bylaws; Admission, Retention, Progression and Graduation and Curriculum Committees report to the Nursing Faculty Assembly.
28. Insures student participation in all committees of the Department of Nursing.
29. Fosters a collaborative environment for effective two-way communication between the administration and faculty to insure the integrity of the curriculum and to articulate, interpret, and communicate administrative decisions and College policies for the Nursing Department.
30. Supervises course curriculum and program development including assessment activities, midterm and end-of-term evaluation processes for collecting data.
31. Assesses the adequacy of the nursing skills laboratory to ensure that skills laboratory experiences are able to satisfy course and program objectives.
32. Ensures orderly process of student admission to the nursing program. Assesses effectiveness of recruiting students for the nursing program, and provides recommendations for improvement.
33. Provides a system of advising students in the nursing program, and collaborates with Heritage in the advising of pre-nursing students.
34. Monitors nursing program retention rates, and provides recommendations for improvement, as needed.
35. Oversees the preparation of nursing class, laboratory and clinical practicum schedules.
36. Ensures nursing student clinical placements.
37. Authorizes and safeguards student clinical performance records.
38. Assists College of Arts and Sciences and Heritage University officials in resolving faculty and student issues related to nursing programs.
39. Handles confidential information with tact, discretion and in compliance with FERPA regulations.
40. Provides service to the department, college, and university, and performs other scholarly activities associated with the position.

OTHER DUTIES AND RESPONSIBILITIES:

Additional responsibilities as assigned by the Dean of the College of Arts and Sciences, the Provost, or the University President.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

Knowledge: Master of Science in Nursing and Doctorate in Nursing or related field required. Minimum of five years of recent clinical nursing practice experience. Two years' experience in teaching nursing; Current knowledge of nursing practice at the baccalaureate level; two years of experience in nursing education at the baccalaureate level. Curriculum development and administration experience. Current Washington State RN license or eligibility for licensure. Experience with professional accreditation preferred.

Skills: Excellent interpersonal, verbal, written, organizational, analytical and presentation skills. Commitment to establishing and maintaining collegial and cooperative work relationships with faculty and staff. Demonstrated ability to utilize culturally responsive teaching strategies and/or demonstrate a willingness to gain competency. Ability and willingness to engage in ongoing critical self-reflection and assessment. Demonstrated skill in using technology as a management and teaching tool. Initiative, commitment to accomplishment, and adaptability when needed.

Abilities: Ability to travel as required to meet responsibilities and to promote growth of the nursing program. Hiring is contingent upon the results of the Washington State Patrol Background Check.

Learning Resource Center & Simulation Coordinator

I. JOB SUMMARY

The Learning Resource Center & Simulation Coordinator oversees the day-to-day operations of the learning resource center and simulation suites to ensure authentic experiential learning events. The Coordinator serves as a simulation pedagogy expert resource for faculty and students and advances interprofessional collaboration in simulation activities. The learning resource center and simulation suites provides students with a state of the art multimedia education learning center which includes computer based learning programs, simulation mannequins, and other technology enhanced learning aids for independent and small-group learning.

II. QUALIFICATIONS

Required

1. Doctoral degree preferred/master's degree in nursing.
2. Minimum of 3 years of experience in teaching.
3. License to practice nursing in Washington
4. Excellent communication and writing skills, computer skills and experience in nursing simulation is preferred. Acts with minimal direct supervision.

III. APPOINTMENT

1. Ten and a half month position (August – July) typically 1 FTE
2. Reports to the Chairperson of the Department of Nursing.

IV. RESPONSIBILITIES

1. Plan, direct and manage the day-to-day operation of the learning resource center and simulation suites.
 - Coordinate learning resource center and simulation suites resources as well as order supplies and maintain inventory.
 - Make recommendations for (purchase of) equipment and education aids to enhance clinical simulation experiences.
 - Maintain and update equipment, software, and supplies necessary for effective use of the learning center, including proper functioning of all simulation mannequins or other simulation equipment.
 - Prepare resources as requested for weekly classes or direct assistant/student workers in this process.
 - Maintain master learning center and simulation suites calendar.
2. Develop collaborative relationships with healthcare partners regarding simulation.
 - Network with healthcare and community resources to promote and attain support for center.
3. Serve as a resource to students and faculty in the use of simulation pedagogy.
 - Assist faculty with the conceptualization, development, and implementation of simulation scenarios and learning experiences.
 - Coordinate training in regard to new equipment, technology, and other materials for faculty, staff, and students. Train and assist professional personnel in the incorporation of simulation into curricula, including development of educational materials, structure of the session, selection of appropriate equipment, and use of assessment instruments.
 - Stay current with health care technology and simulation pedagogy.
4. Develop, implement, and revise simulation scenarios that are based on baccalaureate and graduate nursing curricula.
5. Gather, interpret, and disseminate data to guide faculty decision making in regard to teaching, curricular

- planning, resource allocation, and quality programming using simulation.
6. Operate simulation equipment to produce experiential learning events.
 7. Direct clinical laboratory education activities.

V. AUTHORITY AND ACCOUNTABILITY

- o Accountable to Nursing Chair and Director of the BSN Program
- o Direction provided to administrative staff, simulation suite student workers, and nursing students

Heritage University Nursing Faculty Job Description

Nursing Faculty, whether full time or adjunct, report to the Nursing Program Director.

1. The contract specifications for hire, relationships within Heritage University and responsibilities are recognized and supported.
2. A caring environment in the Nursing Program is expected from each faculty member.
3. Nursing Program meetings are expected to be attended by all faculty 90% of the time. Agenda items can be added by faculty after discussion with the Director.
4. The philosophy of the Nursing Program is fostered.
5. Participation in curriculum development, implementation and evaluation occurs as requested.
6. Individual courses are organized, taught and adjusted as needs arise and if adjustment continues to meet the course objectives. Adherence to course expectations is expected.
7. A course syllabus
 - a. For each course is to be presented to the Director of Nursing Program and Vice President of Academic Affairs by the end of the second week of a class starting.
 - b. A review of weekly expectations of students should be included.
 - c. Syllabi are to be posted on the VCampus site after approval by the Director. D. The course syllabus is expected for a theory course, clinical course or lab
 - d. Participation.
8. Confidentiality of student work, exams, attendance and remediation is expected.
9. Clinical includes:
 - a. Orientation to clinical facility with another faculty or with the institution's designated coordinator of education.
 - b. Health records for the faculty are to be kept up to date.
 - c. Student health records are to be up to date and complete before a student attends clinical.
 - d. The education coordinator for a facility used for clinical will have a list of students, contact preferred and health record status. Schedules for clinical will be assured. Orientation will be mandatory for students to each facility.
 - e. Each student's file will include a current CPR card for adults and children,
 - f. Washington State Patrol Criminal History Check, Criminal Disclosure statement, Immunization Record up to date, signed statement of reading the Student Handbook and of reading the Safety Packet.
 - g. Orientation of the Director to the clinical expectations and of a current contract before the first day.
 - h. Institution specific policy and procedure review.
 - i. Establish written rotation schedule for any off-unit experiences and provide a copy for the clinical agency.

- j. Selection of patient experiences to meet objectives of the course, with staff input.
- k. Assignments are posted in an agreed upon location for staff and students.
- l. Student preparation is verified before each clinical experience, using questions
- m. to direct information requested.
- n. Questions from students are answered timely or resources are found with the student.
- o. Technical, assessment, procedural assistance is offered to students in their patient care.
- p. Individual constructive criticism or feedback is regularly provided on student performance.
- q. Care plan completion is expected with samples placed in the student's file.
- r. Student errors are addressed immediately with the staff of the institution, the management staff and the Nursing Director of the Program. Quality assurance memos are completed per institutional policy with a copy given to the Director for the student's file.
- s. Mid-term and final evaluations are discussed with students with copies in the student's folder and shared with the Director.

10. Role model functions:

- a. Schedule typed and posted on office door or in the program office.
- b. Clinical skill proficiency or resource acquired as needed.
- c. Unexpected situations handled calmly and competently.
- d. Faculty meeting attendance for University wide meetings and Program meetings.
Absences explained.
- e. Professional appearance standards maintained.
- f. Breaks appropriate to the situation.
- g. Maintaining a trustful and mutually agreeable environment.
- h. Evaluations completed timely.
- i. Professional work day maintained, recognizing the work to be completed daily.

11. Lab Instructor expectations:

- a. Practice with the simulators independently so that utilization is optimized.
- b. Setting up, demonstrating and explaining procedures with the simulators are routine.
- c. Questions can be asked of the Director, colleagues, manufacturer representatives, and colleagues from other nursing schools.
- d. Supply use will be maintained and anticipated needs will be communicated with the program administrative assistant for timely replacements.
- e. Routine maintenance of equipment or arranging repairs will be timely.
- f. Cleanliness of the lab after each use will be expected.
- g. Instructional materials, scenarios and student success/needs will be maintained.
- h. Syringes and needles will be disposed of appropriately and locked up when not in use.
- i. A schedule of routine labs will be posted and given to students and practice times posted for makeup sessions as needed.
- j. Participation in the budget development process by providing in-put on needed equipment and supplies is expected.
- k. At no time may students be in lab alone, without faculty present.
- l. Cabinets are locked after each use.
- m. Student maintenance of the lab is ongoing. The condition of simulators, equipment and bed positions will be ensured whenever used.
- n. Laundry needing to be washed will be taken home and returned in a timely manner.
- o. No food or drinks are allowed within 10 feet of the beds/simulators.

12. Nursing faculty assist campus faculty with health concerns as they arise, being sure to remain within their scope of practice.
13. The medical equipment on campus is maintained jointly with the maintenance crew.
14. Student, University and Community organizational involvement is encouraged.
15. Involvement in activities not included in this job description is discussed with the Director for appropriateness and to be sure time allows. Discussion will be similar if asked to participate in activities not included herein.
16. Self-evaluations are expected on an annual basis and incorporated with the evaluation of the Director. This should be completed before each New Year begins, usually during the summer.

POSITION: Nursing faculty desired for innovative projected Bachelor of Science in Nursing program at Heritage University, located in East Central Washington. Heritage University is a mission-driven institution, devoted to educating students from culturally diverse populations. The Nursing program aims to prepare nurses at a generalist level, and to correct disparities related to social determinants of health through family-centered, community based, interdisciplinary care.

QUALIFICATIONS: Master's degree in Nursing required; doctorate in nursing (PhD or DNP) preferred or doctorate in related field; unencumbered license to practice nursing in Washington. Candidates without a terminal degree will hold the rank of instructor. The candidate should also possess expertise in the areas of nursing appropriate to the assigned courses; demonstrated ability in teaching, and computer literacy. While candidates are welcome with a variety of nursing backgrounds, clinical experience in either medical-surgical, maternal-child or mental health nursing would be a plus. Teaching experience in baccalaureate programs, experience in curriculum development and evaluation, and experience in online and/or blended education preferred.

RESPONSIBILITIES: Active participation in the development, implementation, and evaluation of the nursing programs including team teaching, and Departmental committee work. Teaching responsibilities include classroom and clinical instruction in accordance with the faculty member's educational preparation and clinical experience. Faculty members will be involved in community engaged, interdisciplinary partnerships for improvement of health in the Yakima Valley of Washington.

DEPARTMENT: The Department of Nursing is committed to quality nursing education which fosters critical thinking within the context of a caring framework. Our mission encourages the personal and professional development of faculty, staff and students. An appreciation for diverse perspectives and humane values is central to this mission. Building on a liberal arts education and a strong science foundation, the goal of the Nursing Program is to prepare lifelong learners who are committed to the profession, the community and to meet the changing healthcare needs of society.

Heritage University Nursing Administrative Coordinator

POSITION SUMMARY:

The Administrative Coordinator is responsible for key administrative responsibilities necessary to efficiently run the Department of Nursing at Heritage University. The Administrative Coordinator is expected to have strong initiative, the ability to make judgments and decisions independently, and to interpret the laws and accreditation standards for nursing.

The position requires a strong commitment to fulfilling the philosophy and mission of Nursing and Heritage University. The Administrative Coordinator is a key player in maintaining communication between Nursing and other departments at Heritage, and with community partners.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. Assists faculty in scheduling student clinical placements.
2. Manages site and preceptor affiliation agreements.
3. Acts as the administrator for the Nursing electronic clinical tracking system. Handles data entry and database maintenance for student clinical tracking systems.
4. Assists the chairs of the Nursing Department and Program Evaluation committee to map program outcomes to accreditation standards and to monitor achievement of objectives.
5. Collects and analyzes data for Washington State and National Professional Nursing Accreditation.
6. Performs data entry, stewardship, analysis, and compilation for program evaluation.
7. Prepares American Association of Colleges of Nursing (AACN) and Washington State Department of Health Nursing Care Quality Assurance Commission (WSDH-NCQAC) accreditation reports and all required documents under the direction of the nursing department chair.
8. Collaborates with Heritage Student Services and Nursing Faculty in advising pre-nursing and nursing students at Heritage.
9. Maintains the Heritage Nursing program web page.
10. Upgrades the student nursing handbook in accordance with Heritage and Nursing Policy changes.
11. Greets visitors and facilitates their communication with nursing faculty.
12. Assists and supports individual faculty or committees with event coordination, standardized patient encounters, workshops, conferences, and accreditation site visits.
13. Prepares agendas and makes arrangements for faculty, committee, and other meetings.
14. Maintains faculty clinical and teaching schedule reports.
15. Attends nursing faculty meetings to record minutes and report on activities. Compiles, transcribes, and distributes minutes of meetings.
16. Assists the Director with the development of program budgets, reports, operational adjustments and enrollment projections.
17. Manages Nursing faculty expense reports; assists with nursing faculty travel in accordance with Heritage University guidelines.
18. Creates and maintains student files in compliance with FERPA regulations.
19. Collaborates with laboratory instructors in maintaining clinical laboratory equipment and inventories.
20. Coordinates or performs background checks for students and adjunct faculty before they assume responsibility for nursing care.

21. Orders and replenishes teaching resources and office supplies.

OTHER DUTIES AND RESPONSIBILITIES:

Performs other functions as necessary or assigned by the Director/Chair of the Department Nursing.

SCOPE OF RESPONSIBILITY:

Knows the Philosophy, Mission, and vision of the Nursing Department and of Heritage University. Adheres to Nursing and Heritage goals, standards, policies and procedures. Demonstrates sensitivity toward the needs of the College of Arts and Sciences.

Can work autonomously and flexibly to meet goals in a complex environment. Contributes to consensus-building, and acts as a member of the Nursing Department team. Uses sound judgment and discretion in handling confidential information. Demonstrates ethical and professional comportment at all times. Highly responsive to requests and has a commitment to providing high quality service.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

- A. **Knowledge:** At least three years of experience in complex administrative management. Preference for Bachelor's degree; extensive work experience may be substituted for educational degree. Ability to interpret Nursing laws and regulations set forth by the Washington State Legislature.
 - B. **Skills:** Competence in complex computer software, including, but not limited to Microsoft Word, Excel, Outlook, PowerPoint, and Typhon.
 - C. **Abilities:** Organizational, interpersonal and planning skills. Ability to work as a member of a team. Ability to manage projects. Ability to respond promptly to the needs of students, faculty, administrators, and community partners with sensitivity, accuracy, and professionalism. Sound judgment for decisions and accountability for consequences.
-

Clinical Laboratory Teaching Assistant

POSITION DESCRIPTION: Under supervision of the Chair of the Department of Nursing and Director of Nursing Programs, this person will be responsible for maintaining and managing the Skills Laboratory for nursing student learning. The duties of the Nursing Skills Lab Assistant include:

- Order and maintain inventory control of supplies
- Organize the laboratory
- Maintain instructional equipment
- Schedule students' lab times
- Assuring students have needed supplies and equipment for specific skills practice modules
- Assistance to faculty who are teaching and supervising psychomotor skills; and assistance to faculty when they are conducting simulated nursing activities for students.
- Coordinate and schedule laboratory practice experiences
- Maintain and implement laboratory policies consistent with OSHA standards.

LOCATION OF JOB RESPONSIBILITIES: This position functions mostly in the Nursing Skills lab at Heritage University. Simulation experiences may be supplemented at Pacific Northwest University (PNWU); travel to PNWU in Yakima may be necessary.

SUPERVISION OF POSITION: When the Clinical Laboratory Teaching Assistant (TA) is present in the lab with students, the TA does not perform teaching or evaluation of students. *Lab TA's are not considered nursing faculty* and, therefore, they cannot teach students, nor can they evaluate students' performance in the skills lab. However, the TA may follow a pre-set lab procedure, coach the students, and check-off students' practice in the lab. Checking-off practice differs from evaluation, as evaluation is a more complicated activity and involves making a decision about a student's performance, skills acquisition, and mastery of content.

- This position reports to the Chair/Director of Nursing Education Programs.
- The TA always works under the supervision of a Master's or Doctorally prepared nursing faculty members.

REQUIRED QUALIFICATIONS: Applicants must meet ALL of the required qualifications. Please provide copies of all supporting documentation with your application (i.e. transcripts, certifications, licenses, etc.).

- Bachelor degree in Nursing (BSN) from an accredited college or university.
- Licensed as a Registered Nurse in Washington.
- Working experience with computer software systems.

DESIRED QUALIFICATIONS:

- Working knowledge of the auto-tutorial lab concept.
- Knowledge and skill in operating low fidelity and high fidelity human patient simulators.
- Experience teaching adults.

SALARY:

- Salary is a formulation based on education and experience.
- This is a part time position requiring 16 hours per week.

CONDITIONS OF EMPLOYMENT:

- Must maintain Washington Registered Nurse License.

- Flexibility is needed, as schedule may vary to accommodate the needs of students and faculty for set up of lab and student learning opportunities.

STARTING DATE OF EMPLOYMENT: As soon as filled

DOCUMENTATION: For consideration, applicants are required to submit the following documentation:

- Completed application
- Cover letter
- Resume
- Original transcripts for all college and post-secondary education

Applications and cover letter must be submitted to the Heritage University Human Resources website. Meeting the minimum qualifications does not guarantee an interview. In the assessment of credentials, a higher rating may be given for education/training, skills and experience beyond the minimum qualifications.

Chapter IV: Nursing Department Policies

Nursing Department Policies are catalogued on the Nursing Department Web Page, and are linked thus:
[Nursing - Policies](#)

Updated 09/01/2020, 01/04/2021